Professional culture among new entrants to the teaching profession

Report to the General Teaching Council for Scotland and the Scottish Government

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The Research Team

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Executive summary

Background

This research was commissioned by the General Teaching Council for Scotland, in partnership with the Scottish Government and is based on an acknowledgement that the process of becoming a teacher has changed significantly since the 2001 National Agreement, *A Teaching profession for the 21st Century*. The research was commissioned to consider the proposition that teachers who have qualified for registration over the past five years have a different outlook on teaching as a profession to that of their more experienced colleagues.

Aim and objectives

The overall aim of this research was to investigate the impact of recent policy initiatives in teacher education, notably the Teacher Induction Scheme, on the professional culture of teachers in Scotland.

The key objectives of the research were to:

1. Critically evaluate perceptions of the nature of teaching among teachers of varying levels of experience and seniority
2. Evaluate the impact of new entrants to the profession on the culture of the school
3. Evaluate the impact of new entrants to the profession on learning and teaching
4. Make recommendations on using the complementary skills and attributes of new recruits and more experienced colleagues for mutual benefit.

Research design

In addressing the project objectives a mixed-method approach was employed. Data collection in four strands was conducted between May and September 2008. The research design accommodated a national, regional and local focus.

*Teacher questionnaire:* An online survey was distributed to all GTCS-registered school teachers via their email addresses. 2,216 (9%) completed questionnaires were submitted from a pool of 25,740 potential participants. Comparison of the overall profile of GTCS registered school staff in each local authority with the returned sample suggests representation and comparability. The survey was conducted between 6-23 May 2008.

*Regional teacher focus groups:* Fifty-eight teachers attended six regional focus groups held between June 9-16th at venues in Inverness (n=11), Aberdeen (n=15), Edinburgh (n=11), Glasgow (n=10), Newton St Boswell, Scottish Borders (n=8) and Dumfries (n=3). Participants were selected from respondents to the teacher questionnaire who had expressed an interest in taking part in a further focus group discussion. Where possible, a stratified random sample was selected to include a range of teachers at each group from across the career phases and in promoted and unpromoted posts.

*School case studies:* Six one-day ‘case study’ visits were conducted between 19-28 May. Three primary schools and three secondary schools were identified in liaison with local authority officers responsible for supporting early career teachers in four local authorities.

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1 The research team acknowledges that the use of the term ‘experience’ is problematic. Throughout the report experience is used to refer to *length of teaching experience only*, rather than range or quality of experience or capacity to engage in professional reflection.
located in north, central (x2) and southern Scotland. In contrast to the regional mixed focus groups, the school case studies provided an opportunity to convene two separate focus groups within one workplace setting: one group of early career stage teachers (up to five years experience) and a group of more experienced teachers. Fourteen semi-structured interviews were conducted with members of the management team with responsibility for supporting probationer teachers and for continuing professional development in the six school case studies. The perspectives of primary and secondary pupils were sought through workshop activities with small groups of P6-7 and S1-3 pupils respectively.

Local authority perspective: An online survey was distributed to 144 local authority officers via email between August 11-29th 2008. 32 (22%) responses were received from 22 local authorities. Eight follow-up telephone interviews were conducted with personnel in different authorities between 28th August and 12th September 2008.

Key findings for each objective

Perceptions of the nature of teaching among teachers of varying level of experience and seniority

- All teachers expressed a high level of confidence in their ability to exercise professional judgement or discretion in their work.
- Probationer teachers adopted the most critical stance in relation to the implementation of education policy, suggesting a level of critical policy literacy at an early stage in professional formation.
- The adoption of an enquiry stance was suggested in generally positive attitudes towards practitioner research. A reasonably high level of support was expressed for research engagement by teachers across role groups and this was consistent across the different levels of experience.
- Teachers across the career phases reported high levels of participation in school decision making processes, but there was an understanding that influence and control were retained by a small number of teachers in the most senior posts.
- The majority of teachers indicated that at an institutional level schools enjoyed relatively low levels of autonomy in relation to external influences, especially in terms of shaping school policy to meet local needs.
- Respondents were generally more optimistic about the capacity of individual teachers to shape the curriculum to meet pupil needs.
- Teachers often felt that their professional values were more closely aligned with national policies than with local school level policy.
- Teachers across role groups expressed strong agreement that working with other professionals in school was an integral part of a teacher’s professional role
- Whilst expressing strong support for joint work in promoting cross-curricular initiatives, almost one in three class teachers did not agree (moderately or strongly agree) that they had opportunities for collaborative learning in school.
- Across professional roles, low levels of support were expressed for faculty structures as drivers of cross-curricular development.
- Across roles there was strong support for offering opportunities for the involvement of pupils in influencing change in school.
- Probationers expressed higher levels of agreement than other role groups that the professional standing of teaching had been enhanced by the Teachers’ Agreement (2001).
- Relatively low levels of trust were reported in terms of relations with the policy community. A higher proportion of probationers felt that teachers were trusted by the
policy community. Probationers were also more likely to agree that teachers are trusted as professionals by the public.

- High levels of support were expressed across the career phases for the contractual obligation to undertake CPD.
- More experienced classteachers are more likely to feel a sense of disjuncture between their identified needs and available CPD and to feel a loss of control over available CPD choices.
- Beyond the most senior posts (headteachers and depute) relatively low levels of support were expressed for the view that PDR is helpful in career and development planning.
- Teachers at an early stage in their careers demonstrated a positive orientation towards peer observation as a form of CPD. An openness to peer observation was cited as a key benefit of the Teacher Induction Scheme.
- There was agreement across positions in school and across career phases that teaching is an emotionally rewarding but demanding job. Teachers in senior posts – principal teachers, depute and headteachers - were least likely to agree that their workload was manageable
- Probationers expressed strong career aspirations and expressed interest in becoming Chartered Teachers, mentors and developing a pastoral role in school.

**The impact of new entrants to the profession on the culture of the school**

- Experienced teachers commented on the confidence, enthusiasm and commitment of recent entrants to the profession and suggested that their presence has a re-energising influence on school culture.
- Local authority officers suggested that new teachers were ‘revitalising the profession’; exerting a ‘re-invigorating’ influence on school culture.
- Headteachers noted a willingness to comply and positive attitude to change among recent entrants to the profession. Senior managers commented on their ‘eagerness to do well’ and suggested that new teachers ‘bring vitality to the school’, ‘a fresh approach’, ‘a different way of looking at teaching’.
- The majority of experienced teachers commented favourably on the positive contribution that recent entrants to the profession made to the corporate life of the school.
- Probationer teachers entering schools are generally well prepared for the roles and responsibilities of classteachers and benefited from formalised systems of support. The Standard for Initial Teacher Education and the Standard for Full Registration provide useful transparent guidance for the assessment of performance and support for continuing development.

**The impact of new entrants to the profession on learning and teaching**

- Early career teachers participate in a wide range of working groups with a cross-school role, including teaching and learning committees, assessment and curriculum review groups.
- Local authority officers suggest that early career teachers have a positive impact on developing teaching and learning methodologies, both at departmental and whole school level.
- There is some evidence of recent entrants to the profession assuming leadership roles at an early stage in their careers (within five years teaching experience). These include involvement in school-level and authority-wide CPD initiatives and appointment to promoted posts – such as principal teacher, depute and staff tutor.
- Senior managers identified early career teachers as potential standard bearers for change and frequently made reference to the promotion of Assessment is for
Learning techniques (AifL) and the future opportunities and challenges involved in implementing the Curriculum for Excellence.

**Recommendations on using the complementary skills and attributes of new recruits and more experienced colleagues for mutual benefit**

- A high recurrence of probationer placements in some departments poses challenges for those charged with ensuring continuity and high quality support for pupils, especially when preparing for national assessments.
- Security of tenure influences the capacity of many early career teachers to have an impact at school level. Some teachers employed in temporary and supply positions report that they are denied the status of full members of the school community.
- There is variable practice in meeting the development needs of early career stage teachers who are employed on temporary contracts. Probationer teachers following the alternative route report significantly lower levels of support than probationer teachers completing the induction year.
- Following high levels of formal support in the induction year, there is a reported lack of continuity in appropriate levels of support between years two and six of a teachers’ career.
- Existing social relationships constrain or enhance the possibilities for peer learning and collaborative practice across the career phases. The possibilities for intra-professional learning depend on the strength of the learning community established in each school.
- In cultures supportive of professional learning, early career stage teachers have the potential to act as catalysts of change within school, helping to bridge the theory-practice divide and acting as brokers of new policy initiatives at the local level.
- Principal teachers, Chartered Teachers and probationer supporters, play a potentially important role in providing bridging and linking opportunities for teachers across the career phases.
- Faculty structures have the potential to promote cross-curricularity and collegiate working. The creation of faculties challenges the strong subject identities of secondary school teachers. However, the level of impact on practice depends on the rationale for moving toward faculties, the creation of appropriate groupings of subjects and the strength of faculty leadership.
- Senior managers suggest that career restructuring removed incentives from aspiring leaders (pedagogical or management oriented) at a relatively early career stage by widening the gap between main grade class teachers and principal teachers.
- There is some evidence of the persistence of ‘top down’ organisational cultures in schools which act as a barrier to enhanced collaborative work. Continued culture work needs to be undertaken to further erode enduring professional norms of privacy, hierarchy and non-interference.
- Effective collaboration requires the development of sense of shared purpose, skills in cooperative working and the allocation of adequate resources to support deliberation, planning and communication.
- Schools have the capacity to engage in rituals of change, which preserve or return to established practices. Inauthentic, ‘tokenistic’, ‘contrived’ or ‘induced’ forms of consultation and collaboration damage relations of trust and increase divisions between senior management and main grade teachers.
- To capitalise on positive developments and draw on the complementary skills and attributes of new recruits and more experienced colleagues, the provision of routine and regular opportunities for professional dialogue are required. Early career teachers respond positively to opportunities to show leadership by sharing new learning with more experienced peers.
1. Introduction

1.1. Background to the study

The processes of professional formation and the continuing professional learning of teachers have been the focus of considerable attention in recent years. Recent reforms have sought to enhance the professional knowledge base of teaching, to raise standards within teaching and the status of the profession. Key developments include the development of the Teacher Induction Scheme, a developing approach to early professional development, a contractual commitment to CPD, the introduction of the Chartered Teacher grade and programmes for headship development. Concurrently curriculum and assessment policy and practice has emphasised the importance of cross-curricularity supported by collegiate working and the development of research-informed strategies through peer learning. This research explores the relative impact of recent policy on teachers at different stages in their teaching careers and occupying different positions of seniority.

1.2. Research questions

In accordance with the terms of reference provided by GTC Scotland, the key objectives of the research are to:

1. Critically evaluate perceptions of the nature of teaching among teachers of varying levels of experience and seniority
2. Evaluate the impact of new entrants to the profession on the culture of the school
3. Evaluate the impact of new entrants to the profession on learning and teaching
4. Make recommendations on using the complementary skills and attributes of new recruits and more experienced colleagues for mutual benefit.

The research team identified the following research questions linked to the project objectives:

Objective 1
- How do teachers across the career phases view the nature of teaching?
- Do perceptions of teaching differ according to level of experience?
- Do teachers who occupy different positions in the career structure have different views of teaching?

Objectives 2 and 3
- What opportunities are there for early career teachers to influence whole school culture and ethos?
- In what ways are early career teachers influencing curriculum development and pedagogical practice in school – at departmental/faculty and whole school levels?
- How do school managers view the impact of early career teachers?
- How do Local Authority officers view the impact of early career teachers?
- What do pupils value in pupil-teacher relationships with new entrants to the profession?

Objective 4
- Through what mechanisms do early career teachers exert an influence?
- What are the main drivers and barriers to this process?
- How can schools move towards an integrated model of professional learning that draws on the complementary expertise of colleagues with different levels of experience and expertise?

Table 1 overleaf indicates where each question is addressed in this report.
Table 1. Research objectives addressed in the report

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Questions</th>
<th>Data collection</th>
<th>Location in report</th>
</tr>
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<tbody>
<tr>
<td>1. Critically evaluate perceptions of the nature of teaching among teachers of varying level of experience and seniority</td>
<td>How do teachers across the career phases view the nature of teaching? In what ways do teachers’ perceptions vary according to level of experience and seniority?</td>
<td>Large-scale questionnaire to teachers across the career phases</td>
<td>Chapter 4</td>
</tr>
<tr>
<td>2. Evaluate the impact of new entrants to the profession on the <em>culture</em> of the school</td>
<td>How are early career teachers influencing whole school culture and ethos?</td>
<td>Questionnaire and semi-structured follow-up telephone interviews with LA officers Regional focus group discussions (NESW) School case studies</td>
<td>Chapter 5</td>
</tr>
<tr>
<td>3. Evaluate the impact of new entrants to the profession on <em>learning and teaching</em></td>
<td>How are early career teachers influencing curriculum development and pedagogical practice in school – at departmental/faculty and whole school levels?</td>
<td>Questionnaire and semi-structured follow-up telephone interviews with LA officers Regional focus group discussions (NESW) School case studies</td>
<td>Chapter 5</td>
</tr>
<tr>
<td>4. Make recommendations on using the complementary skills and attributes of new recruits and more experienced colleagues for mutual benefit.</td>
<td>Through what mechanisms do early career teachers exert an influence? What are the main drivers and barriers to this process? How can schools move towards an integrated model of professional learning that draws on the complementary expertise of colleagues with different levels of experience and expertise?</td>
<td><em>Synthesis of data from:</em> Large-scale questionnaire Questionnaire and semi-structured follow-up telephone interviews with LA officers <em>Analysis of across-school themes:</em> Regional focus group discussions (NESW) School case studies</td>
<td>Chapter 8</td>
</tr>
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</table>
1.3. Structure of the report

The report is structured in eight main chapters. Chapter two outlines the policy context for this research. Chapter three offers a rationale for the methodological approach adopted and provides a summary of the main data collection techniques used in each of the four strands.

Chapters four to seven are the principal empirical chapters in the report. Each chapter reports key messages from a separate strand of data gathering. Chapter four presents the findings of the main teacher survey. Chapter five offers the perspectives of local authority officers gathered through an online survey and series of follow-up telephone interviews. Chapter six reports the findings from six regional focus groups with mixed groups of teachers, which were convened in north, central and southern Scotland. Chapter seven reports the main findings to emerge from analysis of the data gathered through semi-structured interviews, small group discussions and pupil workshops during the six school case study visits.

A synthesis of key themes across the four main strands of data gathering is presented in chapter eight. This includes a summary of drivers and inhibitors of professional learning across the career phases. In this final section of the report we offer a series of recommendations for consideration by the GTC Scotland and the Scottish Government based on the evidence presented.
2. Research context

Teacher education and teachers' work have undergone a period of significant change in Scotland. Recent reforms have sought to enhance the professional knowledge base of teaching, to raise standards within teaching and the status of the profession. Key developments include the development of a highly regarded induction system (Pearson and Robson, 2005; Draper and O'Brien, 2006); a developing approach to early professional development (McNally, 2006); the introduction of the Chartered Teacher grade (Connolly and McMahon, 2007; Kirkwood and Christie, 2006); and programmes for headship development (Menter, Holligan and Mthenjwa, 2004; Reeves et al, 2003). As these policies shape structures and processes within schools and classrooms, it is timely to reflect on the impact of these changes on teachers' perceptions of the profession. In acknowledging the role of teachers as mediators of policy, this research explores the range of stances that teachers with different levels of experience and seniority take in relation to their work.

In approaching 'professional culture' (or the shared perceptions, values and practices of an occupational group), we acknowledge that 'teacher professionalism' is a contested and shifting concept. As Hargreaves and Goodson (1996:4) explain,

‘What it means to be professional, to show professionalism or to pursue professionalisation is not universally agreed or understood…what counts as professional knowledge and professional action in teaching is open to many interpretations.’

Similarly, the concept of individual or collective 'professional identity' is problematic and we can expect,

‘incongruities between the defined identity of teachers as proposed by systems, unions and individual teachers themselves and that these will change at various times according to contextual and individual factors and exigencies’ (Sachs, 2001:155)

The last two decades have seen a cross-national movement towards the specification of professional standards within teacher education, albeit influenced by distinctive 'local' histories, political cultures and national priorities (Ozga, 2005). The formulation of Standards documents and codes of professional practice have been accompanied by moves towards integrated professional development pathways (Jephcote et al, 2007). In the last decade, dominant policy discourses of professionalism have increasingly emphasised teaching as a 'learning profession' and schools as 'professional learning communities' with a commitment to self-evaluation and continuous improvement (HMIe, 2007). Teacher learning is increasingly positioned as a social enterprise with renewed emphasis placed on collaboration and relations of collegiality. New relations of partnership are sought between school, university and policy communities and between schools and their resident communities.

In Scotland, A Teaching Profession for the Twenty First Century (SE, 2001:5) announced 'a new framework which promotes professionalism and which places teachers at the heart of teaching'. The Teachers' Agreement emphasised the importance of CPD as a professional entitlement and obligation, introducing 35 hours of CPD per annum as a contractual requirement. Support for the enhancement of the core activities of teaching was provided through the phased reduction of class contact time to a maximum of 22.5 hours across the primary and secondary sectors, supported by a phased increase of 3,500 additional support staff to undertake 'non-professional duties'. The Draft Code of Professionalism and Conduct (GTCS, 2007: 3.2, p.8) states that registered teachers 'should refresh and develop their knowledge and skills through Continuing Professional Development and maintenance of reflective good practice'. A 'personalised' approach to professional development has been
encouraged through the negotiation of an individual CPD plan for every teacher that addresses personal, institutional, local and national priorities.

Teacher preparation in Scotland, as elsewhere, is based on the model of the reflective practitioner and enquiring teacher. Research engagement is embedded within the professional development framework for teachers in Scotland (Kirkwood and Christie, 2006). There is an expectation that from an early stage in professional formation Scottish teachers will use ‘research and other forms of valid evidence to inform choice, change and priorities in promoting educational practices and progress’ (GTCS/QAA, 2006:4). The Standard for Initial Teacher Education (SITE) expects that by the end of a programme of initial teacher education beginning teachers will ‘know how to access and apply relevant findings from educational research’ and ‘know how to engage appropriately in the systematic investigation of practice’ (GTCS/QAA, 2006:11). The Standard for Full Registration (SFR) expects registered teachers to have ‘research-based knowledge relating to learning and teaching and a critical appreciation of the contribution of research to education in general’ (GTCS, 2006:11). A commitment to ‘critical self-evaluation and development’ is one of the core professional values and personal commitments within the Standard for Chartered Teacher (GTCS, 2002:1). The Chartered Teacher is required to demonstrate a capacity to ‘evaluate practice and reflect critically on it’ and to ‘ensure that teaching is based on reading and research’ (GTCS, 2002:10). The Scottish teacher is thus not positioned as compliant implementer of curriculum designs and pedagogies developed elsewhere; as is evidenced in the model of teacher preparation advanced in the Scottish Teachers for a New Era programme (Livingston and Colucci-Gray, 2006).

Strongly framed demarcations between teachers on the basis of subject identity, length of service or seniority are identified barriers to the development of professional learning communities. Cultures of ‘privacy’ (Nias et al., 1989) and the development of ‘balkanised’ cultures (Hargreaves, 1994) are noted challenges to the promotion of collegiality. HMIe (2007) has emphasised the significance of distributive leadership in support of school improvement. The Teachers Agreement (2001) sought to address the ‘hierarchical nature of teacher culture in Scotland’ (MacDonald, 2004:414) by simplifying and flattening the career structure. Many authorities have moved towards ‘faculty’ structures wherein Principal Teachers have management and curriculum responsibility for clusters of subjects rather than a single subject department. This has resulted in a 20% reduction in the ratio of promoted posts to full-time equivalent posts in the period 2001-2005 in a sample of schools across Scotland (Teachers’ Agreement Communication Team (TACT) (2006) cited in Audit Scotland Report, 2006, para. 109). The introduction of the Chartered Teacher grade has provided opportunity for salary increments without management responsibilities for those teachers who choose to ‘stay within the classroom’ (O’Brien and Hunt, 2005; Kirk et al., 2003; Connolly and McMahon, 2007). The model of continuing professional learning and academic accreditation on which the CT programme is premised stands in notable contrast to revised performance management arrangements accompanying pay Standards elsewhere in the UK (TDA, 2007).

This research was commissioned to consider whether the positive developments and aspirations for the profession contained in the above policies, have produced a discernible shift in professional culture among Scotland’s teachers. At one level, changes in the professional development framework exert a powerful influence. Teachers are positioned professionally as they meet professional standards (Moore, 2004). The Standard for ITE and the Full Registration carry a view of what it means to be a teacher; they reflect dominant conceptions of teaching and learning. In this sense they are productive as well as evaluative.

It is widely recognised, however, that national policy is mediated within communities of practice (Ball, 1990, 1994). The TLRP thematic seminar series, Changing Teachers’ Roles, Identities and Professionalism (C-TRIP) (January 2005-January 2006) (Gewirtz et al, 2006)
and the DfES commissioned research project Variations in Teachers’ Work, Lives and their Effects on Pupils (VITAE) (2001-2005) (Day et al, 2007) have afforded attention to the interaction of national policy, the school context and teachers’ personal experience. Policy trajectory studies have shown how teachers re-work policy priorities in line with personal values and commitments and prevailing local circumstances. The literature on teacher responses to reform does not depict uniform responses to interventions on teachers’ work (Mac an Ghail, 1992; Woods, 1995; Hatcher, 1994, Pollard, 1994; Osborn et al, 1997). Teachers filter policies through existing professional identities, accepting elements that fit with their values and rejecting those that do not. More recently Lance (2006) has described how teachers mediate policy, working creatively to ‘embrace’, ‘extend’ and ‘appropriate’ policy at a grassroots level. It follows that in exploring teachers’ perceptions of professionalism we can expect ‘old’ and ‘new’ forms of professionalism to co-exist (Troman, 1996). In approaching the impact of interventions in the early professional preparation of teachers, it is important to focus attention to changing cultures rather than policy change (as implementation); that is, how these changes are worked through in individual schools and classrooms.

Early evidence suggests some significant positive consequences of the agreement, particularly in terms of a re-orientation of attitudes towards CPD. This is demonstrated by the Teacher Working Time Research (2006:5) where teachers noted more CPD opportunities and better quality of provision. HMLe have noted that CPD is now less likely to be perceived as an activity delivered to teachers by external trainers away from school. A greater emphasis is now placed on working with colleagues in school, or with networks of schools, to improve practice. HMLe have noted that such developments ‘are the markers, so to speak, of a collegiate profession’ (MacBride, 2007, column 3957). Of the seven main forms of CPD identified in 2000 by Livingston and Roberts (2001:188), none included the types of formal or informal teacher-led school-based provision (peer coaching/mentoring) that are now common practice in many schools. The provision of site-based development opportunities has arguably opened up new spaces for teachers to come together to discuss teaching and learning that is grounded in their immediate practical experience.

There is some emerging evidence of differences in attitudes between early career and more experienced teachers. The Audit Scotland Mid-Term Report (2006) reported that recent entrants and younger teachers hold more positive perceptions of CPD than colleagues with longer length of service (SP Paper 795, 2007:4). Reflecting on experiences of CPD during the induction year, many early career teachers reported that school-led CPD was more relevant and worthwhile than local authority provision, which was viewed as ‘too theoretical and not of a practical nature’ (Pearson and Robson, 2005:14). The Audit Scotland (2006) survey found that 74% of teachers with less than three years experience expressed an intention to participate in the Chartered Scheme in the future, compared with 32% of classroom teachers overall. Reasons cited for intended participation included enhanced career opportunities, development of teaching skills and increases in salary.

HMLe (2007:25) have claimed that the Teacher Induction Scheme has had ‘a positive impact on the overall ethos of self-evaluation in schools…Other teachers have benefited from the positive and energising impact of probationers on the work of the school, particularly in schools or departments where there had been little or no staff turnover for many years’. This is particularly significant given the demographic of the teaching population in Scotland. Whilst teaching remains an attractive proposition and there are a growing number of young teachers entering the profession, the proportion of teachers aged over 45 is higher in Scotland (57%) than in either England (46%) or Wales (48%). In 2007, 21% of fully registered teachers were aged 51-55 years; and 24% were aged between 56 and 65 years (Matheson, 2007). The age profile of teachers within particular curriculum areas in secondary schools is an area of concern noted by the GTCS. Curriculum areas with the highest proportion of teachers aged over 50 include Home Economics (51%), Geography (45%),
Chemistry (43%), History (43%), French (42%) and Art (41%) (op cit). In 2007 the percentage of fully registered teachers aged between 21 and 30 years was 12%.

Any examination of professional culture among new entrants to the profession must also be placed within the context of increased competition for post-induction employment, particularly the differing patterns of availability of permanent posts across the country. The GTC Scotland follow-up employment survey conducted in April 2008 reported that 92.7% of probationers achieving full registration in 2007 had been successful in securing employment as teachers\(^2\), albeit on an intermittent basis (GTCS, 2008). A TESS commissioned survey suggests that three-quarters of probationers had not found permanent teaching posts, with many employed on a temporary or supply basis (TESS, 29 August 2008). The Teacher Employment Working Group (TEWG) convened to consider the planning regime for newly qualified teachers reported on 29 October 2008\(^3\).

In this section we emphasised the contested nature of professionalism and professional identity. We outlined a range of policy interventions that have attempted to shape teacher education and teacher’s work and construct a ‘new professionalism’ for the 21st century. Significant among these developments is increased attention to the contribution of collaboration and collegiate working to teacher development and school improvement. In considering the aspirations of policy we have identified significant contextual constraints such as differing patterns of post-probation employment. We have also stressed the role of school professionals as mediators of policy. We have suggested that the relative impact of recent policy, such as the Teacher Induction Scheme, on school level professional culture is likely to be influenced by the extent to which local organisational culture and personal values and commitments are congruent with the principles of professionalism embedded in national policy.

In the next chapter we outline the mixed-method approach adopted in this research to: (a) explore the perceptions of teaching held by teachers at different career stages; (b) identify the impact of early career teachers on school culture and teaching and learning; and (c) make recommendations on using the complementary skills and attributes of new recruits and more experienced colleagues for mutual benefit.


3. Methodology

3.1. Introduction

This section of the report offers a rationale for the mixed-method research strategy used in this study and provides further details of the research techniques used in each strand. The research was guided by the need to optimise engagement with the profession and show sensitivity to the influence of specific contexts. Opportunities for participation were offered at national, regional and local levels. A combination of quantitative and qualitative data was collected through three main methods:

- Online questionnaires (teachers and local authority personnel)
- Focus group discussions (mixed and same group)
- Semi-structured interviews (face-to-face and telephone)

3.2. Teacher questionnaire

In order to examine the hypothesis that recent policy initiatives have contributed to a shift in professional culture among Scotland’s teachers it was necessary to consult a large number of teachers. An online questionnaire was constructed using Zoomerang survey tools. The development of the questionnaire was strengthened by the involvement of a teacher consultative group, composed of twelve teachers from different local authorities. This group was invited to consider the structure of the questionnaire, the clarity and accessibility of wording, sequencing of questions and importantly the time taken to complete the survey, which needed to be manageable for busy professionals. The draft instrument was refined in consultation with the project Steering Group. The questionnaire was divided into seven main sections (see appendix one):

- Teaching and yourself as a teacher
- Implementing policy
- Policy developments
- Teacher efficacy
- Continuing Professional Development
- Satisfaction with the teacher’s role
- Developing your professional role in the future

Drawing on the expansive research literature on teacher learning and school culture, the following four themes were nested in the questionnaire:

- Autonomy and control
- Collaboration and collegiate working
- Trust and recognition
- Continuing Professional Development

The survey was administered to all GTCS-registered school staff who were contacted through their e-mail addresses. To maintain privacy of personal data the questionnaire was distributed by the Council and in accordance with the requirements of the Data Protection Act.

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4 URL: http://www.zoomerang.com
5 The Steering Group included John Gunstone, Margaret Alcorn, Ian Matheson and David Malloch, who advised on sample selection and offered clarification on the purposes and direction of the research.
6 The survey took place between 6 and 23 May 2008.
7 This included both work and personal e-mail addresses.
Some restrictions regarding the composition of the study population were applied\(^8\). The response rate achieved was very good in that comparison of the overall profile of GTCS registered school staff in each local authority with the returned sample suggests representation and comparability (see appendix two for more details). 2,216 (9\%) completed questionnaires were returned out of 25,740 potential participants\(^9\).

### 3.3. Regional teacher focus groups

In addition to the generation of individual responses through an online questionnaire, the generation of collective views (group understandings) was sought through convening a series of regional focus groups. The focus groups complement the questionnaire data by providing an opportunity for participants to offer reasons for their views and to explain and discuss in more detail their understanding of recent policy and its impact. By convening a group, differences between participants can be directly discussed. The focus groups also provided an opportunity for participants to articulate issues not identified in the main teacher questionnaire.

Six regional focus groups were held between June 9\(^{th}\) and June 16\(^{th}\) 2008. Fifty-eight teachers with varied levels of experience participated in discussion groups. Participants were selected from respondents to the teacher questionnaire who had expressed an interest in taking part in a focus group discussion (teacher questionnaire completed May 6-23\(^{rd}\) 2008). The selection of focus group participants was not influenced by responses to questions on the main questionnaire. All responses to questions in the main body of the questionnaire were removed when selecting participants.

Respondents with an interest in taking part in a focus group were sorted according to length of experience (number of years teaching experience). Three teachers with 0-2 years experience and three teachers with 3-5 years experience were selected at random\(^{10}\). One teacher from each of the remaining groups was also selected: 6-10 years, 11-15 years, 16-23 years, 24-30 years and 31+ years. This process was repeated in order to populate each of the groups\(^{11}\). In the Dumfries and Scottish Borders groups randomisation was not possible as the numbers of teachers who had expressed interest in attending a focus group was very low. In each case, all those who expressed an interest and provided contact details were invited to attend (Scottish Borders n=10; Dumfries n=13).

### 3.4. Local authority engagement

In addition to the large-scale survey of teachers across the career phases, the research design includes attention to the perspectives of local authority officers with a teacher development remit. Local authority officers bring an additional dimension to the study. They have oversight of a range of different school settings (individual schools, clusters of schools and council areas) and a degree of detachment given that their professional role is located

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\(^8\) In determining the population for the study, both teaching staff who work for Scottish colleges and those who had already retired but are still registered were excluded.

\(^9\) Taking into account the timescale and resources involved in administering a large-scale paper-based postal survey, with the support of the GTCS the research team opted to use a web-based survey to reach as many GTCS-registered teachers (through their e-mail addresses) as possible. This enabled efficient facilitation and generation of questionnaire responses. The team acknowledges, however, that electronic distribution influences the extent of participation in the survey.

\(^10\) Using Excel's RAND function.

\(^11\) Modest remuneration, payable to participants' schools, was offered to support attendance at the focus groups, which were held within teaching hours.
outwith the school. Local authority officers, charged with supporting and challenging schools as they take forward local authority and national priorities, have proximity to and familiarity with the contexts of policy and practice.

The perspective of local authorities on the impact of recent entrants to the profession was sought through an online questionnaire. The draft instrument was refined in consultation with local authority officers who had acted as key contacts in the identification of schools involved in the case study strand of this research. The survey contained a combination of open and closed-ended questions relating to the following areas (see appendix three):

- impact of early career teachers on school policy and practice
- impact of recent policy developments in promoting teacher collaboration across the career stages
- school strategies to promote the development of early career stage teachers
- school strategies to encourage joint work between early career teachers and more experienced teachers
- drivers and inhibitors of enhanced collaboration across the career phases

The survey was administered to 144 local authority officers with responsibility for professional development, inclusive of the 32 local authorities of Scotland. The distribution list was compiled in consultation with local authority personnel identified by the GTC Scotland as having responsibilities for supporting probationers and local CPD provision. Thirty-two completed questionnaires were returned (22%) from 22 local authorities (69%). To complement the questionnaire data, telephone interviews were conducted. Twelve respondents to the questionnaire initially indicated that they would be willing to participate in an interview. Following email and telephone contact, eight agreed to take part in a thirty minute telephone interview to explore the above themes in more detail.

3.5. Case studies of schools

The case study visits provided detailed information in support of objective four: mapping the ways in which early career teachers exert an influence and making recommendations on the use of complementary skills and attributes for mutual benefit. Although necessarily limited in number, the school case studies provided an opportunity for comparisons of accounts within the same institution rather than across institutions and sectors. One of the known limitations of mixed focus groups as a method of enquiry is the tendency to significantly under-report intra-group variation, especially where there are differences in perceived status and power (Bloor et al, 2001). Accordingly, teacher groups in the case study schools were convened from pre-existing same status peer groups: experienced teachers and early career teachers. Interaction within pre-existing groups is more likely to approximate ‘naturally’ occurring interaction. As Kitzinger (1994:105) observes, ‘it is useful to work with pre-existing groups because they provide one of the social contexts within which ideas are formed and decisions made’. That is, they connect the research more directly to the level of practice than data collection techniques that are removed from the site of practice.

Six schools were selected as case study sites. It should be acknowledged that this is a small number of schools and no claims are made to representativeness. The criteria for selection included:

- Primary and secondary schools with a reasonably high number of probationer teachers in successive academic sessions.
- Local authority suggestion of schools offering strong support for early career teachers.
To facilitate the identification of schools, five local authorities located in the north, east, west and south of Scotland were contacted. The terms of reference for the research and an outline and objectives for a proposed one-day visit were shared with contacts from the GTCS list of LA probationer contacts. Through LA nomination, six schools in four local authorities were identified as sites of interesting practice in the development of early career teachers. In each case the headteacher was contacted to request permission for the involvement of the school in this research.

Table 2: School case studies

<table>
<thead>
<tr>
<th>Region</th>
<th>School roll</th>
<th>Interviews</th>
<th>Experienced teacher group</th>
<th>Early career teacher group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
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<td></td>
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<tr>
<td>North</td>
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<td>Central</td>
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<tr>
<td>South</td>
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<td>7</td>
<td>6</td>
</tr>
<tr>
<td>Central 2</td>
<td>1,340</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

School visits included:
- Interviews with senior management with responsibilities for supporting probationer teachers and CPD.
- Small group discussion with early career teachers.
- Small group discussion with experienced teachers.
- Workshop with pupils (P6-7 or S1-3).

In negotiating access permissions, the programme for the day was discussed with headteachers or their nominees. This included the selection of participants and the schedule for the day. Recruitment of participants was conducted by school personnel and was influenced by availability, teaching commitments and by emergent demands on the day of the visit. One primary school elected to hold individual rather than group meetings.

All of the small group meetings (including the six regional events) started with a ten minute focusing activity, which involved the construction of a simple network map. This activity was designed to show communication and linkages between different groups of teachers in school, in order to explore the ways in which early career teachers are able to make an impact in the context of practice. Participants, supported by a facilitator, were asked to record where they communicate with colleagues, how this communication takes place (relationship/link; direction i.e. one-way or two-way) and the frequency, strength and nature/purpose of this interaction. On an A3 sheet of paper each participant produced a map of internal communication: people, roles, places, methods; and then added any role-related external connections/links (beyond school). The maps were used as visual prompts to discuss connectivity between different groups of teachers in school. In comparing maps, this activity has proven useful in investigating organisational conditions that support innovation in the Learning How to Learn project (2001-2005) funded by the Teaching and Learning Research Programme (TLRP) (Fox et al, 2005; James et al, 2006; Carmichael et al, 2006). Similarly in the context of this research, networking is viewed not as an ‘outcome’ but as a means through which professional learning can be enabled and sustained at a local level.

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12 One local authority that was supportive of the research could not be involved as research access was only granted after the conclusion of the fieldwork period.
13 One school declined to be involved on the grounds that staff were already committed to participation in a major research project and was substituted with another school in a different local authority.
14 Network mapping has proven useful in investigating organisational conditions that support innovation in the Learning How to Learn project (2001-2005) funded by the Teaching and Learning Research Programme (TLRP) (Fox et al, 2005; James et al, 2006; Carmichael et al, 2006). Similarly in the context of this research, networking is viewed not as an ‘outcome’ but as a means through which professional learning can be enabled and sustained at a local level.
similarities and differences and possible reasons for these could be explored. Examples of teachers’ network maps are contained in appendix nine.

In addition to consulting teachers, the project specification required pupil engagement. Opportunities for pupils to offer their views were provided in small group workshops of no more than forty minutes duration. In each school the research team requested access to small groups of P6 or P7 and S1-S3 pupils of mixed ability with an equal number of males and females. Pupils invited to participate were selected by school personnel and no claims to representativeness are made. The pupil workshops involved an initial starter activity followed by a mediated interview. The team did not make reference to abstract categories of teachers at different career stages during the workshops in an attempt to avoid the production of very general, negative or stereotypical comparisons. Drawing on early work by Munn et al (1990) that stresses the usefulness of real life contexts, and focusing on positive attributes, pupils were invited to write down on a post-it three teachers who had helped them learn and construct A3 posters using a series of prompts (see appendix ten) based on recollections of the work of these (anonymous) teachers. Facilitators used the posters as a basis for a recorded discussion, prompting pupils to explain their choices and expand on their written responses. Workshops in primary schools used simple line drawings to stimulate initial discussion of different learning contexts and pupil-teacher relations. Drawings have been found to be useful elicitation tools with younger children (Wall, Higgins and Smith, 2005). Through the range of activities, supported by an emphasis on informality and participation, pupils’ perceptions were recorded. It should be noted that the broader orientation of the pupil groups does not enable triangulation with other sources of data presented in the report.

3.6. Ethical issues

This research was conducted in accordance with the ethical code of the Scottish Educational Research Association (SERA) and the research ethics code of the University of Glasgow.

- All participants received a plain language statement outlining the purposes and sponsorship of the study.
- Written consent was requested from all participants before data collection and participation premised on the basis of voluntary informed consent throughout the course of the study (‘process consent’).
- Personal identifiers were removed from all data.
- Care was taken in negotiating informed consent for the participation of children and young people in the school-based pupil workshops. This included a level of explanation to assure sufficient understanding and emphasising the right of participants to opt in or out of the research, as well as seeking parental consent.
- All researchers engaged in working with children in schools had the appropriate level of check required by Disclosure Scotland.

3.7. Data analysis techniques

Digital audio recoding of interview and focus group discussions were fully transcribed to allow transcript-based analysis. Qualitative data was analysed using the conventions of the constant comparative method (Glaser and Strauss, 1967), which entails a process of constantly checking ideas across the full range of cases (or ‘internal validation’). NVivo software for qualitative data analysis was used to support the development of coding. Initially data from each focus group was open coded and indexed. The indexing stage was used to construct a simple organising structure that was applied across the dataset. Coding queries, text searches and word frequency queries were conducted to support inferences
and to test the strength of emergent themes (though it should be noted that frequency in itself should not be directly equated with importance).

Since the main online questionnaire survey for GTCS-registered teachers was intended to be distributed to the whole population\(^{15}\), it chiefly consisted of structured questions for ease of analysis. The sample data were initially compared with the GTCS database by using an Excel PivotTable. This enabled comparison between sample and population data to be made to establish whether or not the sample data were representative of the population data. The sample data were further analysed using a statistical package (SPSS). Apart from analysis of descriptive statistics (e.g. frequency, cross-tabulation), chi-square tests were also performed when appropriate to ascertain how likely it is that the findings are valid or merely due to chance. For this study, the criterion level used was .05 or less, which means that the finding has a 95% or more chance of being accurate. The key variables used in the analysis were length of experience and position in school. In this research, length of teaching experience was categorised using a modified version of Day et al's (2007) classification of professional life phases. The use of professional life phases allows the researchers to identify the relative impact of recent policy initiatives such as the Teacher Induction Scheme, which are more closely related to stage in career than to respondents' age. Descriptive statistics were used for the smaller scale local authority questionnaire. The responses to the open-ended questions were analysed thematically, paying particular attention to recurring themes.

3.8. Summary

A concurrent mixed methods design was adopted to address the research questions in this research. A combination of quantitative and qualitative data, methods and techniques were used to strengthen the research. The quantitative elements supported data gathering on a large-scale, whilst parallel qualitative elements offered greater depth of insight. In comparison with the online instruments which are self-completed at a distance, the face-to-face techniques enabled clarification of meanings and provided opportunities for prompts and probes. Semi-structured interviews afforded greater flexibility for participants to convey their opinions without the constraints of a fixed range of responses. The focus groups provided opportunities to refine perspectives and discuss differences between participants. The school case studies enabled comparison of different perspectives within the same site. In forming conclusions, triangulation was used to establish the consistency of findings emerging from different strands of data gathering.

The research team acknowledges that the qualitative dimensions of the research involve small samples and no claims to representativeness are made. Limitations of time and resource precluded a more extensive multi-site design. We also acknowledge that local authority nomination of case study schools and school management nomination of potential participants is likely to skew the composition of samples, albeit within the confines of the criteria for selection. The need to complete fieldwork in the period May-June 2008 also precluded the possibility of a sequential mixed method design, where the sequence of data collection allows initial stages to inform subsequent methods.

The next four chapters present the findings of each of the four main strands: the large-scale teacher questionnaire (chapter four), the regional mixed focus groups (chapter five), the school case studies (chapter six) and local authority engagement (chapter seven).

\(^{15}\) Provided that they were contactable via email
4. Teacher questionnaire

4.1. Introduction

This chapter addresses the first objective of this research: an exploration of the perceptions of the nature of teaching among teachers of varying levels of experience and seniority. This objective was addressed through the distribution of an online questionnaire to teachers on the GTCS register in May 2008 (see appendix one).

The chapter is organised in four sections. First, the profile of teacher participants is presented. Further information on the demographic of the sample and the response rate can be found in appendix two. Second, the results of the questionnaire are presented and are organised according to four themes:

- Autonomy and control
- Collaboration and collegiate working
- Trust and recognition
- Continuing professional development

Third, an analysis is offered of factors influencing teachers’ choice of CPD; teachers’ level of satisfaction with their professional role and their future plans. The perspectives presented always take into account professional role as well as length of experience. The chapter concludes with a summary of key findings from this strand of the research.

4.2. Profile of teachers

4.2.1. Professional role

The breakdown of the participants’ professional role is shown in Figure 1.

Figure 1: Participants’ current professional role (n=2,177)
Over half of the survey respondents were class teachers, whilst a quarter were either a principal teacher or a class teacher with special curricular or non-curricular activities\textsuperscript{16}. A small proportion (8%) were probationers and, as expected, there was a tiny percentage who had cross-school responsibilities\textsuperscript{17} (CSR) (5%), or who were headteachers (4%) or depute headteachers (3%).

Teacher respondents in this study, with the exception of probationers, were likely to be in full-time permanent posts. Likewise, most teachers (apart from the probationers) were fully-registered as teachers. Three-quarters of the teachers were under fifty years of age and the remaining quarter were over fifty. Teaching is a female-dominated profession and only about a quarter of the respondents were male, which matches the composition of the general teaching population. Two-thirds of the respondents had undertaken either a PGCE or a PGDE as their first teaching qualification and about a quarter had undertaken a B Ed. Teachers were largely working in the primary or the secondary sectors in all the thirty-two local council areas throughout Scotland, and a minority represented the special and nursery/early years sectors (8%).

\textbf{Probationers}

A high proportion of probationers had full-time temporary contracts (72%), whereas over 70% of their teaching colleagues had full-time permanent contracts. Similarly, almost all (97%) probationers were in service between 0 to 2 years. Three-quarters (75%) of this cohort were aged between 21 and 35 years and it was dominated by females (79%). When the survey was carried out, all of them were working for either the primary (54%) or the secondary (46%) sector and just under half (48%) were with schools in small towns. A third of this cohort worked for large schools with 701 or more pupils.

\textbf{Class teachers}

The vast majority of class teachers were employed on full-time permanent contracts (77%). A quarter (26%) had been in the teaching profession for between 3 and 5 years and about a third (34%) were employed either for two years or less or had been teaching for ‘6 to 10 years’. Less than half of the class teachers were aged between 21 and 35 years and a third were between 36 and 50 years. They were similar to the other cohorts in that most worked for either the primary (44%) or the secondary (51%) sector. Under half of this cohort taught in schools that had over 700 pupils. Most class teachers worked in schools in either a small town (44%) or a large urban area (40%).

\textbf{Class teachers with OR (other responsibilities)}

These teachers, whose scope of work includes special curricular or non-curricular aspects, had been working for ‘3 to 5 years’ (22%), ‘6 to 10 years’ (20%), and ‘11 to 15 years’ (19%) and were almost proportionately distributed between the three age ranges: ‘21 to 35’ (35%), ‘36 to 50’ (34%), and ‘51 to 65’ (30%). Over eighty per cent were females, as was the case for other role groups. A third of them (34%) were affiliated with schools that catered for over 700 pupils whilst a quarter (24%) taught in schools whose pupil population was between ‘201 and 400’. Over half of them taught in a large urban area.

\textsuperscript{16} also referred to as Class teacher with OR (other responsibilities)
\textsuperscript{17} with or without a class teaching role
**Cross-school responsibilities (CSR) without a class teaching role or with a reduced class teaching role**

According to the data, teachers with CSR tended to be in the teaching profession for more than ten years. A large proportion of these cohorts were teaching in schools with ‘71 to 200’ or ‘201 to 400’ pupils and with schools located mostly in large urban areas or small towns. Similar to other role groups, they were largely in secondary (42%) and primary (38%) with some in special (11%) and nursery (6%) sectors.

**Principal teachers**

A small proportion of this cohort had been teaching for between 3 and 5 years (8%) and the rest were in service for more than six years. Two-thirds were with the secondary and 28% was with the primary sector. Almost half (46%) were working for schools whose pupil population was more than 700 and were either in large urban areas (42%) or small towns (45%).

**Depute headteachers**

Although the majority of depute headteachers were in full-time permanent employment (83%), a small minority (10%) were in a full-time temporary contract. A substantial proportion (55%) were in the profession for either ‘16 to 23’ or ‘24 to 30’ years. Four in five were over 36 years old. For this cohort, there were an equal number of those who undertook BEd (44%) and PGCE/PGDE (44%) as their first teaching qualification. Many depute headteachers were based in either the primary or the secondary sector but a substantial minority were also working in special schools (17%). The vast majority (57%) of them were working in schools located in large urban areas whilst a third were in small towns.

**Headteachers**

Just under half (41%) of the headteachers were in service for more than 31 years whilst 46% were in the teaching profession for between 16 and 30 years. Almost everyone in this post (97%) was over 36 years old.

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18 These two groups were presented together as they are similar in many ways.
4.2.2. Professional life phase (length of service)

Figure 2: Participants’ professional life phase (n=2,210)

According to the data presented in Figure 2, there appears to be a fair spread of respondents from each of the professional life phases, with the highest proportion being those who have been teaching for between three and five years.

A closer look at the data also demonstrates that the school staff cohort is more or less divided into two major groups: those who have up to ten years teaching experience (52%) and those who have been in the profession for more than ten years (48%).

As far as length of service is concerned, it should be noted that when the sample data is compared with the population data, three groups (‘0 to 2’, ‘16 to 23’ and ‘31 years plus’) tended to be underrepresented whereas there was overrepresentation in the remaining subgroups. (See appendix two for further information.) Therefore, caution needs to be taken in interpreting findings arising from the comparisons of these groups.
4.2.3. Age

Figure 3: Participants’ age (n=2,199)

The data illustrated in Figure 3 show that the largest group of respondents was those whose age was between ‘21 and 35’. This is closely followed by those who are between ‘36 and 50’ years old. The remaining one quarter of the respondents were those who were over 50 years old (26%).

The data suggest that there is a good proportion of various professional roles across the four age ranges. This is also true when professional phase is taken into account. It is to be expected that the cohorts’ age is positively correlated with the number of years of experience.

4.2.4. Gender

Figure 4: Participants’ gender (n=2,205)

As shown in Figure 4, less than a quarter of the survey respondents were male school staff. The overwhelming majority were females. This corresponded well to the composition achieved from the population data suggesting very good representation and comparability. (See appendix two for more information).
4.2.5. Sector

Figure 5: Participants’ sector (n=2,193)

The data shows that the overwhelming majority of school staff came from either the secondary or the primary sector (i.e. a total of 92%). Very few were from the special sector (6%) and a very small minority came from the early years sector (2%).

4.2.6. Qualifications

Figure 6: Institutions where participants did their teaching qualifications (n=2,216)
Figure 6 shows that just under half the respondents (43%) graduated from only three Scottish institutions. In gaining a first teaching qualification, two-thirds (1368, 66%) undertook either a PGCE or a PGDE; 552 (27%) studied B Ed; 86 (4%) had a combined degree and 71 (3%) undertook an MA.

Table 3 provides a summary of the findings for those who did other qualifications after graduation.

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<thead>
<tr>
<th>Additional Qualifications</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEd (Chartered Teacher)</td>
<td>80</td>
<td>9%</td>
</tr>
<tr>
<td>MEd (not Chartered Teacher)</td>
<td>64</td>
<td>7%</td>
</tr>
<tr>
<td>MA (Education)</td>
<td>14</td>
<td>2%</td>
</tr>
<tr>
<td>MA (Other)</td>
<td>81</td>
<td>9%</td>
</tr>
<tr>
<td>MPhil</td>
<td>11</td>
<td>1%</td>
</tr>
<tr>
<td>PhD</td>
<td>34</td>
<td>4%</td>
</tr>
<tr>
<td>EdD</td>
<td>22</td>
<td>3%</td>
</tr>
<tr>
<td>Scottish Qualification for Headship</td>
<td>30</td>
<td>3%</td>
</tr>
<tr>
<td>Other</td>
<td>539</td>
<td>62%</td>
</tr>
<tr>
<td>Total</td>
<td>875</td>
<td>100%</td>
</tr>
</tbody>
</table>

It can be observed from Table 3 that MEd (Chartered Teacher), MA (Other) and MEd (not Chartered Teacher) tended to be the common pathway for about a quarter of the teacher population (18%). Those who had undertaken or were still working towards ‘other’ additional qualifications (62%) cited the following as examples:

- Advanced Diploma,
- Another Bachelors degree,
- Another PGCE/PGDE,
- Certificate (e.g. guidance, inclusion, SEN),
- M.Sc. (e.g. management, leadership).

The vast majority of those who undertook these additional qualifications were class teachers, which is not surprising considering the vast majority of respondents were in this role.

The data in Table 3 indicate that two in five teacher participants had acquired a further qualification, which may not be a reflection of the whole teacher population. It should be noted that a large proportion of more highly qualified teachers, and teachers attending to their personal and professional development needs through accredited courses, completed the survey.

### 4.3. Professional Culture

In this section, perspectives on the nature of teaching among the eight categories of teachers with varying roles are explored. Likewise, teachers’ views when their professional life phase (or length of service) is taken into account are presented and discussed. In order to show

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19 Since Jordanhill College of Education is now part of Strathclyde University, they are considered as one institution.

20 Those who responded to this question were allowed to give more than one answer.

21 It is worth mentioning that since over half of the respondents were class teachers, they were overrepresented in seven life phases: 51% for ‘0 to 2 years’; 78% for ‘3 to 5 years’; 62% for ‘6 to 10 years’; 46% for ‘11 to 15 years’; 51% for ‘16 to 23 years’; 45% for ‘24 to 30 years’ and 44% for ‘31 years plus’. As a result, this overrepresentation potentially skews the differences between the seven
the distinction between the two dimensions of the analysis, all the tables present the results in full. Items which achieved statistical significance are denoted by *. This means that there is a 95% confidence level that the differences between groups are not based on chance. The discussion of the findings often focuses on results that were found to be significantly different in statistical terms, but not exclusively. The percentage presented signifies respondents’ agreement (strongly and moderately) to the items in question.

This section is structured according to four themes:
- Autonomy and control,
- Collaboration and collegiate working,
- Trust and recognition, and
- Continuing professional development.

4.3.1. Autonomy and control

Table 4 Autonomy and control – professional role

<table>
<thead>
<tr>
<th></th>
<th>Probationer</th>
<th>Class teacher</th>
<th>Class teacher with OR</th>
<th>CSR without teaching</th>
<th>CSR with reduced teaching</th>
<th>Principal teacher</th>
<th>Depute head teacher</th>
<th>Head teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exercise my professional judgement*</td>
<td>81%</td>
<td>72%</td>
<td>80%</td>
<td>88%</td>
<td>74%</td>
<td>79%</td>
<td>97%</td>
<td>86%</td>
</tr>
<tr>
<td>Bring about change in my department*</td>
<td>64%</td>
<td>62%</td>
<td>77%</td>
<td>66%</td>
<td>64%</td>
<td>86%</td>
<td>86%</td>
<td>89%</td>
</tr>
<tr>
<td>Adapt education policy to suit pupils’ needs</td>
<td>87%</td>
<td>88%</td>
<td>89%</td>
<td>89%</td>
<td>89%</td>
<td>90%</td>
<td>88%</td>
<td>92%</td>
</tr>
<tr>
<td>Contribute to the local development of policies*</td>
<td>75%</td>
<td>80%</td>
<td>85%</td>
<td>83%</td>
<td>87%</td>
<td>85%</td>
<td>88%</td>
<td>99%</td>
</tr>
<tr>
<td>Flexibility for schools to shape policy*</td>
<td>31%</td>
<td>27%</td>
<td>32%</td>
<td>26%</td>
<td>40%</td>
<td>27%</td>
<td>36%</td>
<td>59%</td>
</tr>
<tr>
<td>Discipline pupils in line with school policy*</td>
<td>93%</td>
<td>94%</td>
<td>92%</td>
<td>92%</td>
<td>89%</td>
<td>93%</td>
<td>95%</td>
<td>96%</td>
</tr>
<tr>
<td>Curriculum flexibility helps teachers customise the curriculum to meet individual needs*</td>
<td>59%</td>
<td>42%</td>
<td>54%</td>
<td>50%</td>
<td>48%</td>
<td>41%</td>
<td>61%</td>
<td>75%</td>
</tr>
</tbody>
</table>

Table 4 shows that overall, teachers in senior posts (especially headteachers) exhibited an observably higher sense of autonomy and control in exercising professional judgement, bringing about change in the department, contributing to the local development of policies and flexibility within schools in shaping policy as they meet local needs. Probationers and classroom teachers tended to be at the lower end of this continuum.

cohorts’ views and caution needs to be exercised in interpreting the findings associated with the life phase groups.

22 Senior posts include principal teachers, depute headteachers and headteachers.
Probationers felt more confident in expressing ‘professional judgment’ or discretion in their work, scoring higher than four other role groups (class teachers, class teachers with OR, CSR with reduced teaching and principal teachers). Probationers also exceeded the class teachers’ score in the following areas:

- Capacity to bring about change in the department,
- schools have sufficient flexibility to shape policy to meet local needs, and
- curriculum flexibility enables teachers to customise the curriculum to meet individual needs.

Table 5 Autonomy and control – life phase

<table>
<thead>
<tr>
<th></th>
<th>0 to 2 years</th>
<th>3 to 5 years</th>
<th>6 to 10 years</th>
<th>11 to 15 years</th>
<th>16 to 23 years</th>
<th>24 to 30 years</th>
<th>31 years plus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exercise my professional</td>
<td>83%</td>
<td>75%</td>
<td>71%</td>
<td>78%</td>
<td>79%</td>
<td>79%</td>
<td>69%</td>
</tr>
<tr>
<td>judgement*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bring about change in my</td>
<td>66%</td>
<td>68%</td>
<td>68%</td>
<td>72%</td>
<td>75%</td>
<td>69%</td>
<td>67%</td>
</tr>
<tr>
<td>department</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adapt education policy to</td>
<td>87%</td>
<td>88%</td>
<td>88%</td>
<td>86%</td>
<td>90%</td>
<td>90%</td>
<td>90%</td>
</tr>
<tr>
<td>suit pupils’ needs*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contribute to the</td>
<td>80%</td>
<td>79%</td>
<td>80%</td>
<td>81%</td>
<td>87%</td>
<td>84%</td>
<td>85%</td>
</tr>
<tr>
<td>local development of</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>policies*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Flexibility for schools</td>
<td>29%</td>
<td>31%</td>
<td>28%</td>
<td>29%</td>
<td>30%</td>
<td>33%</td>
<td>26%</td>
</tr>
<tr>
<td>to shape policy*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discipline pupils in line</td>
<td>93%</td>
<td>96%</td>
<td>91%</td>
<td>93%</td>
<td>94%</td>
<td>92%</td>
<td>92%</td>
</tr>
<tr>
<td>with school policy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Curriculum flexibility</td>
<td>50%</td>
<td>46%</td>
<td>42%</td>
<td>43%</td>
<td>50%</td>
<td>49%</td>
<td>44%</td>
</tr>
<tr>
<td>helps teachers customise</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>the curriculum to</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>meet individual needs*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A reverse trend between more and less-experienced teachers in some of the areas can be observed. Those who were new to the profession (0 to 2 years), appeared to be more confident in exercising their professional judgement or discretion in their work. Similarly, they tended to be more positive about schools having sufficient flexibility to shape policy that will meet local needs and curriculum flexibility that enables teachers to customise the curriculum to meet individual pupil needs.

By contrast, there was more agreement from those who had been in the profession for over eleven years that they have a professional responsibility to adapt education policy to suit the particular needs of their pupils and to contribute to the local development of policies for their own school.
### 4.3.2. Collaboration and collegiate working

#### Table 6 Collaboration and collegiate working – professional role

<table>
<thead>
<tr>
<th></th>
<th>Probationer</th>
<th>Class teacher</th>
<th>Class teacher with OR</th>
<th>CSR without teaching</th>
<th>CSR with reduced teaching</th>
<th>Principal teacher</th>
<th>Deputy head teacher</th>
<th>Head teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Other teachers</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enhance cross-curricular initiatives*</td>
<td>90%</td>
<td>79%</td>
<td>83%</td>
<td>90%</td>
<td>77%</td>
<td>76%</td>
<td>93%</td>
<td>90%</td>
</tr>
<tr>
<td>Participate in extra-curricular activities*</td>
<td>57%</td>
<td>42%</td>
<td>46%</td>
<td>33%</td>
<td>46%</td>
<td>38%</td>
<td>58%</td>
<td>43%</td>
</tr>
<tr>
<td>Collaborative learning with other teachers*</td>
<td>81%</td>
<td>70%</td>
<td>81%</td>
<td>86%</td>
<td>78%</td>
<td>73%</td>
<td>88%</td>
<td>93%</td>
</tr>
<tr>
<td>Become involved in whole school decisions*</td>
<td>60%</td>
<td>53%</td>
<td>64%</td>
<td>56%</td>
<td>54%</td>
<td>75%</td>
<td>98%</td>
<td>97%</td>
</tr>
<tr>
<td>Faculty groupings supported the development of cross-curriculum*</td>
<td>14%</td>
<td>12%</td>
<td>18%</td>
<td>14%</td>
<td>17%</td>
<td>13%</td>
<td>17%</td>
<td>42%</td>
</tr>
<tr>
<td>Involved in setting the agenda for CPD*</td>
<td>11%</td>
<td>15%</td>
<td>29%</td>
<td>31%</td>
<td>21%</td>
<td>27%</td>
<td>72%</td>
<td>88%</td>
</tr>
<tr>
<td><strong>Other education related workers</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Working with other professionals*</td>
<td>90%</td>
<td>82%</td>
<td>87%</td>
<td>95%</td>
<td>87%</td>
<td>83%</td>
<td>93%</td>
<td>96%</td>
</tr>
<tr>
<td>Multi-agency working – expanded my role*</td>
<td>60%</td>
<td>48%</td>
<td>65%</td>
<td>85%</td>
<td>78%</td>
<td>52%</td>
<td>86%</td>
<td>86%</td>
</tr>
<tr>
<td>Admin support staff help me in my role*</td>
<td>36%</td>
<td>24%</td>
<td>26%</td>
<td>32%</td>
<td>30%</td>
<td>23%</td>
<td>42%</td>
<td>51%</td>
</tr>
<tr>
<td><strong>Pupils</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pupils to influence change*</td>
<td>85%</td>
<td>78%</td>
<td>86%</td>
<td>88%</td>
<td>83%</td>
<td>78%</td>
<td>87%</td>
<td>94%</td>
</tr>
<tr>
<td>Negotiate some learning tasks*</td>
<td>83%</td>
<td>74%</td>
<td>82%</td>
<td>83%</td>
<td>83%</td>
<td>73%</td>
<td>86%</td>
<td>87%</td>
</tr>
<tr>
<td>Negotiate some lesson content with pupils*</td>
<td>87%</td>
<td>72%</td>
<td>82%</td>
<td>86%</td>
<td>79%</td>
<td>69%</td>
<td>86%</td>
<td>89%</td>
</tr>
<tr>
<td><strong>Parents</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents are significant partners</td>
<td>89%</td>
<td>82%</td>
<td>86%</td>
<td>89%</td>
<td>87%</td>
<td>84%</td>
<td>93%</td>
<td>89%</td>
</tr>
<tr>
<td>Parents – greater say in decision making</td>
<td>39%</td>
<td>34%</td>
<td>36%</td>
<td>50%</td>
<td>46%</td>
<td>32%</td>
<td>39%</td>
<td>34%</td>
</tr>
<tr>
<td><strong>Wider community</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participate in social and community projects*</td>
<td>33%</td>
<td>26%</td>
<td>30%</td>
<td>24%</td>
<td>39%</td>
<td>20%</td>
<td>36%</td>
<td>33%</td>
</tr>
<tr>
<td>Business links – extending learning opportunities</td>
<td>66%</td>
<td>67%</td>
<td>71%</td>
<td>77%</td>
<td>80%</td>
<td>67%</td>
<td>77%</td>
<td>62%</td>
</tr>
</tbody>
</table>

32
In terms of support for collaborative working with other teachers, headteachers and depute headteachers tended to be more positive than other role groups. Participating in extracurricular activities in school (that is beyond subject or class teaching) was an exception; probationers showed that they were willing to undertake this additional task more than any other group (apart from the depute headteacher group). Between probationers and classroom teachers, the enthusiasm conveyed by the former when compared with the latter is also apparent, with the exception of possibilities for involvement in setting the agenda for CPD. It can be observed that this enthusiasm also often surpassed that of principal teachers.

Probationers again showed a more positive attitude than both class teachers and principal teachers in relation to working with other education related workers. Depute headteachers and headteachers favoured collaborative working with other professionals in the field more than others.

It is evident that the vast majority of teachers across all role groups responded positively to the notion of offering pupils an opportunity to influence change in school and negotiating some learning tasks, as well as lesson content, with pupils. Again, probationers scored higher than class teachers in this aspect.

Probationers showed in their response their openness to involve the wider community to extend available learning opportunities. This openness appeared to be higher than that of class teachers in general. Probationers scored higher than all other role groups, with the exception of the depute headteachers, in their support for the involvement of local communities in school decision making.

<table>
<thead>
<tr>
<th>Encourage local community* involvement</th>
<th>49%</th>
<th>40%</th>
<th>43%</th>
<th>47%</th>
<th>48%</th>
<th>31%</th>
<th>51%</th>
<th>44%</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Other teachers</th>
<th>0 to 2 years</th>
<th>3 to 5 years</th>
<th>6 to 10 years</th>
<th>11 to 15 years</th>
<th>16 to 23 years</th>
<th>24 to 30 years</th>
<th>31 years plus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enhance cross-curricular initiatives*</td>
<td>89%</td>
<td>84%</td>
<td>76%</td>
<td>81%</td>
<td>77%</td>
<td>79%</td>
<td>75%</td>
</tr>
<tr>
<td>Participate in extracurricular activities*</td>
<td>58%</td>
<td>51%</td>
<td>46%</td>
<td>36%</td>
<td>34%</td>
<td>33%</td>
<td>29%</td>
</tr>
<tr>
<td>Collaborative learning with other teachers</td>
<td>77%</td>
<td>74%</td>
<td>67%</td>
<td>76%</td>
<td>76%</td>
<td>79%</td>
<td>72%</td>
</tr>
<tr>
<td>Become involved in whole school decisions*</td>
<td>57%</td>
<td>58%</td>
<td>58%</td>
<td>61%</td>
<td>66%</td>
<td>67%</td>
<td>62%</td>
</tr>
<tr>
<td>Faculty groupings supported the development of cross-curriculum</td>
<td>20%</td>
<td>14%</td>
<td>10%</td>
<td>13%</td>
<td>12%</td>
<td>17%</td>
<td>14%</td>
</tr>
<tr>
<td>Involved in setting the agenda for CPD*</td>
<td>11%</td>
<td>20%</td>
<td>19%</td>
<td>29%</td>
<td>28%</td>
<td>34%</td>
<td>31%</td>
</tr>
<tr>
<td>Other education related workers</td>
<td>89%</td>
<td>85%</td>
<td>84%</td>
<td>83%</td>
<td>84%</td>
<td>87%</td>
<td>81%</td>
</tr>
</tbody>
</table>
### Multi-agency working

<table>
<thead>
<tr>
<th></th>
<th>60%</th>
<th>56%</th>
<th>47%</th>
<th>59%</th>
<th>54%</th>
<th>60%</th>
<th>54%</th>
</tr>
</thead>
</table>

- Expanded my role*

### Admin support staff

<table>
<thead>
<tr>
<th></th>
<th>32%</th>
<th>27%</th>
<th>23%</th>
<th>23%</th>
<th>24%</th>
<th>28%</th>
<th>32%</th>
</tr>
</thead>
</table>

- Help me in my role*

### Pupils

<table>
<thead>
<tr>
<th></th>
<th>86%</th>
<th>84%</th>
<th>81%</th>
<th>80%</th>
<th>79%</th>
<th>77%</th>
<th>72%</th>
</tr>
</thead>
</table>

- Pupils to influence change*

<table>
<thead>
<tr>
<th></th>
<th>82%</th>
<th>76%</th>
<th>78%</th>
<th>74%</th>
<th>79%</th>
<th>74%</th>
<th>69%</th>
</tr>
</thead>
</table>

- Negotiate some learning tasks*

<table>
<thead>
<tr>
<th></th>
<th>81%</th>
<th>78%</th>
<th>75%</th>
<th>73%</th>
<th>77%</th>
<th>71%</th>
<th>67%</th>
</tr>
</thead>
</table>

- Negotiate some lesson content with pupils*

### Parents

<table>
<thead>
<tr>
<th></th>
<th>86%</th>
<th>85%</th>
<th>82%</th>
<th>83%</th>
<th>85%</th>
<th>74%</th>
<th>79%</th>
</tr>
</thead>
</table>

- Parents are significant partners*

<table>
<thead>
<tr>
<th></th>
<th>43%</th>
<th>35%</th>
<th>36%</th>
<th>28%</th>
<th>38%</th>
<th>31%</th>
<th>29%</th>
</tr>
</thead>
</table>

- Parents – greater say in decision making*

### Wider community

<table>
<thead>
<tr>
<th></th>
<th>36%</th>
<th>31%</th>
<th>28%</th>
<th>24%</th>
<th>25%</th>
<th>18%</th>
<th>19%</th>
</tr>
</thead>
</table>

- Participate in social and community projects*

<table>
<thead>
<tr>
<th></th>
<th>74%</th>
<th>74%</th>
<th>73%</th>
<th>66%</th>
<th>63%</th>
<th>62%</th>
<th>58%</th>
</tr>
</thead>
</table>

- Business links – extending learning opportunities*

<table>
<thead>
<tr>
<th></th>
<th>51%</th>
<th>41%</th>
<th>46%</th>
<th>35%</th>
<th>35%</th>
<th>37%</th>
<th>32%</th>
</tr>
</thead>
</table>

- Encourage local community involvement*

---

Strong support was expressed across career stages for the notion that teachers have a responsibility to enhance cross-curricular initiatives in school (in their subject or class teaching); this was most evident among teachers with less than five years experience. Over half of probationer respondents agreed that they ought to participate in extra-curricular activities in school, even beyond their subject or class teaching hours.

There was also moderate agreement across groups that each teacher should be encouraged to become involved with whole school decisions. In setting the agenda for CPD in school, it appeared that the longer the service, the more involved teachers become. Yet, this level of involvement across life phases tended to be low.

All groups of varying length of service generally agreed that multi-agency working had expanded their role as teachers. In terms of the available administrative support received, a very small proportion from each role group acknowledged that this support helped them to focus on their core role, i.e. teaching.

Those who were still in their first two years of teaching tended to see the value of offering opportunities for pupils to influence change in school and negotiating some learning tasks and lesson content with pupils more than their other school colleagues.

Teachers who had been in the profession for over twenty-four years were less appreciative of the role of parents in supporting learning. Similarly, they tended to disapprove of parents having a greater say in school decision-making. There was strong agreement from teachers who had been in the profession for less than ten years that schools should encourage local community involvement.
The evidence suggests that teachers across all career stages support the establishment of business links in order to extend pupils’ learning opportunities. A lower level of support was recorded for participation in social and community projects off the school site.

4.3.3. Trust and recognition

Table 8 Trust and recognition – professional role

<table>
<thead>
<tr>
<th>Role</th>
<th>Probationer</th>
<th>Class teacher</th>
<th>Class teacher with OR</th>
<th>CSR without teaching</th>
<th>CSR with reduced teaching</th>
<th>Principal teacher</th>
<th>Depute head teacher</th>
<th>Head teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enhanced by the Teachers’ Agreement*</td>
<td>61%</td>
<td>48%</td>
<td>46%</td>
<td>54%</td>
<td>35%</td>
<td>35%</td>
<td>38%</td>
<td>35%</td>
</tr>
<tr>
<td>Trusted by the policy community*</td>
<td>51%</td>
<td>34%</td>
<td>29%</td>
<td>26%</td>
<td>32%</td>
<td>26%</td>
<td>42%</td>
<td>34%</td>
</tr>
<tr>
<td>Trusted by the public*</td>
<td>62%</td>
<td>47%</td>
<td>45%</td>
<td>41%</td>
<td>39%</td>
<td>41%</td>
<td>57%</td>
<td>45%</td>
</tr>
<tr>
<td>Given recognition for my work from senior managers*</td>
<td>59%</td>
<td>38%</td>
<td>53%</td>
<td>63%</td>
<td>59%</td>
<td>46%</td>
<td>79%</td>
<td>52%</td>
</tr>
<tr>
<td>Given recognition for my work from parents*</td>
<td>48%</td>
<td>45%</td>
<td>52%</td>
<td>65%</td>
<td>56%</td>
<td>53%</td>
<td>64%</td>
<td>65%</td>
</tr>
</tbody>
</table>

Probationers, of all role groups, were highly supportive of the view that the Teachers’ Agreement (McCrone) had improved the standing of the teaching profession. Only a third of the teachers with senior posts were of the same opinion.

Probationer teachers were more likely than other role groups to hold the opinion that teachers are trusted as professionals by the policy community and by the public. Depute headteachers felt that their work is often recognised and valued by senior managers. Mixed responses were received from teachers across role groups regarding recognition from parents. Probationers and classteachers were least likely to agree that they received recognition for their work from parents.

Table 9 Trust and recognition – life phase

<table>
<thead>
<tr>
<th>Life Phase</th>
<th>0 to 2 years</th>
<th>3 to 5 years</th>
<th>6 to 10 years</th>
<th>11 to 15 years</th>
<th>16 to 23 years</th>
<th>24 to 30 years</th>
<th>31 years plus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enhanced by the Teachers’ Agreement*</td>
<td>63%</td>
<td>58%</td>
<td>48%</td>
<td>41%</td>
<td>34%</td>
<td>34%</td>
<td>28%</td>
</tr>
<tr>
<td>Trusted by the policy community*</td>
<td>49%</td>
<td>41%</td>
<td>32%</td>
<td>24%</td>
<td>29%</td>
<td>27%</td>
<td>20%</td>
</tr>
<tr>
<td>Trusted by the public*</td>
<td>58%</td>
<td>57%</td>
<td>46%</td>
<td>36%</td>
<td>45%</td>
<td>42%</td>
<td>32%</td>
</tr>
<tr>
<td>Given recognition for my work from senior managers*</td>
<td>53%</td>
<td>45%</td>
<td>38%</td>
<td>46%</td>
<td>48%</td>
<td>44%</td>
<td>43%</td>
</tr>
<tr>
<td>Given recognition for my work from parents*</td>
<td>45%</td>
<td>47%</td>
<td>41%</td>
<td>49%</td>
<td>56%</td>
<td>59%</td>
<td>59%</td>
</tr>
</tbody>
</table>

According to the findings, less experienced teachers believed that the Teachers’ Agreement (McCrone) was instrumental in improving the standing of the teaching profession. Similarly,
they tended to view the teaching profession more highly than their more experienced colleagues, especially when it comes to the level of trust afforded to teachers by the policy community and by the public.

About half of the teachers across life phases believed that their work was recognised by their senior managers, with teachers having less than two years of service being the most positive. In terms of the recognition received from parents, teachers with more than ten years of service were more positive than less experienced teachers.

### 4.3.4. Continuing professional development (CPD)

#### Table 10 Continuing professional development – professional phase

<table>
<thead>
<tr>
<th></th>
<th>Probationer</th>
<th>Class teacher</th>
<th>Class teacher with OR</th>
<th>CSR without teaching</th>
<th>CSR with reduced teaching</th>
<th>Principal teacher</th>
<th>Depute head teacher</th>
<th>Head teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional and school goals are aligned*</td>
<td>53%</td>
<td>46%</td>
<td>56%</td>
<td>52%</td>
<td>56%</td>
<td>59%</td>
<td>91%</td>
<td>87%</td>
</tr>
<tr>
<td>Professional values and national policies are aligned*</td>
<td>66%</td>
<td>60%</td>
<td>68%</td>
<td>70%</td>
<td>80%</td>
<td>63%</td>
<td>83%</td>
<td>86%</td>
</tr>
<tr>
<td>Contractual obligation to undertake CPD activities*</td>
<td>70%</td>
<td>61%</td>
<td>68%</td>
<td>68%</td>
<td>65%</td>
<td>66%</td>
<td>79%</td>
<td>79%</td>
</tr>
<tr>
<td>Professional development needs were met*</td>
<td>70%</td>
<td>44%</td>
<td>56%</td>
<td>70%</td>
<td>61%</td>
<td>47%</td>
<td>70%</td>
<td>66%</td>
</tr>
<tr>
<td>CPD meets the needs of the school rather than my needs*</td>
<td>28%</td>
<td>38%</td>
<td>33%</td>
<td>27%</td>
<td>26%</td>
<td>27%</td>
<td>24%</td>
<td>33%</td>
</tr>
<tr>
<td>Agenda for CPD – mainly driven by national agendas*</td>
<td>38%</td>
<td>48%</td>
<td>44%</td>
<td>46%</td>
<td>44%</td>
<td>47%</td>
<td>44%</td>
<td>67%</td>
</tr>
<tr>
<td>Personal Development and Review process is helpful*</td>
<td>47%</td>
<td>38%</td>
<td>42%</td>
<td>43%</td>
<td>41%</td>
<td>39%</td>
<td>67%</td>
<td>61%</td>
</tr>
</tbody>
</table>

Depute headteachers and headteachers held the view that their professional values were aligned with current national policies for schools. They also scored more favourably in connection with the teachers’ contractual obligation to undertake CPD activities – a view also shared by the vast majority of probationers.

Three role groups – probationers, CSR without teaching, and depute headteachers – scored equally highly when they were asked to reflect on how their professional development needs were met in the last 12 months.

The statement that CPD addressed school needs, as opposed to teachers’ needs received little support from teachers across all role groups, as shown by their relatively lower scores.

Headteachers provided strongest support for the statement: ‘The agenda for CPD is mainly driven by national agendas.’ Here, probationers scored the lowest (almost half of the headteachers).
<table>
<thead>
<tr>
<th>Table 11 Continuing professional development – life phase</th>
<th>0 to 2 years</th>
<th>3 to 5 years</th>
<th>6 to 10 years</th>
<th>11 to 15 years</th>
<th>16 to 23 years</th>
<th>24 to 30 years</th>
<th>31 years plus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional and schools goals are aligned*</td>
<td>52%</td>
<td>52%</td>
<td>47%</td>
<td>55%</td>
<td>56%</td>
<td>60%</td>
<td>51%</td>
</tr>
<tr>
<td>Professional values and national policies are aligned*</td>
<td>68%</td>
<td>65%</td>
<td>62%</td>
<td>63%</td>
<td>64%</td>
<td>62%</td>
<td>62%</td>
</tr>
<tr>
<td>Contractual obligation to undertake CPD activities*</td>
<td>70%</td>
<td>63%</td>
<td>65%</td>
<td>68%</td>
<td>63%</td>
<td>62%</td>
<td>60%</td>
</tr>
<tr>
<td>Professional development needs were met*</td>
<td>59%</td>
<td>50%</td>
<td>47%</td>
<td>51%</td>
<td>47%</td>
<td>52%</td>
<td>42%</td>
</tr>
<tr>
<td>CPD meets the needs of the school rather than my needs*</td>
<td>29%</td>
<td>32%</td>
<td>37%</td>
<td>34%</td>
<td>34%</td>
<td>36%</td>
<td>41%</td>
</tr>
<tr>
<td>Agenda for CPD – mainly driven by national agendas*</td>
<td>40%</td>
<td>40%</td>
<td>45%</td>
<td>51%</td>
<td>52%</td>
<td>51%</td>
<td>61%</td>
</tr>
<tr>
<td>Personal Development and Review process is helpful*</td>
<td>47%</td>
<td>46%</td>
<td>41%</td>
<td>40%</td>
<td>39%</td>
<td>36%</td>
<td>38%</td>
</tr>
</tbody>
</table>

The findings show that the responses received from teachers of varying length of service indicated quite similar views on the following topics:

- alignment between teacher’s goals and schools'
- alignment between teacher’s values and national policies

It is also evident that the least experienced teachers thought highly of the view that professionals should have a contractual obligation to undertake CPD activities whereas the most experienced teachers expressed the lowest opinion in the area of their professional development needs being met.

Those who had been teaching for over 31 years tended to view CPD as a vehicle to help the school rather than to meet teachers’ needs. They were also of the impression that the CPD agenda was driven mainly by national agendas.

Teachers with five or fewer years experience were more likely to view the Personal Development and Review process as helpful.
### 4.3.5. Development and impact of CPD

#### Table 12 Development and impact of CPD – professional role

<table>
<thead>
<tr>
<th></th>
<th>Probationer</th>
<th>Class teacher</th>
<th>Class teacher with OR</th>
<th>CSR without teaching</th>
<th>CSR with reduced teaching</th>
<th>Principal teacher</th>
<th>Depute head teacher</th>
<th>Head teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers should be researchers in their classrooms*</td>
<td>60%</td>
<td>54%</td>
<td>65%</td>
<td>79%</td>
<td>65%</td>
<td>49%</td>
<td>67%</td>
<td>61%</td>
</tr>
<tr>
<td>CPD has an impact on classroom practice*</td>
<td>81%</td>
<td>61%</td>
<td>71%</td>
<td>87%</td>
<td>67%</td>
<td>63%</td>
<td>70%</td>
<td>72%</td>
</tr>
<tr>
<td>Identified my own development needs*</td>
<td>81%</td>
<td>73%</td>
<td>84%</td>
<td>88%</td>
<td>72%</td>
<td>76%</td>
<td>78%</td>
<td>90%</td>
</tr>
<tr>
<td>Received support in accessing CPD*</td>
<td>69%</td>
<td>41%</td>
<td>55%</td>
<td>60%</td>
<td>54%</td>
<td>51%</td>
<td>70%</td>
<td>62%</td>
</tr>
</tbody>
</table>

Overall, teachers across all role groups expressed a very positive view of the impact of CPD on their classroom practice. Likewise, a moderately positive view on teachers undertaking research as part of their practice was obtained, with teachers with cross-school responsibilities gaining the highest scores. They were also the most positive with regard to CPD’s impact on their practice.

As previously discussed, about 40% of the survey participants had undertaken an additional teaching qualification, which may have involved practitioner research. This may contribute to the enthusiasm expressed for research engagement as a form of professional development.

When probationers’ and class teachers’ views are compared, the former were more likely to identify the positive impact of CPD experiences on their classroom practice. This is not surprising given that probationer teachers have the steepest learning curve. Probationers also appeared to be more confident in identifying their own development needs.

#### Table 13 Development and impact of CPD – life phase

<table>
<thead>
<tr>
<th></th>
<th>0 to 2 years</th>
<th>3 to 5 years</th>
<th>6 to 10 years</th>
<th>11 to 15 years</th>
<th>16 to 23 years</th>
<th>24 to 30 years</th>
<th>31 years plus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers should be researchers in their classrooms</td>
<td>57%</td>
<td>54%</td>
<td>59%</td>
<td>58%</td>
<td>58%</td>
<td>56%</td>
<td>58%</td>
</tr>
<tr>
<td>CPD has an impact on classroom practice*</td>
<td>76%</td>
<td>65%</td>
<td>62%</td>
<td>65%</td>
<td>62%</td>
<td>66%</td>
<td>56%</td>
</tr>
<tr>
<td>Identified my own development needs*</td>
<td>79%</td>
<td>76%</td>
<td>73%</td>
<td>78%</td>
<td>77%</td>
<td>77%</td>
<td>75%</td>
</tr>
</tbody>
</table>
The level of consistency in support of teacher research across the career stages is noteworthy. This suggests moderately high levels of support among the sample for the notion of teachers as theorising professionals.

Generally positive responses were received from across the career phases in relation to the impact of CPD on classroom practice (range 56%-76%). Teachers in the first five years of their teaching career tended to view CPD and its impact on teaching most favourably. They were also more likely to be positive about the support they received in accessing CPD. In terms of the identification of development needs through a systematic self-evaluation, teachers from all life phases provided a very positive response.

### 4.3.6. Factors influencing choice of CPD

**Table 14 Factors influencing choice of CPD – professional role**

<table>
<thead>
<tr>
<th></th>
<th>Probationer</th>
<th>Class teacher</th>
<th>Class teacher with OR</th>
<th>CSR without teaching</th>
<th>CSR with reduced teaching</th>
<th>Principal teacher</th>
<th>Depute head teacher</th>
<th>Head teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department/curriculum area needs*</td>
<td>60%</td>
<td>54%</td>
<td>56%</td>
<td>53%</td>
<td>54%</td>
<td>71%</td>
<td>72%</td>
<td>71%</td>
</tr>
<tr>
<td>Whole school priorities*</td>
<td>34%</td>
<td>29%</td>
<td>29%</td>
<td>32%</td>
<td>30%</td>
<td>34%</td>
<td>71%</td>
<td>83%</td>
</tr>
<tr>
<td>National priorities*</td>
<td>30%</td>
<td>22%</td>
<td>21%</td>
<td>22%</td>
<td>24%</td>
<td>22%</td>
<td>29%</td>
<td>46%</td>
</tr>
<tr>
<td>Availability of cover/replacement teaching*</td>
<td>26%</td>
<td>41%</td>
<td>44%</td>
<td>21%</td>
<td>23%</td>
<td>46%</td>
<td>29%</td>
<td>55%</td>
</tr>
<tr>
<td>Recognition/accreditation</td>
<td>17%</td>
<td>17%</td>
<td>20%</td>
<td>15%</td>
<td>16%</td>
<td>13%</td>
<td>16%</td>
<td>13%</td>
</tr>
<tr>
<td>Timing</td>
<td>27%</td>
<td>39%</td>
<td>33%</td>
<td>26%</td>
<td>35%</td>
<td>39%</td>
<td>35%</td>
<td>43%</td>
</tr>
<tr>
<td>Timeliness of provision*</td>
<td>19%</td>
<td>33%</td>
<td>31%</td>
<td>30%</td>
<td>33%</td>
<td>35%</td>
<td>33%</td>
<td>49%</td>
</tr>
</tbody>
</table>

Across all role groups, teachers tended to consider department or curriculum area needs to be the most important factor influencing choice of CPD. The data also show that amongst

---

23 Only responses to 'very important' options were included
headteachers and depute headteachers, whole school priorities and department needs were viewed more highly than national priorities.

For classteachers, availability of cover/replacement teaching and the timeliness of this provision were regarded as important factors. Headteachers also stressed that the timeliness of provision was an important consideration.

Table 15 Factors influencing choice of CPD – life phase

<table>
<thead>
<tr>
<th></th>
<th>0 to 2 years</th>
<th>3 to 5 years</th>
<th>6 to 10 years</th>
<th>11 to 15 years</th>
<th>16 to 23 years</th>
<th>24 to 30 years</th>
<th>31 years plus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department/ curriculum area needs</td>
<td>58%</td>
<td>54%</td>
<td>60%</td>
<td>54%</td>
<td>57%</td>
<td>62%</td>
<td>65%</td>
</tr>
<tr>
<td>Whole school priorities*</td>
<td>32%</td>
<td>28%</td>
<td>29%</td>
<td>33%</td>
<td>37%</td>
<td>39%</td>
<td>50%</td>
</tr>
<tr>
<td>National priorities*</td>
<td>24%</td>
<td>23%</td>
<td>21%</td>
<td>23%</td>
<td>24%</td>
<td>24%</td>
<td>28%</td>
</tr>
<tr>
<td>Availability of cover/replacement teaching*</td>
<td>31%</td>
<td>36%</td>
<td>38%</td>
<td>42%</td>
<td>46%</td>
<td>48%</td>
<td>45%</td>
</tr>
<tr>
<td>Recognition/ accreditation*</td>
<td>16%</td>
<td>14%</td>
<td>23%</td>
<td>15%</td>
<td>16%</td>
<td>12%</td>
<td>17%</td>
</tr>
<tr>
<td>Timing*</td>
<td>30%</td>
<td>32%</td>
<td>32%</td>
<td>41%</td>
<td>46%</td>
<td>41%</td>
<td>42%</td>
</tr>
<tr>
<td>Timeliness of provision*</td>
<td>22%</td>
<td>26%</td>
<td>27%</td>
<td>36%</td>
<td>42%</td>
<td>40%</td>
<td>43%</td>
</tr>
</tbody>
</table>

Teachers who had been in the profession for more than thirty years regarded whole school priorities as important factors influencing their choice of CPD. National priorities were considered to be very important by around a quarter of teachers from all groups.

The availability of appropriate cover/replacement teaching to enable attendance at CPD events was considered relatively important by all teachers, and more so by those who had been teaching for more than ten years.

Recognition or accreditation was deemed very important by only a small minority from each group. Timing and timeliness of provision were considered to be important by more experienced teachers, particularly those who had been in the profession for more than fifteen years.
4.3.7. Satisfaction with the teacher’s role

Table 16 Satisfaction with the teacher’s role – professional role

<table>
<thead>
<tr>
<th>Role</th>
<th>Pro-bationer</th>
<th>Class teacher</th>
<th>Class teacher with OR</th>
<th>CSR without teaching</th>
<th>CSR with reduced teaching</th>
<th>Principal teacher</th>
<th>Depute head teacher</th>
<th>Head teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching is rewarding financially</td>
<td>35%</td>
<td>41%</td>
<td>39%</td>
<td>47%</td>
<td>46%</td>
<td>44%</td>
<td>54%</td>
<td>56%</td>
</tr>
<tr>
<td>Teaching is rewarding emotionally*</td>
<td>83%</td>
<td>76%</td>
<td>76%</td>
<td>86%</td>
<td>72%</td>
<td>81%</td>
<td>87%</td>
<td>90%</td>
</tr>
<tr>
<td>I maintain high morale as a teacher*</td>
<td>76%</td>
<td>63%</td>
<td>70%</td>
<td>73%</td>
<td>78%</td>
<td>67%</td>
<td>69%</td>
<td>80%</td>
</tr>
<tr>
<td>My teaching commitment has strengthened*</td>
<td>74%</td>
<td>61%</td>
<td>69%</td>
<td>76%</td>
<td>74%</td>
<td>65%</td>
<td>64%</td>
<td>64%</td>
</tr>
<tr>
<td>My workload is manageable*</td>
<td>43%</td>
<td>32%</td>
<td>29%</td>
<td>35%</td>
<td>50%</td>
<td>17%</td>
<td>22%</td>
<td>23%</td>
</tr>
</tbody>
</table>

All role groups expressed very high levels of support for the notion that teaching is an emotionally rewarding occupation. The data also suggested that teachers across groups maintained high morale and that their level of commitment to teaching had strengthened since they started in the profession. Lower levels of agreement were recorded for class teachers (the largest group of respondents) and teachers in senior posts.

Principal teachers, depute headteachers and headteachers conveyed the message that their workload was difficult to manage. In this regard, probationers’ views also differ from class teachers – the former believe that their workload is more manageable than the latter.

Based on the responses received, probationers demonstrated a higher degree of satisfaction with their role when compared with class teachers, class teachers with OR, or principal teachers.
Table 17 Satisfaction with the teacher’s role – life phase

<table>
<thead>
<tr>
<th></th>
<th>0 to 2 years</th>
<th>3 to 5 years</th>
<th>6 to 10 years</th>
<th>11 to 15 years</th>
<th>16 to 23 years</th>
<th>24 to 30 years</th>
<th>31 years plus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching is rewarding financially*</td>
<td>35%</td>
<td>41%</td>
<td>45%</td>
<td>45%</td>
<td>49%</td>
<td>44%</td>
<td>38%</td>
</tr>
<tr>
<td>Teaching is rewarding emotionally</td>
<td>82%</td>
<td>82%</td>
<td>78%</td>
<td>77%</td>
<td>74%</td>
<td>73%</td>
<td>74%</td>
</tr>
<tr>
<td>I maintain high morale as a teacher*</td>
<td>74%</td>
<td>69%</td>
<td>61%</td>
<td>61%</td>
<td>65%</td>
<td>65%</td>
<td>65%</td>
</tr>
<tr>
<td>My teaching commitment has strengthened*</td>
<td>73%</td>
<td>66%</td>
<td>60%</td>
<td>59%</td>
<td>62%</td>
<td>63%</td>
<td>61%</td>
</tr>
<tr>
<td>My workload is manageable*</td>
<td>41%</td>
<td>33%</td>
<td>31%</td>
<td>23%</td>
<td>26%</td>
<td>26%</td>
<td>27%</td>
</tr>
</tbody>
</table>

About half of the ‘16 to 23 years’ age group affirmed that teaching was rewarding in financial terms but only a third of those with two years or less experience agreed.

Teachers with less than three years experience maintained higher levels of morale than all the other groups. Less experienced teachers also stated that their commitment to teaching had substantially strengthened since the start of their career. The same group was more likely to express the view that in the early stages of their careers their workload was manageable.
4.3.8. Developing professional role in the future

Table 18 Developing professional role in the future

<table>
<thead>
<tr>
<th></th>
<th>Probationer</th>
<th>Class teacher</th>
<th>Class teacher with OR</th>
<th>CSR without teaching</th>
<th>CSR with reduced teaching</th>
<th>Principal teacher</th>
<th>Depute head teacher</th>
<th>Head teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lead teaching and learning initiatives in my curriculum area*</td>
<td>52% (23%)</td>
<td>36% (23%)</td>
<td>29% (26%)</td>
<td>42% (26%)</td>
<td>33% (13%)</td>
<td>24% (23%)</td>
<td>18% (11%)</td>
<td>27% (15%)</td>
</tr>
<tr>
<td>Develop and lead cross-curricular teams*</td>
<td>57% (20%)</td>
<td>34% (25%)</td>
<td>30% (26%)</td>
<td>37% (22%)</td>
<td>24% (20%)</td>
<td>20% (37%)</td>
<td>22% (26%)</td>
<td>30% (11%)</td>
</tr>
<tr>
<td>Act as a mentor for new entrants*</td>
<td>77% (6%)</td>
<td>57% (11%)</td>
<td>50% (13%)</td>
<td>46% (11%)</td>
<td>50% (4%)</td>
<td>39% (11%)</td>
<td>26% (7%)</td>
<td>28% (6%)</td>
</tr>
<tr>
<td>Develop and lead CPD for colleagues*</td>
<td>45% (11%)</td>
<td>30% (16%)</td>
<td>28% (19%)</td>
<td>36% (11%)</td>
<td>30% (11%)</td>
<td>20% (22%)</td>
<td>22% (17%)</td>
<td>24% (10%)</td>
</tr>
<tr>
<td>Develop my pastoral role in school*</td>
<td>62% (16%)</td>
<td>37% (19%)</td>
<td>29% (27%)</td>
<td>28% (31%)</td>
<td>22% (18%)</td>
<td>20% (20%)</td>
<td>19% (31%)</td>
<td>23% (10%)</td>
</tr>
<tr>
<td>Work towards gaining Chartered Teacher*</td>
<td>61% (2%)</td>
<td>36% (16%)</td>
<td>29% (22%)</td>
<td>27% (24%)</td>
<td>20% (22%)</td>
<td>10% (9%)</td>
<td>0% (2%)</td>
<td>1% (0%)</td>
</tr>
<tr>
<td>Work towards gaining the SQH*</td>
<td>27% (1%)</td>
<td>12% (2%)</td>
<td>20% (2%)</td>
<td>8% (2%)</td>
<td>18% (4%)</td>
<td>28% (3%)</td>
<td>32% (11%)</td>
<td>12% (7%)</td>
</tr>
<tr>
<td>Become a Principal Teacher*</td>
<td>60% (3%)</td>
<td>35% (48%)</td>
<td>35% (12%)</td>
<td>19% (3%)</td>
<td>30% (4%)</td>
<td>4% (4%)</td>
<td>2% (4%)</td>
<td>5% (0%)</td>
</tr>
<tr>
<td>Move into leadership/management post*</td>
<td>45% (2%)</td>
<td>28% (6%)</td>
<td>36% (8%)</td>
<td>19% (9%)</td>
<td>36% (11%)</td>
<td>34% (19%)</td>
<td>32% (7%)</td>
<td>24% (5%)</td>
</tr>
</tbody>
</table>

Probationers expressed high levels of interest in leading teaching and learning initiatives in their curriculum area when compared with class teachers (with or without other responsibilities). Similarly, they expressed a significantly stronger interest than class teachers in other areas of future development including:

- developing and leading cross-curricular teams,
- mentoring new entrants to the profession,
- developing and leading CPD for other teachers,
- developing a pastoral role in school,
- working towards Chartered Teacher,

In the discussion of the findings, the respondents’ interest in pursuing any of the professional goals is referred to as the first set of data. The data inside the parenthesis means that the respondents were already working towards that specific goal. Data are presented in this way as there were fewer options and combining responses did not reveal any trends or patterns.
- working towards SQH, and
- moving into a leadership or management post.

<table>
<thead>
<tr>
<th>Table 19 Developing professional role in the future</th>
<th>0 to 2 years</th>
<th>3 to 5 years</th>
<th>6 to 10 years</th>
<th>11 to 15 years</th>
<th>16 to 23 years</th>
<th>24 to 30 years</th>
<th>31 years plus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lead teaching and learning initiatives in my curriculum area*</td>
<td>52% (22%)</td>
<td>36% (28%)</td>
<td>41% (20%)</td>
<td>28% (23%)</td>
<td>25% (24%)</td>
<td>20% (20%)</td>
<td>26% (14%)</td>
</tr>
<tr>
<td>Develop and lead cross-curricular teams*</td>
<td>54% (23%)</td>
<td>40% (26%)</td>
<td>37% (26%)</td>
<td>26% (26%)</td>
<td>23% (28%)</td>
<td>18% (30%)</td>
<td>19% (16%)</td>
</tr>
<tr>
<td>Act as a mentor for new entrants*</td>
<td>74% (9%)</td>
<td>69% (14%)</td>
<td>53% (11%)</td>
<td>46% (10%)</td>
<td>39% (10%)</td>
<td>37% (6%)</td>
<td>34% (7%)</td>
</tr>
<tr>
<td>Develop and lead CPD for colleagues*</td>
<td>45% (15%)</td>
<td>31% (17%)</td>
<td>35% (18%)</td>
<td>28% (18%)</td>
<td>20% (20%)</td>
<td>19% (15%)</td>
<td>20% (13%)</td>
</tr>
<tr>
<td>Develop my pastoral role in school*</td>
<td>58% (18%)</td>
<td>43% (24%)</td>
<td>35% (21%)</td>
<td>28% (20%)</td>
<td>24% (22%)</td>
<td>18% (20%)</td>
<td>18% (14%)</td>
</tr>
<tr>
<td>Work towards gaining Chartered Teacher*</td>
<td>62% (3%)</td>
<td>48% (6%)</td>
<td>30% (23%)</td>
<td>20% (22%)</td>
<td>13% (22%)</td>
<td>10% (13%)</td>
<td>6% (15%)</td>
</tr>
<tr>
<td>Work towards gaining the SQH</td>
<td>24% (2%)</td>
<td>23% (2%)</td>
<td>19% (3%)</td>
<td>21% (4%)</td>
<td>12% (3%)</td>
<td>5% (1%)</td>
<td>2% (&lt;1%)</td>
</tr>
<tr>
<td>Become a Principal Teacher*</td>
<td>58% (5%)</td>
<td>48% (11%)</td>
<td>34% (13%)</td>
<td>21% (8%)</td>
<td>18% (6%)</td>
<td>5% (3%)</td>
<td>3% (&lt;1%)</td>
</tr>
<tr>
<td>Move into leadership/management post*</td>
<td>46% (3%)</td>
<td>41% (6%)</td>
<td>34% (11%)</td>
<td>32% (13%)</td>
<td>23% (11%)</td>
<td>17% (6%)</td>
<td>9% (4%)</td>
</tr>
</tbody>
</table>

The findings from Table 21 support earlier findings where teachers who were still in the early stage of their teaching career demonstrated a firm determination to develop themselves further – be it in teaching, mentoring, leading teams, taking up a new role, studying for another qualification or obtaining a promoted post.
4.3.9. Future plans

Table 20 Future plans – professional role

<table>
<thead>
<tr>
<th>Move into employment outside teaching*</th>
<th>Probationer</th>
<th>Class teacher</th>
<th>Class teacher with OR</th>
<th>CSR without teaching</th>
<th>CSR with reduced teaching</th>
<th>Principal teacher</th>
<th>Depute head teacher</th>
<th>Head teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>10% (25%)</td>
<td>7% (20%)</td>
<td>7% (12%)</td>
<td>9% (17%)</td>
<td>4% (16%)</td>
<td>3% (18%)</td>
<td>2% (21%)</td>
<td>8% (13%)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Move into another kind of educational work*</th>
<th>8% (46%)</th>
<th>6% (38%)</th>
<th>9% (39%)</th>
<th>15% (31%)</th>
<th>7% (44%)</th>
<th>4% (36%)</th>
<th>9% (41%)</th>
<th>16%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Take a career break*</td>
<td>4% (20%)</td>
<td>7% (17%)</td>
<td>6% (16%)</td>
<td>5% (3%)</td>
<td>4% (13%)</td>
<td>4% (9%)</td>
<td>13% (5%)</td>
<td>1%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Move from full-time to part-time work*</th>
<th>9% (24%)</th>
<th>9% (26%)</th>
<th>5% (22%)</th>
<th>6% (27%)</th>
<th>7% (26%)</th>
<th>6% (14%)</th>
<th>2% (9%)</th>
<th>7%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Move from part-time to full-time work*</td>
<td>6% (6%)</td>
<td>5% (8%)</td>
<td>2% (7%)</td>
<td>4% (10%)</td>
<td>8% (8%)</td>
<td>1% (3%)</td>
<td>0% (2%)</td>
<td>1%</td>
</tr>
</tbody>
</table>

| Retire from teaching*                      | 10% (12%) | 19% (18%) | 16% (20%) | 27% (17%) | 21% (19%) | 27% (18%) | 29% (23%) | 32% (35%) |

A significant proportion of teachers expressed an interest in moving into ‘another kind of educational work’ at a future point in their careers. It should be noted that no time parameters were suggested in relation to this question and therefore it is not possible to determine at what future point such deliberations might take place, or indeed the precise nature of education-related work considered by respondents.

Responses from probationers and class teachers (with or without other responsibilities) indicate that they are more likely to consider a career break than teachers in senior posts.

Teachers with cross-school responsibilities (with and without reduced teaching), principal teachers, depute headteachers and headteachers were more likely to express an intention to retire in the near future.

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25 In the discussion of the findings, the response to the ‘highly likely’ category is referred to as the first set of data. The data inside the parenthesis indicate the response to a ‘likely’ option.
Table 21 Future plans – life phase

<table>
<thead>
<tr>
<th></th>
<th>0 to 2 years</th>
<th>3 to 5 years</th>
<th>6 to 10 years</th>
<th>11 to 15 years</th>
<th>16 to 23 years</th>
<th>24 to 30 years</th>
<th>31 years plus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Move into employment outside teaching*</td>
<td>7% (27%)</td>
<td>5% (18%)</td>
<td>7% (21%)</td>
<td>7% (20%)</td>
<td>4% (16%)</td>
<td>3% (17%)</td>
<td>12% (9%)</td>
</tr>
<tr>
<td>Move into another kind of educational work*</td>
<td>7% (48%)</td>
<td>7% (41%)</td>
<td>9% (45%)</td>
<td>5% (44%)</td>
<td>6% (34%)</td>
<td>8% (28%)</td>
<td>11% (20%)</td>
</tr>
<tr>
<td>Take a career break*</td>
<td>5% (22%)</td>
<td>9% (24%)</td>
<td>9% (21%)</td>
<td>5% (12%)</td>
<td>5% (7%)</td>
<td>4% (5%)</td>
<td>4% (4%)</td>
</tr>
<tr>
<td>Move from full-time to part-time work*</td>
<td>9% (23%)</td>
<td>10% (26%)</td>
<td>10% (20%)</td>
<td>5% (19%)</td>
<td>6% (23%)</td>
<td>4% (21%)</td>
<td>11% (25%)</td>
</tr>
<tr>
<td>Move from part-time to full-time work*</td>
<td>8% (8%)</td>
<td>5% (7%)</td>
<td>4% (5%)</td>
<td>5% (7%)</td>
<td>2% (3%)</td>
<td>1% (3%)</td>
<td>2% (3%)</td>
</tr>
<tr>
<td>Retire from teaching*</td>
<td>9% (12%)</td>
<td>12% (12%)</td>
<td>14% (13%)</td>
<td>14% (16%)</td>
<td>22% (21%)</td>
<td>31% (32%)</td>
<td>52% (31%)</td>
</tr>
</tbody>
</table>

When groups of teachers with varying length of experience is used as a category, unsurprisingly those who had been in the profession for more than 30 years were more likely to express an intention to:

- retire from teaching
- move into employment outside teaching,
- move into another kind of educational work, and
- move from full-time to part-time work.

Interestingly, 34% of teachers with less than three years experience considered it likely that they would move into employment outside teaching and 55% considered it likely that they would move into another kind of educational work.

### 4.4. Summary

This chapter addressed the following questions:

- How do teachers across the career phases view the nature of teaching?
- Do perceptions of teaching differ according to level of experience?
- Do teachers who occupy different positions in the career structure have different views of teaching?

The key findings from the survey analysis are as follows:

**Autonomy and control**

- In exercising professional judgement, probationers’ scores are higher than classroom teachers’ and four other role groups. Probationer responses to the teacher
questionnaire suggest that they feel more able to exercise professional judgement (81%) than maingrade classteachers (72%).

Collaboration and collegiate working
- Headteachers and depute headteachers emphasised the importance of working collaboratively with other professionals in school. Probationers’ higher scores than other role groups in many areas also indicate an openness and willingness to work in collaboration with other school professionals.

Trust and recognition
- Probationers expressed higher levels of agreement than other roles that the Teachers’ Agreement had enhanced the status of the profession. 61% of probationers’ agreed compared with 48% of classteachers, 38% of PTs and 35% of HTs. Levels of agreement fall with length of service from 63% at 0-2 years down to 28% at 31 plus years.
- Relatively low levels of trust were reported in terms of relations with the policy community. Whereas 51% of probationers felt trusted by the policy community, only 34% of classteachers, 26% of PTs, 42% of DHTS and 34% of HTs agreed. Levels of trust fell over the career phases to 20% for teachers with over 31 years experience.

Development and impact of CPD
- Probationers demonstrated a more favourable attitude towards the impact of CPD than maingrade classroom teachers. They were also more confident in identifying their development needs.
- Probationers, CSR without teaching and depute headteachers were more likely to agree that their CPD needs were being met.
- Most teachers agreed that CPD provision addressed both the needs of the school and their personal professional needs as teachers.
- Headteachers were most convinced that the agendas for CPD were driven by national agendas. This view was supported by those who had been teaching for twenty-four years or more.
- Teachers across role groups and life phases acknowledged the impact of CPD on their classroom practice. CSR without teaching had the highest score in this regard and also expressed strong support for the idea of teachers as researchers.

Factors influencing choice of CPD
- Teachers conveyed the message that the department or curriculum area was the most important factor influencing their choice of CPD.

Satisfaction with the teacher’s role
- Teachers exhibited a strong sense of satisfaction with their professional role, irrespective of length of teaching experience or position in school.
- Concerns were expressed by principal teachers, depute headteachers and headteachers - as well by those who had been teaching for more than ten years - about the manageability of their workload.

Developing professional roles in the future
- There was evidence that probationers had a substantial interest, enthusiasm and a sense of direction for how they would like to develop their professional role in the future, compared with maingrade classteachers. Those who were still in the early stage of their teaching career expressed interest in developing a mentoring role, leading teams, studying for further qualifications or obtaining a promoted post in the future.
5. Perspectives of local authority officers

5.1. Introduction

This chapter reports the main findings to emerge from analysis of quantitative and qualitative data produced through the involvement of local authority officers in this research. This section of the report addresses the question: *How do local authority officers view the impact of early career teachers?* The perspective of local authority personnel was sought through an online survey to individuals with responsibility for supporting probationer teachers and CPD (see appendix three). This was followed by a series of follow-up telephone interviews to explore issues raised in more depth (see appendix four). The survey contained a combination of open and closed-ended questions relating to the following areas:

- impact of early career teachers on school policy and practice
- impact of recent policy developments in promoting teacher collaboration across the career stages
- school strategies to promote the development of early career stage teachers
- school strategies to encourage joint work between early career teachers and more experienced teachers
- drivers and inhibitors of enhanced collaboration across the career phases

Responses to the online survey were received from the 32 local authority officers. The overwhelming majority of the survey respondents were either Education Officers or Quality Improvement Officers/Managers (23, 72%). Others were a CPD Coordinator (1, 3%), a Development Officer (1, 3%), a Head of Education (1, 3%), a Manager of Professional Development (1, 3%), an Education Adviser (1, 3%), a Primary Schools Manager (1, 3%), a Learning and Teaching Officer (1, 3%), an Education Manager (1, 3%), and a principal learning community officer (1, 3%).

An average of one response per local authority was obtained. These responses are summarised in Table 4.

<table>
<thead>
<tr>
<th>Number of Local Authorities</th>
<th>Number of responses received</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>13</td>
<td>1</td>
</tr>
<tr>
<td>8</td>
<td>2</td>
</tr>
<tr>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Total = 32</td>
<td></td>
</tr>
</tbody>
</table>

Eight individuals from different local authorities agreed to participate in a recorded telephone interview of around thirty minutes duration. This included the manager of a CPD Unit, four Quality Improvement Officers, an Education Support Officer, a Service Manager for Support Staff and a Learning and Teaching Officer²⁶.

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²⁶ In the extracts reproduced in the report (TI) refers to a response offered during a telephone interview and (QR) refers to a response to an open-question in the online questionnaire.
5.2. Impact of early career teachers on school policy and practice

In the following section, the impact made by early career stage teachers on various areas of school practice is presented.

**Figure 7: Teaching and learning methodologies**

According to the majority of LA respondents to the questionnaire, early career stage teachers had either a positive or a very positive impact on developing teaching and learning methodologies – both at departmental (78%) and at whole school level (58%).

**Figure 8: Participation in cross- and extra-curricular initiatives**

In terms of participation in cross- and extra-curricular initiatives, it was suggested by 58% and 80% of the LA respondents that early career stage teachers had either a positive or a very positive impact.

**Figure 9: Improving home-school partnership, pupil participation and inter-professional working**
Whilst identifying a discernible impact on classroom practice, local authority officers reported less pronounced impact in other areas of school life. In terms of the contribution that early career stage teachers’ made to strengthening home-school partnerships, just under half (42%) stressed that the impact was ‘mixed’, less than a third agreed that they had a generally positive impact (29%) and 26% said that no discernible impact was apparent. According to 58% of the respondents, a ‘mixed’ impact was perceived with regard to their contribution towards supporting inter-professional working (multi-agency working). Two-thirds of the respondents said that early career teachers had a generally positive impact on enhancing pupil participation in school and another 19% said that the impact was very positive.

Whilst focused on classroom practice in the early stages of their careers, rather than school policy or wider curriculum development, local authority officers felt that new entrants were well prepared through the requirements for the Standard for Full Registration to adopt an extended role.

*They do have a very good awareness of the wider role of the teacher outwith the classroom because of the training that they’ve had in relation to the Standard for Full Registration. They will know about enterprise and health promotion, all these other things that are part of what being a teacher is about… They do have a huge impact on extra-curricular activities. They’re anxious to show commitment to the profession, particularly when they’re preparing for employment. They really do try very hard to take part in the wider life of the school and I think it’s very much appreciated by schools, the amount of time and energy that beginning teachers bring to extra-curricular activities and corporate life in general.* (TI#4)

![Figure 10: Contribution to planning and development](image)

The data presented in Figure 10 suggest that early career teachers make a less significant contribution to whole school development planning. However, 43% of LA officers reported that early career teachers were having an impact on the continuing professional development of their school colleagues. Moreover, a large majority of LA officers (74%) thought that early career teachers made a positive contribution to whole school culture and ethos.

In the follow-up telephone interviews two local authority officers suggested that new teachers were ‘revitalising the profession’; another drew attention to the ‘re-invigorating’ influence of new entrants. There was an expectation across the interview transcripts that early career stage teachers would be involved in committees, working parties, extra-curricular activities and school events. Several interviewees commented on the ‘enthusiasm’ that new entrants brought to schools. Most of the local authority personnel who participated in interviews also commented on the added value offered by teachers who entered the profession as a second career.
The impact on the department within schools seems to be the fact that generally the new teachers are very well trained, very aware of the current developments, very willing, very committed, happy to be involved in everything that is happening in the class and in school. (TI#1)

Because the majority, not all of the new teachers are younger, they bring a different involvement in school. They’re so full of energy, full of vigour, haven’t become cynical, enthusiastic and they’re very much on the young peoples’ wavelength. (TI#1)

In recent years increasingly people coming into teaching will have done other things. They’re bringing a wealth of experience to the profession. The contexts for their teaching are much wider. They’ve more to offer children when they’ve had experience of other professions or other countries even. (TI#4)

Three interviewees commented on the high quality of the professional conversations they held with early career stage teachers and on their enhanced capacity for self-evaluation.

I think they are much more skilled than those of us who are older at that stage were in being self-evaluating and reflective and it’s not jargon words. We often say that we did it instinctively but they are much more clear about what they are doing, why they are doing it, what the impact is, why that happened, why it didn’t happen, what they’ll do next. I think they’re much more ready to do that and to talk about it openly. (TI#1)

The new teachers do have a greater ability for self evaluation and I think they’re much more reflective and much more open… Some more experienced teachers will not admit there are any failings or anything that would cause them anxiety. They think I can’t tell my principal teacher or I can’t tell somebody that I’m not coping with this because that could affect my job prospects. I recommend that feedback sessions after observations and meetings with NQTs take the form of a coaching conversation. I’ve been astounded about how open they are. They start out on the correct methods of self-evaluation and I think they’re much more open to sharing their own perceptions of their performance with those who are around them. (TI#3)

There’s a lack of understanding or training in how to work collaboratively [among experienced teachers]. That’s something I see coming through in beginning teachers who are encouraged to use peer assessment at universities. The last students I had in were wonderful. It was their final placement with us and they saw each other teaching. We then had a discussion about it and the level of discussion was excellent and I wished in fact I had taped the session because it was so good. (TI#4)

In one local authority, early career stage teachers had been involved in promoting authority wide initiatives, alongside more experienced colleagues. Another authority reported that teachers within the first five years of post-induction experience had been appointed to leadership roles. At the primary level this included a local authority staff tutor, three acting depute heads and one substantive depute, all of whom had achieved full registration within the past five years. At the secondary level, this included eight acting principal teachers and ten substantive principal teacher posts. Several respondents to the online questionnaire offered examples of teachers who were contributing to the development of initiatives at school level.

We have had a number of probationers who have showed such an enthusiasm that they have been encouraged to share their views across the authority. For example, we’ve been doing a lot of work on writing development for both primary and secondary and we have used new teachers, teachers at the early stages of their career, to deliver training, to share practice with their colleagues right across the authority and they’ve been very much part of that development. They’ve even gone beyond our authority. They’ve gone to other authorities to deliver. (TI#2)
An early career stage teacher has been given responsibility in a five class school for literacy development. This has been very positive and enhanced her own skills as well as introducing older teachers to new ideas such as Literature Circles (QR).

A modern languages teacher in year three has been given the lead in primary liaison (QR).

Initiatives that involve the use of IT and other technologies e.g. ‘The Radio Waves’ project have often been embraced by new teachers who have then led the support to other staff (QR).

In one authority the example was given of the appointment of a development officer who was in her third year of teaching. Officers in two local authorities noted that the register of new mentors now included larger numbers of early career teachers who had experienced the TIS.

What I am now seeing is that people who went through the training programme within the last five years are now coming back. When I entered the GTC starting points of all the mentors that are supporting the probationers this year that made me more aware that the people that are supporting our new probationers this year, many of them are within that bracket of the first five years and so therefore they are being chosen by schools to effectively support the probationers. (TI#5)

Coaching and mentoring has taken off in the period 0-5 years with many who have been through the probationer programme now acting as mentors for their colleagues. This seems to encourage positive, empathetic, creative and constructive development of our new teachers (QR).

5.3. Impact of recent policy developments

This section considers how different educational policies were perceived to be influencing teacher collaboration and professional learning across the career stages.

Figure 11: Impact of recent educational policies
Assessment is for Learning and Curriculum for Excellence

Assessment is for Learning and the Curriculum for Excellence were identified as key drivers of greater joint work between teachers. The systematic programme of funding of associated school groups to focus on Assessment is for Learning was cited as a driver of collaborative work. The pilot of GLOW was also cited by two interviewees as harnessing the energies and interests of some early career teachers. The revised curriculum was regarded as presenting opportunities for teachers to work collaboratively in responding to the draft experiences and outcomes. Local Authority coordinated steering groups, comprised of a wide range of personnel, were involved in promoting school-level curriculum development.

Part of the big thrust in terms of curriculum for excellence should be to get teachers to take more responsibility, to feel that it’s their professionalism in terms of they know what works and what should be developed… In common with most local authorities, we’ve got a steering group, which is made up of a range of teachers at various levels plus support staff plus learning assistants etc. They’re making recommendations but a lot of the time what we’re doing is we’re encouraging schools to take forward things that they’ve found are successful and that hit the badge of Curriculum of Excellence. (TI#2)

We had a central team of staff tutors who work in clusters, primary schools and secondary schools together throughout the city and there was a tremendous amount of sharing of good practice. Certainly there were teachers at all levels. There were new teachers, probationer teachers, who were working with principal teachers, who were working with Deputy heads in implementing some of the [formative assessment] strategies... We also created reference groups for Curriculum for Excellence. We had volunteers on the reference groups and that was anyone at any level, so we could have a head teacher working on a group with a newly qualified teacher. It’s for all levels to contribute, to have their say, to have their voice and to share their ideas. (TI#3)

I think the potential of Curriculum for Excellence for promoting collaboration is huge, really exciting. Things are already happening in schools. People are working together. Looking at things from a secondary perspective, there’s a huge amount of cross-curricular work already in place and people are looking for more opportunities for that and that does bring collaboration between colleagues of different levels of experience and seniority. (TI#4)

Teacher Induction Scheme

An openness to peer observation was cited as a key benefit of the TIS that had made a contribution to changing cultures in school. It was suggested that post-induction teachers carried a willingness to be observed into their day-to-day practice. In secondary schools, one local authority officer suggested that the TIS had helped to ‘open up departments’. It was important, however, to maintain a strong focus on the impact of peer observation and not to be satisfied that the process was taking place. Clear links were recommended between observation and self-evaluation within an identified programme of targeted development, however informal that may be.

The early years teachers are often more open to collegiate working because they are still close enough to when they were working in a placement in a class with a teacher, planning with the teacher, asking a teacher help to observe them do something. They don’t have the same worries that a more experienced teacher has about somebody else being in the classroom. If someone has been a class teacher for a long time, and making a competent job of it, but it’s a very long time since somebody else has been in their classroom then there’s a lot of trust building to be done there to encourage them to almost open the doors, whether it’s a traditional school or an open plan school, to encourage somebody else to come in. (TI#1)

The Teacher Induction Scheme assisted with the whole concept of collaboration and particularly in terms of teacher observation. I think we’ve broken down the barriers that were
existing and that reluctance in other teachers to do so. I think it’s been very helpful in that respect...the induction scheme has been even better for the secondary’s in that it’s opened up departments. I think to share their expertise and I think that the teacher induction scheme has helped in that respect. They’re not quite so insular departments as they were initially (TI#2)

Teachers very often don’t want anyone in their classroom but now it’s becoming accepted practice and I think that’s filtering through. It’s becoming less of an issue for teachers. (TI#4)

Local authority officers stressed that during core induction sessions emphasis was placed on the career pathways available to new entrants to the profession. This included attention to the Chartered Teacher grade, GTCS certificate for professional recognition and the availability of Aspiring Leaders courses. One interviewee commented that new entrants to the profession now had a stronger sense of career progression. From an early stage in professional formation, new teachers were encouraged to focus on a developing career trajectory and to seek appropriate development opportunities to support these aspirations.

We’re now getting a ground swell of people who are motivated, know how to develop themselves and have strategies and skills that perhaps we weren’t building into the system in years gone by. (TI#5)

Several interviewees commented on the reciprocal benefits of the TIS for mentor and mentee. One authority was raising awareness of the opportunities for gaining GTCS professional recognition for fulfillment of the mentoring role and emphasised the importance of providing a high standard of support for supporters as well as for probationers, and the attendant resource implications of providing such a level of support. Local authority personnel suggested that school staff are well placed to make reliable assessments of beginning teachers and were now more acceptant of a teacher education role, regarding this as professionally enhancing. Several interviewees commented on the positive impact of coaching and mentoring strategies in the delivery of school-level support.

The new teacher really values that almost like a contract they have with that person. Meanwhile, the supporter feels that working with the new teacher contributes to their professional development and reminds them and often other members of staff of good practice or how to move forward with new development, about how to be reflective, evaluating areas like that. (TI#1)

I think we’ve got a wealth of experience in term so mentoring as result of the work that we’ve been doing with the teachers’ induction scheme. I think we’ve a much better idea about how to develop people professionally as a result of it and I think also the benefits that the teaching profession have gained certainly outweigh any of the additional duties it has brought on them. (TI#2)

A tutor from university, or a local authority person going out to a school, can see an absolutely fabulous lesson that is the one that has been worked on for three weeks beforehand and it’s an ‘all singing, all dancing’ lesson. But what the teachers in the schools are seeing is the nitty gritty of the day-to-day work and they are in a very much better position to make an evaluation and assess the students and the newly qualified teachers that they have. I think that they are appreciating that their voice is being heard and I think they feel that their credibility is valued and that their judgement is being valued. (TI#3)

Whilst aware of the value of the SFR in preparing new teachers, local authority personnel were also keen to stress the wider relevance of the Standard. One local authority interviewee pointed to the need for all teachers to be more aware of the requirements of the SFR and the implications of this for their own practice. Another interviewee highlighted the problem of some teachers continuing to view the Standard as only applicable to new teachers, rather than to all teachers.
I think it still has to be addressed that the standard for full registration is for every teacher and
I feel quite strongly about it. I have referred to that in various situations and had people look at me blankly. (TI#1)

Working with the standard and working with new teachers can have a beneficial effect on just reminding other teachers of where they should be and what stage they should be at….A lot of teachers who are entrenched in their views do believe that it is for new teachers and you’re never going to teach an old dog new tricks. (TI#3)

Chartered Teacher

A large majority (79%) of questionnaire respondents viewed the Chartered Teacher Programme as either having a ‘mixed’ or not making any discernible impact. Just less than a quarter suggested that this policy made a positive contribution to teacher collaboration, whilst 3% stated a negative impact.

During follow-up interviews, officers were keen to stress the importance of establishing the impact that Chartered Teachers were having at school level. Chartered teachers in one authority acted as probationer mentors, were involved in delivering CPD and shared their experiences of the CT programme with other teachers interested in pursuing this route. However, the majority of local authority officers who agreed to participate in telephone interviews drew attention to the need for a systematic review of the contribution of Chartered Teachers and further guidance on the role they are required to play in schools.

Within our authority our intention is to review just exactly what our chartered teachers are doing because I think we have this view that they are doing something, but in actual fact we really need to have hard facts and think about exactly what it is they are doing. (TI#2)

I think it would be helpful generally if there was more specific guidance given by GTC or whoever about how Chartered Teachers can be best deployed in schools. The vast majority of Chartered Teachers want to be used. They want to have a role and they would like clarity about that. (TI#4)

I think that's an area still to be developed: the benefits of utilising and harnessing the expertise of each Chartered Teacher (TI#5).

I know of some people who have been doing the Chartered Teacher and they didn’t want the school to know. I don’t think it’s made the impact that it was anticipated it would. I think there really has to be a review of that because I'm not sure of the value that has come from that. (TI#6)

They have Chartered Teacher status but they don’t want to be seen as experts telling others what to do. I think there’s an element of growth that will have to take place there…We’re proud of our Chartered Teachers and want to encourage as many as possible to go forward to that route, but there needs to be more formalisation of the role. (TI#8)

Entitlement to 35 hours of CPD

Only a third (37%) of LA questionnaire respondents agreed that the Entitlement to 35 hours of CPD had a positive or a very positive effect in encouraging teachers to work collaboratively and pursue professional learning. However, one interviewee suggested that the TIS has been instrumental in engineering a more positive orientation towards CPD. At an early stage in their careers there was now an expectation that all teachers would engage with CPD. It was suggested that as a consequence this was becoming embedded in professional culture.
We're seeing the impact in terms of the commitment to CPD that beginning teachers have. You know that under McCrone - not that long serving teachers weren't concerned about their own professional development - but the fact that there was now a figure put on it, a lot of people kind of resented that I think, whereas the beginning teachers now, they're so happy to engage with CPD and they see it as an intrinsic part of what they do as teachers. I think classroom practice is the better for it. There are better outcomes for young people in terms of what’s being delivered in the classroom. (TI#4)

Faculty structures

The introduction of faculty groupings in the secondary sector was reported to have had a more ‘mixed’ impact than other policy developments. A low level of support was also expressed for the impact of career re-structuring, which over a third (39%) of LA respondents viewed either negatively or as having no impact at all.

In the interviews, mixed responses to the introduction of faculties in secondary schools were associated with the need to develop the role of the faculty head as a leader of collaborative practice. Some scepticism was expressed regarding the rationale for subject combinations in some school faculties, especially in relation to the promotion of cross-curricularity within the Curriculum for Excellence. In one school it was suggested that this was done on little more than physical proximity. Whilst not seeking to erode claims to subject expertise among secondary teachers within traditional department structures (an important scaffold to teachers’ professional identity), it was hoped that the revised curriculum would promote an extended model of professionalism that might better support interdisciplinarity.

I think the faculty structures can be a significant benefit in terms of learning and teaching, but as long as many of the needs and attitudes and concerns focus on subject related issues, then there’s a whole raft of issues there...I’ve talked to a lot of teachers that don’t think that the faculty system meets their needs in providing the kind of specialist subject support that the traditional model of the principal teacher for subject would provide. So I think the jury is still out on that one. So much centers on the energy and drive and personality and vision of the person who is the Faculty leader, who is able to bring people together to make connections and certainly the future seems to be a significant opportunity to help to make links across departments for subjects that might traditionally have operated in isolation in the past. (TI#7)

Hopefully the idea is that they will have cross curricular projects and they will do interdisciplinary work but there’s no strong evidence of that here yet. They still operate within their subjects despite the faculty structure and that is six to seven years on here. Despite the fact that we’ve got a faculty system here, subject ‘silos’ are still in existence. They are making attempts to break that down but things don’t move at a fast rate. (TI#8)

Time for teaching

More than half the LA questionnaire respondents (56%) suggested that availability of classroom assistants has made a positive or very positive impact. However, this was qualified in telephone interviews in relation to the level of resource available to support additional staffing. One interviewee suggested that the additional resource allocated to schools to free teachers to teach was insufficient, especially in the context of financial constraints and the local demands of the inclusion agenda.

The experience in our authority has been that initially we were given pupil support assistants whose role was to support pupils in class and to support teachers in terms of management of resources, production of resources etc. but when these people leave they are not replaced. When additional children come into the school who have particular needs, you are told to find
the resources for them within the existing resources that you have, so I would say the support is not enough. (TI#4)

Reduction in class contact time

37% of questionnaire respondents reported that the reduction in class contact time had made a positive (34%) or very positive impact (3%). However, two local authority interviewees suggested that the reduction in class contact time in primary schools had acted as a stimulus to more collegiate ways of working, eroding the cultures of teacher privacy and individualism. Another acknowledged that peer learning involved the development of new skill set for teachers accustomed to interaction centred on pupil-teacher relations.

Non-class contact time began to open things up because whereas in the past a primary teacher went in at half past eight on a Monday and came out on a Friday at three o’clock and nobody else might have been in that room, except for somebody delivering a message, now there are other people in the classroom with the children so there’s more open discussion about how children are progressing, how they behave, how they react, how they respond in situations. (T#1)

A really big policy driver has been the reduction in class time for primary teachers. I have seen this used really effectively to allow going in and out of each others’ classes to do some collaborative work. I think in schools that’s happened where they have been creative and innovative in using that time. There has been quite a big emphasis on collaboration. (TI#6)

5.4. Factors influencing levels of collaboration across the career phases

This section of the report outlines the main factors identified by local authority officers as influencing the promotion of higher levels of collaboration and peer learning among teachers with different levels of experience. It is organised under the following headings:

- Employment situation
- Continuing support post-induction
- Use of the 35 hours for CPD
- The role of HMIE
- School culture
- Physical environment and locality

Employment situation

The limited availability of permanent teaching posts for teachers completing the probationary period was cited by several local authority officers as de-motivating for mentors/supporters, mentees and indeed the local authority officers who had responsibility for supporting probationer teachers.

The insecurity after induction definitely has a negative effect, not just on the entrants themselves but also on the people who are working with them. The mentors who are working with them feel disillusioned after all the work and hard effort they’ve put in they’re not getting a post. It’s disheartening for them as well. They are desperate to have them in the department and if the financial situation were different they would keep them on because they’ve made quite a difference but they are unable to do so. (TI#2)

It’s a very good scheme and some probationers accept it at face value that it is a scheme for one year – a guaranteed placement for one year to help them to gain their full registration but
they’re still pretty sore at the end of the time that there are no jobs and I have to say some of the schools too feel that they are being used as training grounds. NQT after NQT after NQT and they themselves maybe feel that they’re not getting the benefit for the time they’ve invested by simply being given another newly qualified teacher instead of getting a permanent member of staff. (TI#3)

You welcome people who are enthusiastic and keen and train them up for the year and in May we’ve had to say to these people, ‘I’m sorry but we have no jobs’. The despondency and disillusionment is so great at that point. I dread having the last of the central programme days because I feel so responsible for these people who have been enjoying a year and earning for the first time in some cases, who have taken on mortgages and had to withdraw from them. The programme raises expectations that can’t be fulfilled. I fear we’re going to lose a lot of these people and that’s a loss for everyone in Scotland….There is nothing more soul destroying than attending a meeting where you have forty-two primary probationers and potentially four of them knew in May that they had a full time job. (TI#5)

There was some evidence to suggest that awareness of increased competition for posts, and differing patterns of availability of posts across the country, might encourage some probationers to opt out of the TIS and transfer to the alternative route in order to secure a post within placement schools.

We had a probationer who was part of induction programme and who around November/December time had applied for a permanent job in the council and the school in which she worked. She was interviewed and the head teacher gave her the job. She’ll just go onto the alternative programme which means that she’ll have to work until Christmas the following year or whatever. Of course, right enough, the council couldn’t offer her a full time contract, a permanent contract until she had full registration, but they could employ her for the next year and a bit until she got it. It just doesn’t seem right. (TI#8)

Continuing support post-induction

During the induction year probationer teachers are very well supported through the provision of 0.3 development time and strong support through local authority core sessions. One interviewee commented that the high level of CPD provision in the induction year had the effect of ‘accelerating’ the progress of NQTs in relation to their early stage of development (TI#3). The quality of support post-induction, however, was identified by several respondents as an area for further development.

One authority had conducted an audit of probationers of the previous year who had been employed by the authority. These early career stage teachers had identified the lack of a main point of contact acting as a mentor or supporter as a source of main concern in their months in a full time post. As the interviewee explains, ‘they were beginning to come to an understanding now of what they didn’t know’ and requested additional support especially in terms of in managing behaviour, which was provided in two one-day courses.

There is not really yet a strong recognition of these people and the fact that they are still in a very early stage of their professional development. (TI#1)

What you find is those who are best are those who continue to have some kind of support, development and encouragement from within the department or within the school. That doesn’t mean to say that those who don’t have it aren’t good teachers or doing good things, but those who have that kind of climate just flourish and just fly. (TI#8)

It was acknowledged that the development needs of early career stage teachers employed on temporary contracts might not be met in schools and that the local authority had a useful role to play in directing attention to consideration of the particular needs of this group of
sometimes neglected teachers. This was more pertinent as the numbers of post-probation teachers employed in supply teaching increased.

If people are in a school on a supply job then there is a reluctance to let them out during the school day to anything additional because they are already there covering something else. There is a misperception perhaps that there isn’t a CPD budget for them and of course actually the CPD budget covers all members of staff. If someone was working for a considerable amount of time then they should be involved in the normal review process with development needs being identified and some way of addressing those needs being identified. (TI#1)

Schools/senior staff are often unaware that (supply) teachers are early career stage teachers and do not actively promote development (QR).

One interviewee commented on the restricted CPD opportunities for early career stage teachers post-induction. This was exacerbated by difficulties in planning provision in the context of current employment patterns, with fluctuating levels of post-probation teachers in the authority.

My biggest concern is the fact that we’re not able to provide permanent jobs which allows them then to build on what’s happening the induction year. We’re very conscious that our provision for second year to fifth year is limited and part of the reason for that is that we don’t know if people are still going to be with us or going to other authorities. It’s not very easy for us to build on that because of the insecurity of employment. (TI#2)

Use of 35 hours CPD

One local authority officer questioned whether sufficiently detailed records were maintained of the range of CPD activities that were being undertaken as part of the required 35 hours. Increasingly teachers were undertaking CPD that was outside local authority provision.

There probably needs to be a closer look at the actual use of the 35 hours entitlement, well responsibility actually. More and more people are developing the work either in school, or with school, that involves going to other opportunities or reading or research or shadowing with a colleague or doing peer evaluation with a colleague or whatever it might be, but I don’t think there’s enough information about what’s happening during that time. (TI#1)

This was not a rejection of school-based CPD which was an area for targeted expansion with the potential to enhance collaboration at cluster level. There was a notable move away from off-site provision to school-based, context specific provision targeted at particular needs.

Teachers had been supported for a very long time in this authority by central based, central planned, central delivered CPD and it was now schools responsibility to look at areas that fitted into our improvement plan and helped address the development of their own staff and that perhaps there were opportunities to do that with cluster bases. (TI#1)

Initially we have put on a large number of CPD courses but it hasn’t taken us long to realise that going on one individual CPD course, one school sending one person, is not the best way to do it. It’s much better if it’s actually meeting a specific need at school level and its done at school level if at all possible and its very much practice learning from one another. That’s what we are trying to encourage. (TI#2)

Local authority personnel were keen to direct teachers towards CPD opportunities that addressed areas identified as being in need of further development rather than simply areas of personal interest, which may be within existing areas of strength. The restriction of funds for CPD was thought to act as an incentive to sharpen the focus of professional
conversations about CPD during the PDR process in schools. It was suggested that some teachers needed to be much more proactive in responding to the CPD responsibilities afforded through the Agreement. Local authority officers were keen to avoid a perception of CPD obligation as involving ‘ticking off records’ and ‘accounting for every hour and minute’ (TI#6).

Teachers seem to select CPD for one of two reasons, one is because it’s an area in which they were interested and very good at, they wanted more of it. Whereas we tried to encourage people to think of areas where you are not so confident or so competent that you should actually also be looking for CPD in and that was the advice we were giving here to other reviewers to base the discussions at reviews on. As the constraints have set in, CPD is now being tied more closely than in the past with the improvement plan. (TI#1)

I don’t think it’s rigorous enough [PDR]. It becomes like a friendly chat as opposed to real dialogue about professional needs. I don’t think teachers are particularly good at reflecting on our practice and identifying things that really we need to do to improve our professionalism, but we are improving. (TI#2)

Sometimes you can get people who think CPD is an entitlement that has to come my way. There’s a notion that they sit there until it comes. No, it’s up to you, in conjunction with colleagues, to identify your development needs and it’s up to you to suggest ways in which they might be met. (TI#4)

One interviewee questioned the effectiveness of off-site CPD in promoting collaborative working and emphasised the need for teachers to use non-contact time for joint work. The availability of off-site CPD time was felt, by this respondent, to increase rather than reduce fragmentation.

Teachers do not have enough time within the school day for liaison with colleagues and for working collegiately. The teaching load is still too great, I think teachers should teach fewer hours but not have more time to go off and do things at a time and place of their own choosing. In some schools this has had the opposite to what was intended. There needs to be some kind of mechanism where teachers are freed up but it’s for working together, staying in the school. It’s not for going off and doing other things. For me the McCrone Report and the McCrone Agreement were two different things. I think a lot of the spirit of the McCrone Report was lost in the Agreement. (TI#4)

The role of HMIE

It was suggested that the focus on self-evaluation by HMIE would encourage a stronger focus on locally identified needs and support a move away from a ‘blame culture’. It was hoped that the developing approach to self-evaluation would create safe spaces for authentic conversations about required improvements. General monitoring processes conducted by local authorities would complement this commitment to rigorous self-evaluation.

The new emphasis from HMIE on self-evaluation will lead, I would hope, to more collaboration and more collaborative working and schools having a better sense of what they’re doing well as well as the things they’re not doing so well and will identify just exactly what they need to work on, rather than a blame culture or a culture where they feel inadequate and they feel that they’ve got things they have to do to satisfy everybody. I think they have to meet their needs, they’re the things that are going to make a difference. (TI#2)

School culture

Local authority personnel commented on the persistence of ‘top down’ organisational cultures in some schools and described how this acted as a barrier to enhanced collaborative work. Strong role demarcation between leader-managers and maingrade staff was cited as
an obstacle to collegiality. It was also noted that experienced teachers needed to develop a skills set supportive of collaborate ways of working. In this way collaboration was closely associated with enhanced professional responsibility.

There’s a kind of top-down school where the head teacher is very much in control and there’s a tendency for the improvement plans to be done by the SMT. You don’t have an involvement in it, you’re not expected to. You’re quite happy with that because that is their job and not your job. What we’re trying to encourage is that everybody takes responsibility for the development plan and that’s true collegial working. (TI#2)

More experienced teachers, who’ve been used to doing their own thing, don’t know what working collaboratively really means. (TI#4)

One interviewee also emphasised the importance of those in leadership roles raising the profile and value of teachers working together on identified development priorities.

It is important to put some of that time for professional discussion and dialogue to allow opportunities then to be seen that getting together in collaboration is important…..that’s where the leadership needs to come in, building up a resource of partnership and a resource of trust. (TI#6)

Within secondary schools the close scrutiny of records of attainment, and the individual accountability of teachers for patterns of performance, were also cited as a potential barriers. Time for enhanced collaboration and joint work was positioned as a competing priority with time for the preparation of materials and the assessment of pupil work on certificate courses.

There is a conflict which makes it quite difficult for secondaries. They are still being asked to deliver results and attainment must be continually looked at in order to move forward and perpetually improved. That goes against cross collaboration and the time that is spent on that…I think a balance needs to be gained between achievement and attainment because at the moment people are asking for attainment and its being measured. People are trying to deliver to that agenda that perhaps collaboration comes second. I think in primary you have less of that pressure and I think there is a more openness to be able to work collaboratively because there is less structured subject bias. (TI#5)

Physical environment and locality

In some cases it was suggested that possibilities for collaboration were reduced by the built environment of the school or by the physical distance between schools. Collaboration was regarded as particularly important in sharing ideas among teachers employed in small rural schools, especially schools where the headteacher might be the sole person or is working with one other colleague. One local authority officer also commented on the limitations of new school buildings that did not provide an adequate communal work and meeting space for the whole staff.

The physical layout of schools inhibits collaboration. When Curriculum for Excellence was first discussed new schools being built were just built in the traditional way and I think much more flexibility in the use of space would be very helpful… They have staff bases but they don’t have the old fashioned staffroom. I think that was a loss because the staffroom was a place for teachers to let off steam as well share ideas. I think the social networking that goes on in teaching is very important, particularly when the going gets tough you need the support of colleagues round about you. (TI#4)
5.5. Summary

The following key points were raised by local authority officers who participated in this research:

The impact of early career stage teachers on school policy and practice

- Early career stage teachers make a positive contribution to the development of teaching and learning methodologies at departmental (78% agreement) and whole school level (58% agreement).

- Early career stage teachers make a positive contribution to extra-curricular initiatives (80% agreement) and cross-curricular initiatives (58% agreement) in their schools.

- Early career teachers enhance pupil participation in schools (84% agreement).

- Whilst identifying a discernible impact on classroom practice, local authority officers reported less pronounced impact in other areas of school life, such as strengthening home-school partnerships or supporting inter-professional working (multi-agency working).

- New entrants were well prepared through the requirements for the Standard for Full Registration to adopt an extended role. There was an expectation that early career stage teachers would be involved in committees, working parties and contribute to the corporate life of the school.

- In addition to developing their own classroom practice, 43% of LA officers reported that early career teachers were having an impact on the continuing professional development of other colleagues in school.

- Some local authority officers suggested that new teachers were ‘revitalising the profession’; exerting a ‘re-invigorating’ influence on school culture.

- Attention was drawn to the added value offered by teachers who entered the profession as a second career.

- It was suggested that early career stage teachers demonstrated an enhanced capacity for self-evaluation that was evident in the high quality of the professional conversations they held with each other and with their mentors.

- Several examples were provided of recent entrants to the profession assuming leadership roles at an early stage in their careers (within five years teaching experience). These included involvement in school-level and authority-wide CPD initiatives and appointment to promoted posts – such as principal teacher, depute and staff tutor.

Impact of recent policy developments

- Assessment is for Learning and the Curriculum for Excellence were identified as key drivers of greater joint work between teachers.
• An openness to peer observation was cited as a key benefit of the Teacher Induction Scheme (TIS). It was suggested that the TIS had helped to ‘open up departments’ in secondary schools.

• Core induction sessions outlined the career pathways available to new entrants to the profession and as a consequence recent entrants had a stronger sense of career progression. From an early stage in professional formation, new teachers were encouraged to focus on a developing career trajectory and to seek appropriate development opportunities to support these aspirations.

• Several interviewees commented on the reciprocal benefits of the TIS for mentor and mentee. The positive impact of coaching and mentoring strategies was regarded as particularly significant.

• Whilst aware of the value of the SFR in preparing new teachers, local authority personnel were keen to stress the wider relevance of the Standard for all teachers.

• The majority (79%) of questionnaire respondents viewed the Chartered Teacher Programme as either having a ‘mixed’ impact or not making any discernible impact. During follow-up interviews, officers stressed a need to establish the impact of Chartered Teachers at school level.

• Whilst only a third (37%) of questionnaire respondents agreed that the Entitlement to 35 hours of CPD had a positive effect in encouraging teachers to work collaboratively and pursue professional learning, it was suggested that the TIS has been instrumental in creating a more positive orientation towards CPD. At an early stage in their careers there was now an expectation that all teachers would engage in CPD.

• The introduction of faculty groupings in the secondary sector was reported to have had a more ‘mixed’ impact than other policy developments. A low level of support was also expressed for the impact of career re-structuring, which over a third (39%) of LA respondents viewed either negatively or as having no impact at all.

• More than half the LA questionnaire respondents (56%) suggested that the availability of classroom assistants had made a positive or very positive impact. However, this enhancement was dependent on the continued availability of resources to support additional staffing.

• 37% of questionnaire respondents reported that the reduction in class contact time had made a positive impact. The reduction in class contact time in primary schools had acted as a stimulus to more collegiate ways of working.

Factors influencing levels of collaboration across the career phases

• The limited availability of permanent teaching posts for teachers completing the probationary period was cited as having a detrimental impact on mentors/supporters, mentees and local authority officers supporting probationer teachers.

• There is variable practice in meeting the development needs of early career stage teachers who are employed on temporary contracts.
• Increasingly teachers are undertaking forms of CPD outside local authority provision. Detailed records need to be maintained of the range of CPD activities now being undertaken as part of the required 35 hours.

• Local authority personnel were keen to direct teachers towards CPD opportunities that targeted areas in need of development, rather than existing areas of strength or personal interest.

• The focus on self-evaluation by HMIE may encourage a stronger focus on locally identified needs.

• There is some evidence of the persistence of ‘top down’ organisational cultures in schools which act as a barrier to enhanced collaborative work. Strong subject identities and strong role demarcation between leader-managers and maingrade staff are obstacles to enhanced collegiality between teachers with different levels of experience. It was also noted that experienced teachers need to develop appropriate skills to support collaborative ways of working.

• Within secondary schools the close scrutiny of records of pupil attainment, and the individual accountability of teachers for patterns of performance, created a strain towards ‘delivery’ rather than development.

• In some cases it was suggested that possibilities for collaboration were reduced by the built environment of the school (especially new buildings) or by the physical distance between schools.
6. Regional focus groups

6.1. Introduction

This chapter reports the key findings from six regional focus groups conducted with teachers drawn from across the career phases between 9th and 16th June 2008. Focus groups were convened to complement the data gathered from the main teacher survey. Fifty-eight teachers participated in group discussions of ninety minutes duration. Participants were recruited from the pool of respondents to the main teacher survey who indicated that they would be willing to take part in a focus group discussion in their locality. In order to address the research questions, participants with a range of different levels of experience were selected. Participants were randomly selected according to length of teaching experience, with greater weighting afforded to teachers with up to five years experience. Randomisation was not possible in the Dumfries and Scottish Borders groups as the numbers of teachers who had expressed interest in attending a focus group were very low. In each case, all those who expressed an interest were invited to attend (Scottish Borders n=10; Dumfries n=13). Twenty-one participants (36%) were within the first five years of their teaching career.

In convening the groups it was hoped that sufficient diversity in terms of length of teaching experience and teaching contexts – including promoted and unpromoted posts, primary and secondary settings – would stimulate discussion, whilst shared experience of recent policy initiatives would provide a sufficiently strong basis for generation of data of sufficient depth. Mixed, regional focus groups were convened in order to encourage participants to speak more freely than might have been possible within the social constraints of pre-existing networks in local school sites. The use of six regional venues also accommodated the inclusion of a wider range of different local circumstances such as patterns of teacher supply, mobility or recruitment. The findings from six school-based focus groups are reported in the following chapter (chapter seven). Two facilitators from the research team managed discussion in both the mixed regional focus groups and the same-group school focus groups. A broader range of topics and stronger opinions were expressed in the mixed groups at regional (non-school) venues, than were expressed in the school-based case studies.

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(14%) (22%) (21%) (9%) (9%) (12%) (14%)
Figure 12. Regional focus group composition by length of teaching experience

Figure 13. Regional focus group composition by school role

Figure 14. Regional focus group composition by tenure
Each group commenced with a ten minute focusing exercise which acted as an ice breaker for participants (most of whom had not met previously) and concentrated the group’s attention on the core topics of the meeting (see appendix five).

Analysis of full transcripts of audio recordings from the six regional focus groups was supported by NVivo qualitative data analysis software. The extracts reported here are selected to illustrate particular themes (and where possible indicate the weight of evidence).

Within the multi-method design, the regional focus groups sought to address the following research questions:

- How are early career teachers influencing whole school structure and ethos?
- How are early career teachers influencing curriculum development and pedagogical practice in school?
- Through what mechanisms do early career teachers exert an influence?
- What are the main drivers and barriers of this process?

The chapter is organised in six sections. The first section reports participants’ accounts of the contributions that early career stage teachers make as members of the school community. This section is organised in terms of the dispositions of recent entrants to the profession, followed by consideration of the type and extent of influence on classroom practice – their own and others. The second section outlines factors participants identified as supportive of learning across the career phases. These include positive orientations to peer observation, the use of professional standards and the significance of leadership in promoting and sustaining opportunities for collaborative work. The third section outlines identified barriers to enhanced collaboration, focusing on cultural and organisational constraints. The fourth section reports references to particular policies in relation to enhancing collaboration between teachers of different lengths of experience and positions of seniority. These include reflections on patterns of probationer employment, the Chartered Teacher grade, faculty structures and agreements on teachers’ time use.

### 6.2. Contribution of early career teachers

**Dispositions**

In considering the contribution of recent entrants to the profession, participants emphasised general contributions to school ethos. Frequent references were made to the dispositions of early career teachers i.e. the personal and professional attributes it was felt that new professionals brought to a school. Twenty-two separate references were made in four of the six regional focus groups to the ‘enthusiasm’ or ‘enthusiastic’ approach of early career
teachers. Six references were made by experienced teachers in four of the regional groups to higher levels of ‘confidence’ evident among recent entrants to the profession. Experienced teachers commented approvingly on the ‘spirit and energy’ of newly qualified teachers (Experienced teacher, Inverness group). Self-deprecating accounts of mature professionals as ‘jaded’, ‘set in their ways’ or ‘cynical’ were juxtaposed with alternative constructs of ‘fresh’ new teachers whose energy and enthusiasm might ‘rub off’, ‘kick start’ or ‘shake up’ the practice of their more experienced peers.

I’ve been amazed at the confidence of the NQTS we have had in school over the last few years. They are incredibly self-assured and I find that incredible for somebody walking in the classroom for the first time. They are very, very confident.
(Experienced teacher, Scottish Borders.)

Experienced teachers cited examples of early career stage teachers’ participation in a range of extra-curricular activities such as excursions, social events, school clubs, performances and sporting activities. In only two cases among the 58 participants, was it suggested that the professional identity of the new teacher did not extend to wider community engagement. The Standard for Initial Teacher Education makes explicit reference to community context and the corporate life of the school. The extract below, an experienced teacher suggests a narrowing of the ‘professional’ teacher’s role to matters of pedagogy, to the perceived possible detriment of wider informal, community and pastoral roles. Whilst other contributors did not support this position, across the regional groups teachers identified pedagogical issues as the main sphere of influence and core concern of recent entrants to the profession.

I find they’re very time conscious of the hours that they are putting in… I think within their own classroom they work incredibly hard, but they are not prepared to give to the wider community of the school. I think as teachers that’s what we do, you know. Now they are very focused on being a professional teacher.
(Experienced teacher, Scottish Borders.)

**Influence at the level of classroom practice**

Early career teachers and experienced colleagues in unpromoted posts shared a common concern with matters at ‘the chalk face’. A high degree of confidence was expressed with regard to exerting influence on the day-to-day activities of classes. Professional autonomy for early career teachers was expressed in terms of control over lesson design, choice and sequence of activities, and selection of appropriate teaching and learning strategies for particular purposes and particular contexts. In the extract below illustrates typical accounts of early career stage teachers’ satisfaction with relative freedom over pedagogical practice in their classes. It also expresses the parameters of this freedom and notes those fields of experience that are not deemed to be the primary concern of maingrade classteachers. The ‘education of my pupils’ is interpreted as what goes on within individual classrooms (and within departments at secondary level).

Decision making is very much with me when it comes to the education of my pupils, you know, the learning and teaching in my classroom. It’s very much at a departmental shared level and it’s very much in my court. Things like the structure of the school and budgets and all that seems very removed for me ‘cause I feel like a very junior and new member of staff...
(Early career secondary teacher, Aberdeen.)

I’ve certainly got the autonomy to teach in the manner I want to teach as long as I am delivering the results and staying within the guidelines that we all have, so that’s great. At a day to day level and even at departmental level, as long as it doesn’t have a monetary implication we do have that autonomy.
(Early career teacher, Aberdeen.)
On a whole school basis the decision making often seems to be quite forced but when I come right back down to my classroom, I’m very much in charge and its very much in consultation with my principal teacher and also with the other colleagues in the department. I’m very much negotiating. (Early career teacher, Aberdeen.)

Experienced teachers confirmed the classroom as the principal locus of influence for less experienced teachers. Working within curriculum and assessment frameworks, more recent entrants to the profession reported that they enjoyed sufficient scope for experimentation, risk taking and innovation. In reviewing accounts of the nature and extent of influence of early career teachers across the six focus groups, more recent entrants to the profession consistently expressed satisfaction with a high degree of self-efficacy at the level of classroom practice. However, these teachers also welcomed development opportunities to extend the repertoire of techniques available to them, often through continued peer observation and CPD. In this regard, there was some divergence between groups according to length of experience.

It’s easier isn’t it to have an individual approach to classroom learning because you’re in a position where you can actually try different things and there’s no-one to say, ‘No, I don’t want you to do that’, you know that is very individual whereas when you come to things like curriculum development you’ve always got someone higher up in the chain saying yes or no, they are not going to do that.

(Experienced teacher, Dumfries.)

I think approaches to classroom and assessment practices are areas where inexperienced teachers have a lot to contribute. These have been the areas where it’s easiest to make a contribution and where contributions are recognised as being of value. When it comes to curriculum development obviously we’ve had a very top down structure you know.

(Experienced teacher, Scottish Borders.)

Wider influence on the classroom practice of other teachers

In describing areas of impact beyond their own classroom, early career teachers made links with policy initiatives such as Assessment is for Learning (AfL) and the implementation of a Curriculum for Excellence. Three references were made to the promotion of AfL techniques by early career stage teachers in the northern focus group and eight positive references were made in the Northern, Glasgow and Scottish Borders groups to the potential of recent entrants to the profession in implementing a Curriculum for Excellence. Recent entrants to the profession acknowledged that the opportunities extended to them by senior managers were linked with the promotion of change in desired directions. Some early career stage teachers were aware of how their ‘enthusiastic’ compliance might prove useful to the objectives of senior management in driving change forward in particular directions. The positive orientations to change and positive attitudes demonstrated among recent entrants could offer leverage in producing school level change. In demonstrating familiarity with a range of approaches, including cooperative learning, active learning, Feuerstein Instrumental Enrichment as well as AfL and the principles underpinning Curriculum for Excellence, more recent entrants to the profession were generally keen to endorse policy initiatives and position themselves as forward looking and willing to engage with strategies for change. In accounting for the participatory impulse in one school, an early career teacher identified reciprocal benefits for senior management and more recent entrants to the profession.

I think it’s the senior management team. They are aware that they are going to need to get these things implemented.

(Early career teacher, Aberdeen.)

The capacity of more recent entrants to the profession to act as catalysts of change, sponsored by senior management, is influenced by social relationships within schools and...
specifically the degree of peer acceptance that is achievable. More experienced colleagues were more likely to adopt a more critical stance, drawing on previous experience and established communities of practice to make sense of proposed change. In the extract below, an experienced teacher describes the processes used by teachers to unpack and respond to change. In doing so, she suggests that experienced teachers re-make policy at school level through a process of ‘creative mediation’, drawing on resources as yet unavailable to new entrants to the profession. Her account revisits established divisions between ‘college’ and ‘practitioner’ knowledge and attaches these to ‘novice’ and ‘experienced’ teacher identities. The extent of early career teachers’ influence was thus affected by the existing relations of authority in school. Although changes in the career structure in secondary schools have produced flatter structures, participants from a secondary background were more likely to mention hierarchies of influence.

The new initiatives come pouring down and the teachers who are at the top phase actually deal with it. They actually interpret it. They transcribe it, if you like, and actually make it work. More experienced teachers are better at the creative mediation of initiatives, you know. You actually fit them into your philosophy. You pick the aspects that you think, ‘That’s really what I want to teach’. We’re implementing change. They are implementing what they’ve come from college with. Maybe ten years down the line they are going to be implementing change.
(Experienced teacher, Scottish Borders.)

Security of tenure was also cited as a significant factor. Participants’ accounts suggest that reluctance to devolve responsibility to teachers employed on a temporary basis limits the influence of many early career stage teachers.

You don’t want to jump in and set up something that the person’s not going to be there to carry through.
(Experienced teacher, Aberdeen.)

Teachers who had recently completed the induction year, or who had yet to secure permanent posts, reflected on the de-motivating influence of their assumed temporary status.

I build up a relationship with the pupils but it was always made clear you know, ‘Oh well you wouldn’t be here next year’. It’s quite soul destroying to be reminded fairly constantly of the fact and not to feel included in the kind of medium to long-term planning of the school.
(Early career teacher, Aberdeen).

How can you get the best out of people if they don’t have that sense of security? If you are going from school to school?
(Early career stage teacher, Glasgow)

I think it was the third set of two probationers in three years and there are still probationers rolling into that school now three years later. It was very much regarded that I wasn’t going to be in that school the following year so I was generally ignored with regards to the school planning or any thoughts or ideas I might have for the department in spite of an autonomy for the classes.
(Early career teacher, Aberdeen)

I had lots of ideas but no channel really to implement them because I had been in a series of temporary/part-time jobs.
(Early career teacher, Aberdeen)

In addition, recent entrants to the profession employed on a temporary basis reported a sense of isolation in the early stages of their post-induction teaching experience, although this was not confined to newly qualified teachers. An experienced teacher employed in a cross-school role reported a lack of integration and exclusion from the status of full member
of the school community. Teachers employed on temporary contracts also reported some
difficulty in negotiating access to CPD and gaining recognition for activities undertaken.

You actually don’t belong anywhere, so people don’t bother getting to know you. They don’t
speak to you. They think, ‘Oh, she comes into my period six and works with so and so. They
are not interested. That’s the feeling I get. They are not interested in you as a person.
(Early career stage teacher, Glasgow)

I’ve gone into staffrooms - they know me, I’m in their classes. I work with them - I’m working
with English and Language pupils and nobody has come and sat beside me for a whole year.
We are in these schools, one school three days a week and the other I am in one day and a
half every week.
(Experienced teacher, Glasgow)

Because I am on a long-term temporary I actually suggested what I thought would be a good
piece of CPD. ‘You’re doing CPD? You do realise you don’t have to because you’re not
permanent?’ I create my own CPD and nobody ever, ever asks what I’ve been doing.
(Experienced teacher, Dumfries)

The capacity of early career teachers to influence the practice of others is dependent on the
range of opportunities extended to them, which in turn is frequently dependent on securing
permanent posts. Temporary teachers in the regional groups described the award of a
‘proxy’ status in school, which restricts opportunities for development and limits possible
impact.

6.3. Drivers of learning across the career phases

Peer observation

A key recurring comment in the early career teacher contributions to the focus groups was an
espoused openness to peer observation as a tool for improving practice. Nineteen separate
references were made in four of the six mixed focus groups to the role of observation in
teacher development. All of these references were positive about the potential for peer
observation to support professional development, but differences in orientation between
more recent entrants to the profession and more experienced colleagues were suggested.
More experienced teachers referred to observation most frequently in relation to validating
less experienced colleagues’ practice (during initial teacher education and the induction year)
or as part of peer review for quality assurance purposes (formal peer monitoring). More
recent entrants to the profession were more likely to embrace the opportunity for peer review
for informal continuing development purposes.

Something that has come in, I don’t know if it’s come out of the probation scheme, is that early
teachers have this culture of observation. We want to go in and observe. We want to observe
primary. We want to observe other lessons. We want to observe our colleagues and
something that’s come out of that is a very open department in that we all teach with our doors
open, people come in, ‘Oh that looks interesting. Can I join?’ It has really become something
like an event. The more experienced teachers have sort of been dragged kicking and
screaming into it and it does happen across the school with quite a young staff as a whole, so
that everybody from senior management right the way down to probationers are encouraged
to go in and that kind of new culture has been making a difference.
(Early career teacher, Aberdeen.)

As a new teacher in school I used to try in my non-contact time to go and watch other
teacher’s teach, particularly because I was in nursery and I wanted to see other stages. I
would ask, ‘Can I come and watch you do this? Can I observe you?’ Once it worked out over
the whole year because people felt threatened at having somebody come into their class to
watch them teach. I was a wee bit disappointed that folks were resistant to that and they
tended to be folks who’s been in teaching longer and were not used to being observed as a probationer or had not ever done team teaching and you know I missed out as a result because of this fear and insecurity.
(Early career teacher, Aberdeen.)

Professional standards

Several contributions reflected positively on the development of transparent professional standards. A new primary headteacher described how the SFR would be used to shape expectations across the teaching staff. However, there was some acknowledgement that the standards documents (SITE, SFR) were principally seen in relation to the accreditation of new entrants and that awareness among teachers at different stages in their careers was less well developed. The final extract in the collection below makes an explicit link between the standards and the expectation of ‘professional reflection’ to support continuing professional development.

I’ve decided to use the standard for full registration, to take that as a basis of what my expectation of staff is going to be and I’m going to share that with everyone in August when we go back. It’s a reminder, a practice code. It’s very clear what the obligations for staff actually are and there are illustrations. Some people might realise that the way they’ve been doing things might not actually meet the standards of full registration.
(Primary headteacher, Edinburgh)

There’s a lot of pressure on new entry staff to meet this set of standards. They are good but there’s almost no pressure on someone who’s been more than five years in the profession to meet them on even a yearly basis, let alone a day-to-day basis.
(Experienced teacher, Edinburgh)

I don’t think I would know what the standards are and I don’t think the school or the management remind you that this is actually what you ought to do as a teacher.
(Experienced teacher, Edinburgh)

There’s need for professional reflection. If you have it then you’re open to change and you can work and improve your practice; but if you’re not then you’re going to be stuck where you are, just doing what you’ve always done. That’s a really key point that feeds back to the Standard for Full Registration. If you can’t reflect, then you’re stuck where you are.
(Experienced teacher, Edinburgh)

The Standards were regarded as important benchmarks that were used very effectively to scaffold professional conversations and record development at the early stages of professional formation. Data from the regional focus groups suggests that the SFR is currently less well used to support reflection on practice among teachers with greater experience (longer tenure).

Leadership

It is unsurprising that the quality of school leadership emerges as a key factor influencing the nature and extent of opportunities available to teachers at a relatively early career stage. Within the mixed focus groups, teachers described how prevailing school ethos and culture was a fundamental influence enabling or limiting contributions from teachers at an early career stage. The extracts below offer positive accounts of invitational cultures supportive of input from teachers at different stages in their careers. Within these accounts the role of line managers and probationer supporters in scaffolding development is apparent, extending opportunities at appropriate junctures. Across accounts there was a sense of balancing what was appropriate and could be expected of early career stage teachers in terms of a reasonable workload and providing adequate opportunities for involvement and progression.
As a probationer I’ve been quite lucky in my department and wider school. Right from the moment I turned up very wet behind the ears they listened to anything I had to say and I’ve been allowed to participate in any decision making. I’ve been very, very lucky that I’ve been allowed to make decisions and on occasion lived with the consequences of those decisions but it’s been good.
(Young career stage teacher, Edinburgh)

The idea is that you get people out of their departments and you mix them into groups of people working on a topic, who wouldn’t normally come into face to face contact. It could be a member from another department, from support, librarian, just a mix of staff. I was asked to do an end of unit test paper for something small and as I’ve gone through the year it’s been suggested I do bigger projects, even though I’m finishing my second year. My project running into the next year is to redevelop our second year ICT course, so they’re getting bigger as the years go on.
(Young career stage teacher, Edinburgh)

The principal teacher has driven the probationers forward to take leadership roles to do things like after school clubs and working parties and other kinds of common leadership roles in the school.
(Experienced secondary teacher, Edinburgh)

The style of leadership has a huge impact on the contribution that people make in our school. We’re in working parties and all members of staff including auxiliary staff take part in those working parties and that’s done on a voluntary basis...It is quite democratic and quite fair and transparent and I think that’s really important because you’re not going to get the best out of your people if you don’t have that sort of ethos and you do get the best out of people when the threat is low but the challenge is high.
(Experienced teacher, Glasgow)

Participants were more likely to describe devolved ways of working in primary schools. Thirty-six references were made to devolved ways of working by teachers in the six regional focus groups, of which twenty-five (69%) related to practice in primary schools and 11 (31%) to secondary schools.

I suppose we are ideally suited to having much more kind of communal activities and it’s almost a natural thing for us to be collegiate, to work collegiately because of nature of the organisation or the size of the community.
(Experienced teacher, Glasgow)

Two participants explicitly noted shifts in leadership style and a move towards greater collegiality in professional relations in their schools. In approaching leadership and the potential for the development of more participatory cultures, seven contributors referred to individual differences, ‘particular styles’ or the influence of ‘personalities’, rather than professional norms and collective expectations.

Our management team has been fairly stable for the last ten years and I’ve seen a change in management style, or leadership style if you like. Rather than being led from the top that really doesn’t happen now, there’s much more collegiate working. There are much more opportunities for classroom teachers to actually come out of the class and lead initiatives and take things forward. For example, the science work, the new outcomes it’s a P3 teacher who is leading that and taking it forward and working through the school.
(Experienced teacher, Glasgow)

Currently I am in a school where we have a very supportive SMT who involve everyone and create a lot of opportunities for people to be involved at all stages, but it wasn’t always the case. Maybe that is a sign that things are changing, certainly it’s a lot better than it was ten years ago.
Prospects for learning across the career phases are enhanced where there is a commitment to developing and working with others. Within cultures of participation, the openness to peer observation and peer learning demonstrated among more recent entrants of the profession are more likely to be supported and contribute to school improvement. Within the regional focus groups, a commitment to cooperative working was sometimes expressed as dependent on individual personalities rather than as an institutional and professional expectation.

6.4. Barriers to learning across the career phases

Professional knowledge: ‘nothing new under the sun’

Different stances were taken by teachers at different career stages in relation to curriculum change and the advancement of research-informed pedagogical techniques. Early career stage teachers were generally keen to share new learning with peers but reported some resistance from among their more experienced colleagues. Resistance was frequently associated with experienced teachers’ perceptions of ‘new’ initiatives as ‘old wine in new bottles’. Very experienced primary school teachers, in particular, expressed the view that developments associated with Curriculum for Excellence were ‘coming full circle’. Whilst generally positive of the new flexibilities extended in the revised curriculum and the current promotion of particular pedagogical techniques, very experienced teachers made sense of ‘new’ initiatives by drawing on experience of previous developments; a process which was sometimes interpreted as passive resistance by their less experienced peers.

They’re bringing in things now like active learning. The new teachers have had a great influence on that, although that was in thirty years ago you know. They all come round again and you hear the tuts. So many times you’re back to where you started.
(Experienced teacher, Dumfries)

They have put it in different words, shall we say, what we’ve done before, but it’s reinventing the wheel.
(Experienced teacher, Dumfries)

When you have been in the teaching profession for as long as I have, there’s not a lot new under the sun. The actual way of doing things is probably something you did twenty years ago, maybe twice in cycle since you started teaching. Now an NQT has been told it’s the greatest thing since sliced bread and maybe your teachers who have been doing it for a bit longer have been through the mill a couple of times, so there is a tempering of enthusiasm maybe, put it that way.
(Experienced teacher, Scottish Borders.)

Some early career teachers described how experienced teachers used a range of defensive strategies to field external interventions - from peers or policy direction - on their practice. In these cases a degree of frustration was expressed at the limited impact that new teachers were able to make as a result of blocking tactics deployed by experienced teachers. These accounts confirm that professional autonomy for experienced teachers involves judgment and discretion and the avoidance of impositions that are uninvited or are deemed to lack sufficient warrant.

My support was from the top, but I met resistance elsewhere.
(Early career teacher, Aberdeen.)

In the extracts below strategies of varying degrees of active and passive resistance are described. In the first extract, the need for change is disavowed through the forthright
defence of ‘I do that already’; in the second, initial compliance is followed by a return to established practice. These accounts demonstrate the capacity of school communities to appear to engage in rituals of change, whilst preserving or returning to established practices.

I think sometimes it’s the way it’s sold to people as a new thing, rather than just maybe a technique or a way that you can achieve success. I’ve tried to continue with those as much as possible in my probation year but there is an element of cynicism which can get quite almost aggressive at times when it comes to maybe a school meeting or a meeting where there’s quite a large proportion who label it as a new initiative or quite often it’s ‘I do that already’. It’s just kind of shuffled away in that file, ‘Well, I do it already’.

(Early career stage teacher, Aberdeen.)

At my school - the first year I was there was two years ago - we did an Assessment is for Learning day and it was generally led by fairly inexperienced teachers with some experienced ones as well who were enthusiastic about some of these strategies. A lot of them aren’t new. They are just really interactive and allowing pupils to take more power over their learning which has always happened in schools with effective teachers. All the teachers went along and observed us teaching and trying out these ideas and then there was a block of observed lessons after that to basically see how these were working in the classrooms and it became quite clear that the majority of teachers still weren’t taking these ideas on board and it’s something that’s kind of disappointed me.

(Early career stage teacher, Aberdeen.)

In some cases a lack of authenticity in opportunities for participation was identified as damaging the potential for more collegial forms of working between teachers at different career stages. In the extract below an early career teacher demonstrates a cynical attitude towards the use of more recent entrants to the profession in his school. This account describes a tokenistic approach to the contribution of recent entrants to the profession, who are invited to invest their enthusiasm in successive rounds of initiatives as a rite of passage whilst fundamental structures and processes go unchanged.

The experienced teachers are a sub-group who actually make the decisions informally and present them at meetings but the young teachers are given, ‘Here’s the new trendy ideas. You can keep busy with these for the next two years’. By then there will be another new teacher who can then take up the new trendy idea that has been introduced, all yours are forgotten. Assessment for Learning was very big and now its fading away a little bit because its now Curriculum for Excellence, so new teachers have to deal with that one and the older teachers will just sit back and continue in their way. Management can tick the right boxes and appear to be doing all these things and jump through the right hoops and eventually some other new trendy idea will come in and we will be asked to do that one as well, until we are old enough to be the ones that sit back and let the young ones get on with it.

(Early career teacher, Aberdeen.)

A minority of early career teachers in the mixed focus groups voiced concerns about the closed nature of their work contexts and reported a perception among some experienced colleagues of teaching as a private activity. The following extracts from the Edinburgh group illustrate a sense of frustration and show how some early career stage teachers in telling a story of their willingness to promote cooperative work paradoxically start by asserting differences between themselves from their colleagues. In these extracts recent entrants to the profession are asserting different interpretations of professionalism, challenging norms of professional privacy and non-interference. It should be noted that these accounts represent constructs, or perceptions, but they are nevertheless significant in their implications.

It should be noted that these examples are descriptions offered in group discussions and further research would be needed to strengthen the warrant of the anecdotal evidence presented in these cases.
As a young teacher you are working as hard as you can along with other colleagues to produce interactive lessons, interactive strategies, producing effective results, much better than how these pupils had done previously you maybe get a little bit of a pat on the back but then your neighbour next door who is just turning out the textbooks, expecting silence, not interacting with their class at all. The kids are disenchanted. They’re often sent out because they are misbehaving ‘because they don’t like those lessons’. It’s just this endless cycle of nothing really happening.
(Early career stage teacher Aberdeen.)

Sometimes I think they’re self employed. They go in their classrooms and shut the door and get on with it. I like people to come in and say to me, ‘That’s a really good idea or can you suggest ways to do that?’ I want that. I like that but it doesn’t seem to be encouraged. I feel that my headteacher is really trying to push and open up the barriers so that people can interact and reflect and move on.
(Early career stage teacher, Edinburgh.)

Some people go and shut the door and they’re away and no one knows what’s going on. You haven’t got a clue.
( Early career stage teacher, Edinburgh.)

Organisational culture

Analysis of the transcripts revealed different accounts of the organisational culture of schools. This section outlines the contextual constraints identified by participants as inhibiting the development of effective teacher collaboration.

Segmentation of the working day - by time, place and role – is a known impediment to peer learning, even where there is a tendency toward collaboration. A minority of very experienced teachers acknowledged that schools often did not provide channels of communication that would enable the wider school community to draw on the expertise of more recent entrants to the profession. One teacher with over twenty years experience described the learning process as a ‘very hit and miss affair’. Another experienced secondary school teacher expressed a willingness to learn from probationer and student teachers but a lack of opportunity to do so within the commitments of a full time teaching role. Professional curiosity and preparedness to learn from others is often not supported by the constraints of school structures and working patterns.

I’m in the maths department and the probationers are in other departments. Just by chatting to them in the corridor or you hear comments about them from other teachers I wish I had the opportunity to go and shadow them in their classes, not to criticise but to learn from them. Certainly when the students come, I would like to have the opportunity to learn more.
(Experienced teacher, Edinburgh.)

Some accounts described closed and hierarchical cultures that were not open to innovation from across the teaching body and which were not supportive of contributions from less experienced or unpromoted teachers. An experienced teacher suggested that learning opportunities were missed because, ‘secondary schools are very intimidating places for anybody to come into work’. In one case it was suggested that the involvement of ‘new teachers’ was done ‘on the quiet’ as ‘they haven’t been allowed to make a full contribution’.

They can contribute an awful lot, especially to folks who perhaps like us have been around a little. There’s a need to listen to the voice of young teachers even in terms of assessment practice and cognitive development. One I worked with last year really had an insight into assessment and yet there was no way within the school for that voice to be heard at a whole school level and nobody really wanted to listen either.
(Experienced teacher, Dumfries.)
It is very much them and us, which happens across the school. You have to be invited in. It’s not just open. I know people say it’s open but it’s kind of how people react to wanting to do something different. I am very lucky that I have been invited but a lot of the other younger staff have not.
(Early career stage teacher, Inverness.)

We do go to staff meetings. It’s very much them all sitting together, us all sitting together, like two camps.
(Early career teacher, Edinburgh.)

We have a core staff meeting every Friday and individually during the week teachers will say to you, ‘I would like to bring up…’, and ‘I would like to mention…’ and more often than not they don’t because they are intimidated. ‘I am going to be slapped down as soon as I bring this idea up’ and if you’re a new member of staff, there is no way that you’re going to.
(Experienced teacher, Dumfries.)

There was some evidence of difficulties associated with role confusion in the move towards greater collaboration. Teachers were making sense of the mixed messages contained in exhortations of ‘distributed leadership’ in the context of traditional relations of authority. Professional norms of collaboration and collegiality enter school sites that may be characterised by traditional hierarchies. Existing social relationships within such settings are unlikely to nurture collaborative co-professional relationships. Seventeen references to relations of authority, in both primary and secondary schools, were made in four of the six regional focus groups.

I think in primary for quite a few headteachers, we are not colleagues. I’m the headteacher, you’re my staff.
(Experienced teacher, Dumfries.)

We have ten minute staff meetings once a week and that’s for the headteacher and the management team to tell us their opinions and there’s never enough time for the staff to feedback.
(Experienced teacher, Edinburgh.)

In some quarters there was a recognition that the principles of interaction, engagement and dialogue propounded in relation to pupil learning, were less apparent in the practices and structures that supported teacher learning. In referring to possibilities for professional learning through collaboration, one experienced teacher drew links with the promotion of cooperative learning for pupils. Another teacher challenged school leaders to respond to the emphasis on personalisation embedded in Curriculum for Excellence in terms of strengthening relations with school professionals.

We can’t possibly teach these strategies to these children if we don’t understand how it could work for us.
(Experienced teacher, Edinburgh.)

If the future is dependent on us having much more personalisation, you are really going to have to take that word seriously and really consider what it means in terms of the Curriculum for Excellence. How do you get that personalisation if you can’t get to know people?
(Experience teacher, Glasgow.)

Discussion in the focus groups indicated that some school communities continue to feel uncomfortable with the processes of collaboration in terms of the time use and skills required. Not surprisingly differences were reported according to school size. Greater opportunities for peer dialogue were suggested by teachers working in small schools.
I’m in a very small school and the head teacher has a very open-door policy. It’s a very flat structure and therefore everybody contributes. Everybody has an equal voice within the school.
(Experienced teacher, Edinburgh.)

The scale of large secondary schools and distribution of staff in department base rooms necessitates the creation of new opportunities for sustainable joint work. The proliferation of working groups and task groups can suggest greater devolved deliberation. The following extracts, however, demonstrate some of the challenges of promoting enhanced participation in complex school settings. The involvement of more people in deliberative processes requires more time to be dedicated to support such deliberation. Possession of the skills and attributes of teamwork and teacher leadership are often assumed but not always apparent, as indicated in the account below.

I’m coming from a size of staff which can come to about twenty in a meeting where we’re trying to take forward ideas. We’re doing it together as a group. Sometimes we’re finding that in that forum people are reluctant to give their opinion and are not wanting to speak at that time, but sort of go away and have a meeting in a different place in a different venue at a different time and bring that answer back. Sometimes that’s great because you’re then giving people the opportunity to go away and think about it, but other times it takes a long time to get the decision settled and there’s not much spontaneity about it. Other times you feel that the dominant voice within the group has gone away to talk about it and has dominated. So it’s trying to get that balance.
(Experienced teacher, Edinburgh.)

In addition, authentic opportunities for participation in decision making may encounter established norms of ‘followership’ and compliance. Equally, extending opportunities for participation may be interpreted narrowly as a distribution of (additional) responsibilities to unpromoted teachers without attendant recognition for additional effort. The accounts below highlight divisions based on seniority and the paradox of appeals for distributed leadership by those who retain control.

I’m from a school with about maybe twenty or thirty members of staff at a staff meeting. We’ve got people who are quite keen to go ahead and run with things and to make decisions and then come back; but there are other people who think, ‘No, it should just be the senior management team that is actually making the decisions and they tell us about the decision that they need’. I can see the need to try to involve staff so that everyone feels involved but there are people who are really disinterested and don’t really care as well as those who want to be involved.
(Experienced teacher, Edinburgh.)

Teaching staff are compelled to take on these different roles. It’s almost like headteachers need to look like they are distributing leadership but are they and a lot of staff are resentful because they see they are getting more and more workload through the distributive leadership and their headteacher is sat in the office.
(Experienced teacher, Edinburgh.)

Participants were sensitive to inauthentic opportunities for participation, or ‘sham’ democracy packaged as ‘distributive leadership’. Sixteen references were made to situations that might be described as forms of ‘contrived collegiality’ (Hargreaves, 1994) or ‘induced collaboration’ (Little, 1990). Twelve of these scenarios (75%) were offered by teachers in the secondary sector, and four by primary school teachers (25%). Underpinning these accounts is a residual view that teachers lack the power to exert influence beyond the classroom.

At our school our senior management try to give the façade of consultation but to be honest with you we all know that it’s a bit of a sham because any feedback that we give is given a tacit nod and is politely ignored and you do what they want anyway.
(Experienced teacher, Glasgow.)
At departmental level I think I’ve got a lot of autonomy and that’s fine but I think when it goes a little bit higher up, maybe it’s just a bit cynical but quite a lot of the time I feel we are asked to make decisions, but actually the decisions have already been made.

(Experienced teacher, Aberdeen.)

Although it’s supposed to be consultation, quite often we find that everything has been decided by the three or four who would be classed as senior teachers previously. When it comes to the meeting this has been discussed and the few people who have already discussed it will put the points forward and maybe the probationers or first or second year teachers maybe get to have a little bit of input but you know the decisions have been made in a separate meeting earlier in the week.

(Experienced teacher, Aberdeen.)

One of the big issues in our school is communication and we’ve had this for years, trying to improve communication. More meetings, more flip charts - it hasn’t changed. So you may feel like you’re contributing but I’m not sure if you’re having a say in decisions being made in the process.

(Experienced teacher, Edinburgh.)

Some participants from across the career stages reported uncertainty in how to negotiate roles in working parties that had been established in secondary schools. The creation of working groups in itself and recruitment of individuals to these groups cannot be assumed to be effective in promoting enhanced collaboration. Teachers’ accounts strongly suggested the need for support in how to engage in collaborative ways of working, especially where this was not the organisational norm. The extracts below highlight the need for clear expectations and the importance of developing a sense of shared purpose. These accounts highlight issues with recruitment strategies, sustaining motivation and the importance of communication and dissemination. Teachers describe counter-productive strategies of forced participation within unclear remits, poor channels of communication and the presentation of recommendations in conditions that are not supportive of constructive professional dialogue. Twenty-five references were made to working parties in the six regional focus groups, of which thirteen (52%) reported negative experiences.

The way a working party works is that at a working party meeting I’m there, he’s there and there are about four other people who come in, bring nothing and listen to what he’s done. They go away; they take nothing with them and bring nothing back the next time. To be honest they might not be there at all because they’ve done [nothing]. It doesn’t work as a working party because there’s no incentive to actually do anything. There really should be some sort of structure as to what people are expected to do in a working party.

(Early career teacher, Edinburgh.)

I don’t think there is a great deal of pressure on these groups to produce an awful lot across the year. I feel particularly at my school there is no real drive to produce anything out of these groups.

(Experienced teacher, Inverness.)

Systems in schools are frail and most people sit there thinking, well I don’t have anything to say on that. I was just told to come here and I was put in this group. I don’t have an interest.

(Experienced teacher, Edinburgh.)

One teacher commented on how agreements on the use of time in school had, in her opinion, impaired channels of communication. Using the example of full staff meetings she suggests that as time is allocated to specific purposes, activities that are not standing items, which are afforded a lower profile in school, are at risk of becoming marginalised. As pressure is placed on central channels of communication, peripheral areas of activity become isolated and insular. Connections between separate working parties and the core...
concerns of the collective staff may be weakened. In these accounts teachers are drawn out of subject departments to re-convene in new ‘silos’.

*We draw up collegiate agreements which have hours. It says you have so many teacher staff meetings, you have so many management meetings, you have so much time writing reports for parents’ evenings and all this sort of stuff. Staff have become slightly precious about their time so it means that there are items that are regularly on a staff meeting and the working groups don’t get a look in. So although the working groups themselves involve maybe three or four staff in my school, the others don’t actually get to know about it until it’s all done and it’s something that they are going to have to implement or it’s something that’s actually put into the school improvement plan. You have to record things, but nobody reads it. Nobody has time to read it. You get the minutes of your small working group meeting and your working group may read it, but that’s as far as it would go.*

(Experienced teacher, Scottish Borders.)

Teachers who assume a leadership role in working groups, and work in isolation on a specific brief, face challenges in sharing recommendations with peers who have not participated in the development process. In contrast with the legitimate authority of the senior management team, working group members may not have recourse to positions of seniority. As ‘border crossers’, teachers who assume leadership roles may be seen as unsettling existing patterns of working among peers and meet with some resistance. In the extract below an experienced teacher describes how the outcomes generated by working groups in her school were received by the wider staff.

*We met about six times in this last year and three weeks ago we had to summarise everything that we had spent the year working on. We presented it at the staff meeting and it was completely shot down by every other member of staff and we just felt what’s the point? The opposite working party was working on a period policy and again issues that they presented were shot down in flames. So here we are, one full year on and there’s absolutely no steps being made to go forward at all.*

(Experienced teacher, Edinburgh.)

The experiences of participation in working groups reported by members of the regional focus groups suggests that, whilst a wide range of opportunities have developed within secondary schools, there is a need to deepen engagement. This is likely to include the development of skills that would enable teachers across the career phases to capitalise on extended opportunities for participation in devolved decision making processes.

*Career structure: competition for permanent posts and promotion*

Whilst competition for posts may act as an incentive and driver of quality, a much sharper competitive ethos may also reinforce the culture of individualism in teaching and produce a more ‘entrepreneurial’ and less egalitarian orientation among more recent recruits. The competition for posts led one early career teacher to question the efficacy of ITE records that do not differentiate levels of performance or experience.

*Everyone seems to be on a level playing field. Everyone is guaranteed a job unless they are obviously failing, but it’s almost no matter how well you do at university or how experienced you are - whether it’s through industry, or whether you’ve scraped a pass or whether you’ve been struggling on placement after placement - we are all given the same opportunity. You’re getting a job for a year no matter whether you scraped a pass or whether you’ve proved that you are a very successful teacher.*

(Early career teacher, Aberdeen.)

The rotation of probationers created strains for newly qualified teachers seeking permanent employment, a situation exacerbated by the use of ‘golden hellos’ to attract probationers to particular regions associated with recruitment difficulties.
It can be quite unfair. The girl at our school whose given four years service to the region still hasn’t got a permanent post...Our probationer this year is coming from [another region] so she will get the extra golden hello to come here that we can’t give to somebody who’s got experience and has been in the region.  
(Experienced teacher, Dumfries.)

A primary headteacher expressed concern at the allocation of probationers to schools and the attendant erosion of school level autonomy over appointments.

The way the funding is organised, local authorities find themselves in a position where they have to back fill vacancies with probationers. As headteachers we don’t get to choose who comes into our schools so you don’t get to select people who have the skills and strengths and capabilities we are looking for to meet a gap that you have got in your school, that’s not best for the children.  
(Experienced teacher, Glasgow.)

Teachers who had completed the induction year but not yet secured permanent posts, and experienced teachers working with increased numbers of probationers, reported negative consequences for pupil progress and staff morale.

We had McCrone time covered by supply staff. There was just a constant flow of supply staff covering classes, which is quite hard for the children and also quite hard for staff getting to know each other. What happened was in the staffroom we had maybe half the staff who would be friendly and the other half of the staff would be friendly but they wouldn’t all be friendly together and it did create divisions within the staff.  
(Experienced teacher, Glasgow.)

I do feel that lack of continuity is a problem because I had a class that I took from first year registration all the way through to sixth year. That doesn’t happen now. You don’t get the contact with the kids who are getting a probationer here, a probationer there. You hear the kids saying from one minute to the next what is going on? If the kids can pick up on that, then I think there are problems. Our school has twelve probationers.  
(Experienced teacher, Glasgow.)

It’s a conveyer belt. We can’t run our timetable without a probationer and that was never what it was intended to be.  
(Experienced teacher, Glasgow.)

Probationer teachers now become core staffing in schools and we’ve lost the additionality that they originally had which allowed the people in departments to do something with the time they were given.  
(Experienced secondary teacher, Aberdeen.)

Teachers who had successfully secured permanent posts were attentive to development opportunities that might support future career progression.

From teacher to faculty head is a massive jump, so I need to try and find other leadership roles and fill in the gaps so that when opportunities arise I catch them. I’m thinking about the career path because the structure has changed. People who have been teaching for a long time, they are kind of stuck where they are and that could be why they are not pursuing initiatives in the school. That’s a difficult thing.  
(Early career stage teacher, Edinburgh.)

How are you meant to get the experience? I shadow my principal teacher who is very, very guarded in what he allows me to do. I had to ask him, ‘Can I mentor the probationer next year?’ and he said, ‘No’. So how are you supposed to know how to do that? I mean they are very guarded so the promotion structure within secondary has been basically blown out of the water... At the secondary level, the principal teacher depending on their nature is basically
solely in charge. That’s my job, this is your job. You do that and you don’t stray into my job. (Early career stage teacher, Glasgow.)

**Reduction in class contact time**

Participants were asked to identify drivers and barriers to enhanced collaboration in school. Several groups referred to the possibilities and consequences of the phased reduction of class contact time (RCCT). Eight references to pressures on non-contact time were made by participants in three of the regional groups: Aberdeen, Glasgow and Scottish Borders. Teachers employed in authorities experiencing recruitment difficulties and budgetary constraints reported that reduction in class contact time intended for planning and development purposes was often used to provide cover for absent teachers. One experienced teacher commented that despite agreement on working hours and the provision of time allocated to meet with colleagues, time was often spent ‘fire fighting’ rather than focused on development experiences.

It’s a money thing because we know we will be taken for loads of ‘please takes’ because they don’t want to take in supply teachers, who cost a lot more than using the staff that they’ve got. It may sound cynical but it’s going to happen. (Early career secondary teacher, Aberdeen.)

Whatever happened to teachers meeting and talking about what they do? That’s kind of disappeared because we are always meeting to discuss a new thing we must take on or something that’s got to change or I don’t know how we are going to spend the little money we have. Let’s give teachers back time to learn from each other because I think most of us have learned more from working with other teachers, than we have learned from anything else we have ever done. (Experienced primary teacher, Aberdeen.)

A pupil support professional, in the primary sector, reported how reduction in class contact time has paradoxically reduced opportunities for peer learning.

I team taught with every teacher I came into contact with and that happened for a long time. Recently with the introduction with non-class contact time and with the monetary constraints in our particular authority I am now part of core staffing so I don’t team teach at all. I can appreciate that non-class contact time has benefits in other areas but from the point of view of having good relations and good collaboration with these teachers it is a disaster because I now have to prove to any new entrants to the profession in primary that it’s actually worth their while to spend some of their collegiate time with me and learn from me. I have to push that whereas before it was accepted that it would be of benefit for them to see an experienced teacher. I see that as a very backward step. (Experienced primary teacher, Aberdeen.)

**Faculty structures**

Forty-nine direct references were made to faculties in five of the six regional focus groups. (Scottish Borders was the only group not to refer to faculty structures). Experienced teachers demonstrated resistance to the erosion of subject leader role through the move towards faculty structures. As a result of career re-structuring, subject principal teacher roles were significantly reduced in the secondary sector. The creation of faculties continues to be seen as a challenge to the strong subject identity of the secondary practitioner.

If you don’t have a principal teacher in a secondary and you go into a secondary school how are you supposed to get the support you can get for your subject? Yes you can get the skills,
yes can do, your skill basis is there, but if you don't have somebody to go in and actually learn from who is trained in your subject.
(Experienced secondary teacher, Aberdeen.)

I'm a principal teacher, most departments in our school are in a faculty system and one of the faculty heads said 'I do not know anything about that subject. I can do all the admin stuff no problem at all, but I don't know anything about the subject.' How is she supposed to support a probationer coming into that subject when maybe it's a small department?
(Experienced secondary teacher, Aberdeen.)

If you have a faculty head who has never taught or had a great deal to do with your subject, what use is that to you as a new member of a school, of the profession? How the hell can that geographer help a new biology teacher? How can they understand the needs of that classroom when they have no experience of it whatsoever?
(Experienced secondary teacher, Dumfries.)

The creation of faculties also appears to be having the unintended consequence of creating a strain towards hours counting and specific task orientation among some experienced teachers. The creation of faculty structures also appears to have a further consequence of creating additional work, in development and management, for subject specialists within faculty structures. This is because some subject specialists have to assume additional leadership responsibilities for particular areas, predominantly where the faculty manager comes from a different specialist background.

You will end up with somebody taking on more work and they are saying why should I do that? Faculty heads are going to have to delegate their jobs but there's no structure for rewarding those who will be taking on additional duties because they have cut all that out. It doesn't exist anymore.
(Experienced secondary teacher, Aberdeen.)

One of the teachers who had applied for the faculty head and didn't get it said, 'Just wait until they ask me to do the development plan for this strand', which they would have to do in that subject because the person who got it had no experience of that subject. They are going to ask the most senior teacher to take on that responsibility and they were saying, 'You're the faculty head, you do it'.
(Experienced secondary teacher, Aberdeen.)

That kind of mindset develops where you have to be given time to do anything, you know. So you don't do anything unless there is time allocated for it.
(Experienced teacher, Scottish Borders.)

If you are actually given time and you tick the boxes to say that you have been given that time, then there's a feeling that that should actually be 'job done'.
(Experienced teacher, Scottish Borders.)

Chartered teacher grade

Mixed reactions were offered in relation to the introduction of the Chartered Teacher grade. Of eight separate references to Chartered Teachers, five were positive. In three cases, participants reported the use of Chartered Teachers as lead practitioners, supporting the development of others across the school. This included supporting probationer mentors and taking a lead on curriculum development, for example in relation to developing proposals from the draft experiences and outcomes of Curriculum for Excellence. One participant focused on the enhanced status and peer recognition that the award of Chartered Teacher afforded and a further participant stressed the benefits of engaging with applied and practice-based research. The role of Chartered Teachers as skilled practitioners outside the formal management structure was also identified as useful in supporting peer development.
We have a Chartered Teacher and she is actually used as a role model for probationer teachers. She comes into my probationer’s class and actually teaches to show them to how to integrate AR Strategies through their teaching etc. She’s leading science. She’s picking up the science outcomes and had created a new program of study for that. In some schools they are being given an opportunity to go outwith their own classroom and influence the practice of others.

(Experienced teacher, Glasgow.)

You are not part of the management structure but there’s been a recognition of your practice and therefore new teachers coming into the school will tend to look to you for somebody to talk to that's not going to tell on them if they have problems...You never talk to the boss, you talk to the person next to the boss. I think maybe there’s a lot of that. They don’t want to talk to their mentor who’s usually the principal teacher in the department. They’d rather talk to me because I am non-threatening.

(Experienced (Chartered) teacher, Scottish Borders.)

Other participants expressed frustration at the length of time and personal expense incurred in pursuing the Chartered Teacher through Masters level study.

I know very few people in the school who do Chartered Teacher, for myself it’s a waste of time because you would have to do something like six units and pay out thousands of pounds before it would even make a slight effect on your salary. Too many people look at it thinking I’m tired, I’m working hard, I don’t have the time and I’m not going to spend the money to train as a Chartered Teacher to take a years and years to get a few hundred pounds onto my salary. It’s just not worth it.

(Experienced teacher, Glasgow.)

I am actually doing Chartered Teacher just now. I am in the process of completing the first module and it is an absolute nightmare trying to fit it in with your full-time job and I have been told by the CPD Coordinator in my school that it won't count towards my additional hours which is just horrifying. There is a big variation in the levels of support in terms of time and finance that people are getting. There are some authorities that are part-funding.

(Experienced teacher, Glasgow.)

One early career stage teacher, who was considering opportunities for career progression, questioned whether Chartered Teacher would meet her needs in the future.

Career opportunities, they are few and far between…I want to be in the classroom and I want to be with the kids and the only way to get that way up is to go through the Chartered Teaching and I don’t know if I could afford that because by the time I hit that point I will probably be having a family and the priorities change.

(Early career stage teacher, Glasgow.)

6.5. Summary

The following main findings emerge from analysis of transcripts from the six regional focus groups in relation to the core research questions addressed in this chapter.

Influence of early career teachers on whole school structure and ethos

- The confidence, enthusiasm and commitment of recent entrants to the profession has a re-energising influence on school culture.
- The majority of experienced teachers report favourably on the contribution of recent entrants to the profession on the corporate life of the school.
Influence of early career teachers on curriculum development and pedagogical practice

- Early career stage teachers express high levels of professional self-efficacy in relation to classroom practice and demonstrate familiarity with a range of different approaches.
- Teachers at an early stage in their careers have a positive orientation towards peer observation and CPD and are more likely to challenge norms of professional privacy and non-interference. Increased competition for post-induction posts and promotion (as a result of career restructuring especially at secondary level), focuses attention on strategies to support career development.
- Experienced teachers are more likely to regard classroom observation and professional reflection in relation to the Standard for Full Registration in terms of accrediting the practice of early career stage teachers.

Mechanisms through which early career teachers exert an influence

- Principal teachers, Chartered Teachers and probationer supporters, play an important role in providing bridging and linking opportunities for teachers across the career phases.
- Early career teachers participate in a wide range of working groups with a cross-school role, including teaching and learning, assessment and curriculum review and planning groups.

Main drivers and barriers to peer learning

- Existing social relationships constrain or enhance the possibilities for peer learning across the career phases. Prospects are enhanced where there is a commitment to developing and working with others.
- The promotion of collegiate working was sometimes expressed as dependent on individual 'personalities', rather than as an institutional expectation and professional norm.
- Continuing distinctions between ‘college’ and ‘practitioner’ knowledge are barriers to the full integration of professional development pathways.
- Recent entrants to the profession and other teachers responding to extended opportunities for teacher leadership may encounter passive or active resistance from peers. Notions of professional autonomy as freedom from external intervention inhibit moves toward peer learning and interdependence.
- Schools have the capacity to engage in rituals of change, which preserve or return to established practices.
- Security of tenure influences the capacity of many early career teachers to have an impact at school level.
- Some teachers employed in temporary and supply positions report that they are denied the status of full members of the school community.
- Principles of interaction, engagement and dialogue espoused in relation to pupil learning also apply to teacher learning.
- Inauthentic, ‘tokenistic’, ‘contrived’ or ‘induced’ forms of consultation and collaboration damage relations of trust and increase divisions between senior management and maingrade teachers.
- Effective collaboration requires the development of sense of shared purpose, skills in cooperative working and the allocation of adequate resources to support deliberation, planning and communication.
- Reduction in class contact time and CPD entitlement and obligation enhance opportunities for peer learning, but pressures on staffing are significant inhibiting factors in schools contending with recruitment difficulties and financial constraints.
• The creation of faculty structures challenges the strong subject identities of secondary school teachers and has a negative association in some cases with job sizing and the development of an ‘hours counting’ mentality.
7. School case studies

7.1. Introduction

This chapter reports the key findings from the six school case studies. One-day visits were conducted between 19th and 28th May 2008 in three primary schools and three secondary schools in the north, central belt and south of Scotland. Schools were selected in close collaboration with local authority officers with responsibility for the support of probationer teachers and quality improvement. The programme for the day was negotiated with the key contact in each school, which was the headteacher in four cases and, in two cases, a depute.

Data from the six case studies was initially organised by school and sector (primary or secondary) and then organised into three sets according to position of responsibility and length of experience in order to address the research questions. The sets were senior managers, experienced teachers and early career teachers (up to five years experience).

All the extracts that appear are selected to illustrate particular points and an indication is given of the strength or recurrence of these points. NVivo text search queries were used to establish the frequency of usage of specific terms within sets e.g. references to specific attributes such as ‘confidence’. In this way, the strength of opinion and ‘representativeness’ of comments across the sample of case studies are made clear.

The chapter is divided into four sections: (1) perspectives of senior managers; (2) perspectives of experienced teachers, including supporters of beginning teachers in ITE and probationer mentors; (3) perspectives of teachers with up to five years teaching experience; and (4) a summary of key themes emerging from across the six school case studies.

7.2. Perspectives of senior managers

This section of the report addresses the question of how school managers view the impact of early career stage teachers. In each of the six school case studies, semi-structured interviews were conducted with members of the management team with responsibility for supporting probationer teachers and for continuing professional development (see appendix six for interview guide). Fourteen individuals participated in interviews during the six case study visits, as outlined in table 24.

<table>
<thead>
<tr>
<th>Region</th>
<th>Interviewees</th>
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<tbody>
<tr>
<td>Primary</td>
<td>Acting headteacher, depute, probationer mentor</td>
</tr>
<tr>
<td></td>
<td>Depute/CPD coordinator, probationer mentor</td>
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<tr>
<td></td>
<td>Headteacher, probationer supporter</td>
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<tr>
<td>Secondary</td>
<td>Headteacher, depute</td>
</tr>
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<td></td>
<td>Headteacher, CPD coordinator</td>
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The interviews investigated three core themes:
- perceptions of the impact of the Teacher Induction Scheme (TIS) in the context of the school
- support for the continuing professional development of teachers at an early career stage post-induction
- factors that promote and inhibit professional learning across the career stages
7.2.1. Perceptions of the impact of the Teacher Induction Scheme

Across the school case studies, senior managers who participated in interviews commented favourably on the effectiveness of the Teacher Induction Scheme in preparing and supporting new entrants to the profession. Positive feedback was reported regarding the quality and range of local authority training sessions, support for schools from the General Teaching Council for Scotland and initial preparation in universities. The elements of the Standard for Initial Teacher Education (SITE) and the Standard for Full Registration (SFR) were regarded as useful in scaffolding support and making expectations clear. Headteachers in secondary schools commented favourably on the level of detail and transparency in the reports produced on newly qualified teachers and on the Initial Teacher Education profiles shared with schools.

*We do better these days because we are looking at the Standard for Full Registration. We know what the objectives are. We know what is required of us and we’ve got a more focused approach to what we do with young people when they arrive.*

*(Secondary headteacher.)*

It was noted that one positive consequence of the induction programme was a developing openness to classroom observation and an association of peer observation with developmental rather than assessment purposes. Secondary managers noted a desensitisation to observation across the course of the induction year as new teachers gained confidence in focused monthly observations by a variety of appropriate observers (fellow probationers, stage partners/informal mentors, principal teachers/supporters and headteachers). The extension of structured support and regular observation appears to contribute towards a longer-term expectation and more positive attitude towards collaborative forms of peer review. Senior managers sought to make optimal use of this acceptance and more positive orientation towards observation in introducing ‘peer monitoring’ procedures.

*They bring in new ideas but are also very comfortable with staff watching. They will invite you into the class. That’s not always the case with the more mature teachers who are a bit more wary of people watching, ‘What are you watching for?’ and all that. Teachers in their first to fifth year are all quite interested and will ask, ‘Will you come into my class and see what’s going on?’*

*(Secondary headteacher.)*

*As the year goes on it’s, ‘Oh another lesson, just come in. I am getting used to so many people being in my classroom now. That’s fine’. It is a different way of operating from say ten years ago when teachers tended to have their own space and there was a lot less sharing of ideas.*

*(Secondary probationer mentor.)*

In all the school case studies, teachers completing the induction year were encouraged to join working parties and participate in CPD activities within school as well as at local authority level. CPD needs and engagement are monitored through the CPD tracking record and discussed at support meetings. Some schools had tried to integrate work completed as part of the formal requirements of the induction year with school-based CPD activities. In one primary school this took the form of sharing research undertaken by probationer teachers with the wider staff through participation in an active play working party. In a secondary school this was evidenced through sharing local authority training on cooperative learning. Whilst all the school case studies suggested that schools benefited from the presence of probationer teachers, this was most often framed in terms of developing experienced teachers’ mentoring role. One secondary headteacher went further to suggest that whilst
probationer teachers were subject to continuing support and monitoring by experienced colleagues throughout the induction year, schools were also able to draw on the interpretations of ‘transient’ staff in assessing their own performance. Temporary teachers provided a ‘fresh’ perspective on the school. In this way, albeit within the parameters of clear status differences, beginning teachers and supporters were ostensibly positioned in the role of reviewer and reviewee.

I think it’s certainly helped us having these folk in. It’s a fresh set of eyes. It’s not like HMI coming in, but it’s nonetheless a fresh set of eyes and we often ask them, ‘what are your thoughts? Tell us, are we doing things well? Are we getting it right? What could we do better?’ And we try to learn from them as well.

(Secondary headteacher.)

Several senior managers in both primary and secondary schools identified difficulties in providing cover to meet the requirements of the induction scheme. In primary schools, and sometimes in secondary schools, this was related to meeting the requirement for 0.3 professional development time on a weekly basis (6.75 hours). Whilst generally supportive, there was some scepticism among a minority of experienced staff regarding the necessity of protected development time at the later stages of induction. This was influenced by feedback from probationers in school and the availability of replacement teaching.

The challenge would be in finding staff to do their one and a half days, that can be quite challenging and also I think they were thinking that one and a half days was quite a long time to be out of class, you know when they’re actually focusing on a class and wanting the practice in the class, or whether they need time out to be reflective as well.

(Primary Depute.)

We have had major difficulty with supply staff to allow them to get to these training days. Some have been particularly lucky and they have attended more. Some have not been very lucky and have not attended too many because we just could not get staff to cover their classes. That was quite a problem but it’s a reality unfortunately of the scheme. It can be very difficult to get cover for them but what we always did was the documents were always put online so they had access to that. Sometimes we would have a lunchtime training session devoted to that particular topic and those that had been lucky enough to attend would share so that there were not blanks because they did not attend the Authority training days.

(Secondary probationer mentor.)

In those secondary school case studies located in regions experiencing recruitment difficulties, it was sometimes difficult to allow all probationer teachers to attend local authority CPD sessions. This was also due to the large number of probationer teachers accommodated in some schools. One of the secondary school case studies was supporting nine probationers in one session. Such schools contend with the dual pressures of providing high quality support to retain teachers in the region and the pressures of coping with periods of staff shortage across the school year. In circumstances where probationers are occupying unfilled vacancies, additional pressures and incentives operate on line managers in departments with responsibility for mentoring newly qualified teachers. The pressures on these departments, especially smaller departments in secondary schools or classes in primary schools, bear more heavily where local authorities fully fund probationer teachers year on year.

Each department is very good at supporting its probationers because obviously the principal teacher can see the benefits if she is looking for somebody to fill a post. Most of our probationers are filling vacancies so they are feeling, ‘the more support I can put in, I can get a good teacher back out’. So each department is very supportive of their probationers… We’ve got these vacancies, so we must get somebody in front of the classes but if we have too many probationers it then becomes quite a difficult thing to manage within the school because they do need a fair level of support.
One secondary school headteacher expressed concern over the lack of continuity for pupils sometimes occasioned in offering probationer teachers the opportunity to work with the range of certificate classes from S3/classes following SQA courses. To achieve the Standard for Full Registration it is expected that probationers will have access to a range of classes in preparation for managing the demands of a full-time timetable and the professional responsibilities of a qualified teacher. It was felt that a high recurrence of probationer placements in some departments posed challenges for ensuring continuity and high quality support for pupils preparing for national assessments.

They are in for one year and they have to have a certificated class, so it's a certificate class for one year and then it's another member of staff. The best method of learning is consistency, the same member of staff all the time. That really has to be investigated further because I think there's no doubt that children's education is affected. It's one teacher for one year and then they get somebody else for the next year.

(Secondary headteacher.)

7.2.2. Continuing professional development post-induction

Awareness was expressed, especially in primary schools, of the need to maintain an appropriate level of support for teachers in the first years of practice post-induction. There was a concern to ensure continuity of support and reduce a sense of disjunction between induction and the early career phase immediately following induction (years two and three). It was acknowledged that levels of support provided to individuals reflected the strength of the learning community established within individual schools. From an early stage, probationer teachers were encouraged to view professional learning as a career-long responsibility. The use of target setting associated with interim and final profiles supported this orientation to career development planning and reflective review.

We would certainly ensure that support was not removed because that's very much the role of the management team in school to support all our members of staff. Equally, we have a very supportive staff here where colleagues work alongside other colleagues and I think that strong support has to continue once a teacher has done their induction year.

(Primary headteacher.)

We've been talking about their targets that they’ve to bring forward for next year. Lots of these things will go on and on. You haven’t done it in a year and that’s it, the end of the story. You're still working on assessment and things like that all the time and developing your teaching practice because things change and you take on new ideas and new initiatives. So it’s not over. It goes on and on and on.

(Primary depute.)

They need to realise that CPD is on-going throughout their career and I think the probationers are very aware of that. Certainly the ones I interviewed all talked about that. One of the questions we set was how did they see CPD as bearing on their own professional development? Was it to fill in the gaps or how did they see it? And the answers all came back that they had an expectation to continue with their professional development. I think the authority has made that clear here.

(Primary headteacher.)

Senior managers commented on a clear commitment to career progression among more recent entrants to the profession, who had been successful in securing permanent posts. Evidence from the case studies suggests that competition to achieve a permanent post following full registration may be an increasingly significant factor focusing attention on future career development. From an early stage new entrants to the profession have been involved
in making, sometimes difficult, strategic choices e.g. demonstrating flexibility concerning availability for employment across regions and on a range of employment statuses – temporary, short-term and longer-term supply basis. In preparing to compete for employment on completion of the induction period, probationer teachers were keen to access training to enhance their profile.

I would say that the younger people are different. They have a clearer idea of a career structure they want to pursue and they want to get as much training as they can. Every teacher does a PDR interview and some of them are very good at identifying their needs in that and obviously you try and support that as far as you can. Others are not so good at that and maybe they see a course and fancy a day out of school and say, ‘Can I go on that course?’ The younger people have a much clearer idea of where they are at, where they want to go and how to go about it.

(Secondary depute.)

Responses from most managers in the school case studies indicated that they were attentive to the development needs of individual teachers and exercised judgement in providing appropriate degrees of challenge and leadership opportunities for individual staff. Headteachers accounts suggested that effective leadership involved a constant monitoring and review of development needs and active identification of opportunities to extend individual’s capabilities, whilst ensuring that individuals remained within secure boundaries. The provision of opportunities for distributed leadership was cited as important in building cultures open to initiative and innovation across the teaching staff.

Collegial working is vital to make everybody feel that they are part of decision making. It’s important though that the manager delegates wisely; assessing your staff all the time, looking at their strengths and development needs. Certainly delegate where you feel that the staff member is able to drive that forward without setting them up to fail. It’s looking where their strengths lie and encouraging them to get involved in initiatives that they would feel comfortable with but also just stretch them that little bit as well to you know make them branch out and try something that perhaps they hadn’t tried before.

(Primary headteacher.)

7.2.3. Drivers and inhibitors of collaborative learning across the career stages

The following factors were identified as drivers of collaborative learning.

CPD and development planning

In promoting professional learning across the career stages, communication and the provision of opportunities for authentic and sustained engagement were identified as important. Communication was enhanced where explicit connections were made between teacher’s self-evaluation and whole school self-evaluation. In some schools this was achieved by cultivating a sense of collectively authoring the school development plan.

Communication is vital and in particularly a school this size its important that everybody is kept well informed, everybody feels ownership of the school developments and that goes right back to the early stages when you’re looking at teachers in self-evaluation. Each session, they have to evaluate where the school is and that information is very much used in the school development plan. Staff really feel involved in the School’s Development Plan. The next level down would be keeping them well informed of progress, how things are going and just continually feeling part of the process along the way so that they are included.

(Primary headteacher.)
However, the same headteacher goes on to identify the constraints of working within what he perceives to be a diminishing field of responsibility. In identifying increasing constraints on school level autonomy, this headteacher identified a need to work creatively within given parameters to build a sense of shared purpose and professional autonomy at the level of the school site. Within this school, twenty hours of teaching staff CPD time per annum was allocated for the school to use as part of the school development plan. Headteachers worked to align prescribed areas of development with locally identified priorities in order to encourage ‘buy in’ from the teaching staff.

_Inset days are sometimes quite tied up because in addition to our own school inset days we are involved in cluster inset days and a lot of the work that goes on in our script development plan is cluster-driven. Many of the schools in this area will be covering the same developments as they are in [the local authority]. Several years back often a school’s plan was very much unique to that school, but nowadays initiatives are driven by the Scottish Executive that then pass onto [the local authority], that then pass onto the cluster schools. Although within the broad areas you can use your own style, in many of the areas we are told what should be included._

(Primary headteacher.)

Similarly, managers with responsibility for the coordination of CPD played a key role working to align whole school and/or team priorities with individual professional development priorities.

_We’re trying to develop ourselves as a school and then also people are trying to develop themselves as individuals and you’re trying to get a match between them because some CPD that you’ll need to do for the benefit of the school whereas there is some CPD that people do on their own for their own individual professional development; so you’ve got to look at both these angles._

(Primary school CPD coordinator.)

In working to align individual and school development needs, a secondary headteacher was critical of sensitivities around the ownership and sharing of individual CPD records as part of formal PDR processes. From the perspective of a manager, this headteacher expressed frustration at the construction of CPD records of local authority employed teachers as a personal or private matter.

_You have to bring to a record of 35 hours of CPD and that becomes an important meeting point. That could be better. I think it’s held back a bit by the hold the union’s had over us in terms of CPD, ‘CPD is very much your record and you can share it with someone’. It’s more about trying to improve teacher learning within the school and the only way you are going to do that is by sitting down and talking to people, ‘Where are you now and what can we do to help you?’. It’s not just to develop your own skills for something else, but it should be skills to make you a better teacher. I think the CPD record should be on that table and there should be an open discussion with the line manager and both of us should get a copy of that. That is a stumbling block for Unions and that’s just a mistake. I think it’s important that the Coordinator in the school can see what people are actually doing._

(Secondary headteacher.)

In one primary school, teachers were encouraged to use part of non-contact time (‘McCrone time’) to share practice and to visit each other’s classrooms. Proforma were used to request observation periods, identify areas of interest/key learning points for development facilitated through the period of structured observation. In another primary school, whilst ‘peer monitoring’ processes were established, the headteacher acknowledged limitations on replacement teaching prevented an expansion of opportunities for peer learning through collaborative classroom observation. Whilst all the senior managers who participated in interviews recognised the benefits of a variety of forms of peer support, finding the resource to support developments was often problematic.
It was also acknowledged that the inclusion of time spent on activities that formally contributed to the professional development of others within the 35 hours CPD entitlement helped to provide further bridging opportunities for teachers across the career stages. It should be noted that this was mentioned most often in relation to senior staff supporting maingrade classteachers. In this context, the CPD entitlement was a way of acknowledging the contribution made by senior staff to supporting early career stage teachers, rather than creating new opportunities for significantly revised practice or for mutual intra-professional learning.

Now as part of our contracts we have got to do 35 hours CPD, now in that the new teachers are involved as well, and a main part of that can be developing people as well as developing yourself. Now that is in place, and it's been accepted, it makes it easier.
(Primary depute.)

You're able to speak and ask for advice from people without it being construed that it's a weakness. So I think its informal, you can speak to someone in the staff room, you won't get a look as if well 'its my break' or 'keep outside the staffroom door.'
(Primary school CPD coordinator.)

Recognition of complementary expertise

School leaders were aware of the need not to privilege ‘new’ ways of working over established traditions of practice and were keen to assert the value of teachers’ expertise built up over a number of years of experience. Sensitivity was expressed to different forms of knowledge and different ways of knowing, especially in the primary school. There was an awareness that early career teachers were still beginning teachers and, whilst literate in educational theory and policy, benefited from the strong practical knowledge and local knowledge of more experienced peers.

Our new staff are bringing in new initiatives, new ways of working and things but its also respecting your experienced staff and the knowledge that they’ve built up that a younger member of staff wouldn’t have yet, so I think it’s a combination of the two works well.
(Primary headteacher.)

They’re coming in with quite up-to-date skills and ideas and that’s really good but they also need the benefit of working with experienced teachers to gain I suppose just the day to day, how things operate in a school and resources and how we do this and that and the traditional things that still go on, you know. So I think they bring in a huge amount but they also benefit from the experienced teachers that they end up working alongside. I think it has been a great benefit to both parties involved.
(Primary depute)

I think that mix of experience is so important; you don’t want a school that is just full of well experienced teachers. I think when you’ve got young fresh people coming through it regenerates the older more experienced staff and the more experienced staff can contribute a great deal towards the development of younger staff. So I think that good mix is essential.
(Secondary headteacher.)

In some accounts there was an awareness of the potential for more recent entrants to the profession to informally support the professional development of others. This was particularly mentioned in relation to policy initiatives and new strategies. In this way early career stage teachers are acting as ‘brokers’, helping to translate and support new developments in school. Senior managers noted the contribution that more recently qualified teachers could have on peer learning – helping colleagues to make sense of new initiatives and to develop practice in ways that were non-threatening, informal and ‘indirect’.
I think here experienced teachers find early career teachers refreshing bringing in new ideas which sometimes it’s easier for them to accept from colleagues than it can be from the top down. Sometimes indirectly they can learn a lot about new initiatives just through working alongside teachers who have trained recently. (Primary headteacher.)

Other colleagues who are longer in the tooth, who are very good teachers but have got their own kind of maybe didactic style are suddenly changing. We have young people immediately using the interactive boards and we find other people saying, ‘Well, I could do that. That’s a good idea. Show me how to do that’. You see experienced colleagues now being trained by younger colleagues saying, ‘This is dead easy. You don’t need to go on a course. I’ll show you how to do it. I’ll come into your class, do it with your class and show you how to do it’. People are willing to take on new ideas and I might be wrong, but I’m seeing a lot of that coming from the younger people coming in with fresh ideas. They can see across the horizon and where you could maybe go with a wee push. It’s, ‘Come with me and I’ll help you’. The enthusiasm rubs off. I think there are benefits for the more experienced staff in the school and therefore for the pupils as well. (Secondary headteacher.)

The opportunities presented by the implementation of the experiences and outcomes of the Curriculum of Excellence were cited as potentially opening up spaces for dialogue between teachers at different stages in their teaching career. Curriculum for Excellence was regarded as having the potential to promote collaboration as teachers worked together in revising courses. In addressing the draft experiences and outcomes, experienced teachers were encouraged to reflect on their practice and were able to draw on the up-to-date knowledge of more recent entrants to the profession. Similarly teachers whose experience pre-dates the 5-14 curriculum were able to identify points of similarity with the principles of the revised curriculum. In two of the school case studies headteachers suggested that national curriculum review and processes of local school-level adaptation had acted as a stimulus to encourage teachers from across the career phases to talk, share and collaborate in loose, mutual, informal support networks.

With Curriculum for Excellence and Active Learning, there have been so many changes and I think people feel quite overwhelmed, innovation fatigue. I think it’s just been too much all at once and although the principles and ideas are fantastic it’s just you’re questioning your day to day practice, which you felt confident with. I think it’s that uncertainty at the moment. (Primary headteacher.)

Some members of staff are starting to go full cycle. I mean the Curriculum for Excellence principles, some teachers who have been teaching that quite a while would say in a way it’s going full cycle but you get other members of staff who are sort of half-way house that have only been used to the 5-14 structure, so certainly what’s new to some members of staff is very much part of the new teachers training so it helped there as well. (Primary headteacher.)

Increasing levels of partnership work with a wide range of school professionals was also cited as a driver of more collaborative and collegiate ways of working across the school community. Of significance here were relations with learning support, classroom assistants, behaviour support, external agencies, peripatetic teachers and others involved in supporting teaching and learning and strengthening home-school-community relations. This was most evident in smaller schools, primary schools and schools with a higher staff turnover. In the secondary schools visited, teachers completing induction were encouraged to be involved in pupil and learning support as an integral aspect of their developing professional responsibilities.

Sometimes it’s the classroom assistant that supports you best because she’s the person who is in the class with you and has worked with lots of other teachers. It’s not just the other teachers, it’s the whole staff who are supporting - classroom assistants, auxiliaries, people
who have been in the school and know how things work. I don’t really think there’s any other way that it can be done. For them it’s a challenge because they are building up relationships with all these people and part of their role as teachers is to work with lots of other people and other agencies.

(Primary depute)

‘Compass heroes’

In the six school case studies, senior managers indicated a preparedness to listen to more recent entrants to the profession and to sponsor their contributions within public fora in school. They acknowledged that these teachers had a valuable contribution to make in shaping school ethos. A significant part of that contribution was a willingness to comply and a positive attitude to change. In this sense, early career teachers were positioned as standard bearers for change and acted as catalysts for changed working practices and relations, particularly at a time of change. Senior managers frequently made reference to the promotion of Assessment is for Learning techniques (AifL) and the future opportunities and challenges of Curriculum for Excellence.

We’ll listen to them at discussions and in-services because they have something to say as well it’s not a case of ‘we know best’. I think new teachers have a lot, if not more, to offer than some people who may have been teaching for 30-40 years in many ways because they are enthusiastic and they are quite willing to take on board things that are given to them without the moans and groans. I think you can come across that quite a lot. There is a bit of negativity here. I don’t think they’ve taken anything in that has been shared with the staff other than their own enthusiasm and the fact that they’ve been working hard and doing a good job’.

(Primary depute.)

‘Dyed in the wool teachers’, are happy to say ‘well I’ve been doing this for years there’s not a problem’. When we know a bit more about a Curriculum for Excellence I think we’ll be looking to a lot of young people to help us drive that forward…They are speeding when others are maybe starting to decelerate a wee bit.

(Secondary headteacher.)

I am not saying they are more open to new ideas but they don’t have so many things to think well we have done that before they are looking at it in a fresh way and I think that’s quite helpful as we are going through quite major change at the moment and will do over the next five or six years.

(Secondary headteacher.)

Senior managers in two of the school case studies were using the reduction in class contact time (RCCT) to promote peer observation and were drawing on the confidence and openness of early career stage teachers to support this development. For example, in the extract below a secondary headteacher describes how peer support initiated in one department is supporting the development of intra- and inter-department observation in the school more widely.

The PT English teacher has to see each member of the department at least once a year. That’s the formal side, but they can see them as many times as they want. They have moved beyond that because of the work that these young teachers are doing. More of the staff will go in to watch each other’s classes as a result of that. I built within the flexibility time in the working week set time for formal lesson observation but also time for observation of each other’s lessons. The next stage beyond that is going to another department in school to observe something else. So English, they come out of there and maybe go up to Art & Design or Technical or go to Social Science and look at extended writing. We are doing that next year and that’s all as a result of the policy and some of the good work that’s going on in the school.

(Secondary headteacher.)
There was some evidence to suggest that formal channels of influence and opportunities for more recent entrants to the profession have expanded as a result of job sizing following the Teachers' Agreement (2001). For example, a secondary school had created collegiate groups led by principal teachers with a whole school responsibility. The formation of these twenty different groups provide an opportunity for younger or less experienced members of staff and ‘floating staff’ the opportunity of volunteering and participating in work beyond subject identifications. Another headteacher saw cross-curricular working parties as a way of overcoming the possible segregation occasioned by lack of a central communal staff room in a large secondary school.

Mixed messages were reported regarding the role of Faculty Heads in leading change and promoting greater levels of collaboration between teachers across the career phases in secondary schools. One headteacher described the strategic use of faculty structures to overcome restrictions on staffing. The appointment of faculty heads was used to shape the profile of the staff to meet specific identified local needs. In this school, faculty structures reflected the value attached to the provision of strong pupil support as much as the enhancement of cross-curricular and collegial ways of working.

I think that the people we have in this school that run the faculties find it a very difficult job and we would mostly see it as a retrograde step. They would much rather have departments than faculties. There are positives because they’ve got common skills to look at. They can look at curricular structures. In Curriculum for Excellence we might see the faculties become more common or they might collapse and implode on themselves. I don’t know. It’s maybe just an age thing but I see it as a very backward step. I would say change is very slow and measured and I think that’s down to the people who run the faculties. I know that [the authority] runs training courses in faculty management. I don’t think they’ve had long enough to impact yet. I think the people who run the faculties find it a difficult job and perhaps they need more management time to be able to sit down and do that.
(Secondary depute.)

The way the local authority is set up there is a pointage arrangement whereby each principal teacher has a number of points associated and once you add up all the points, and it gets to the number of points allocated to the school, then that’s you. A few points left over, you make another post but you can’t go beyond that and if you fill it all with principal teacher subject you have no points left for PTs, pupil support, guidance... So we created faculties in order to find some points to keep the pupil support system going. This is a very comprehensive school and I think it’s essential to have a strong pupil support structure in the school. That’s what we had to do to maintain the kind of support we need for the children. So if you like, faculties were born I suppose as a result of that.
(Secondary headteacher.)

The following factors were identified as inhibitors of collaborative learning:

**Employment status**

All of the school case studies cited issues associated with the restricted availability of permanent teaching posts for teachers who have successfully completed their induction year. In most of these schools early career stage teachers were employed as supply teachers, on temporary contracts or fractional contracts providing replacement teaching for staff absence through illness or maternity leave. Differences were reported by senior managers in procedures for employing teachers on successful completion of the probation period across local authorities in Scotland. Appointment procedures, transfer of temporary teachers to permanent staff and staff development arrangements are devolved matters. These perceived differences in employment practices engendered a perception of inequity across different regions.
It varies tremendously from authority to authority. Some authorities are better at taking people on. Don’t have Maths job so they come in and do generic work with us and if there’s a vacancy in the school or an absence, we’ll put you in there. Other authorities wash their hands of the whole process, ‘We promised you a year, you had it and we supported you’. I think that’s a shame. That’s a tremendous waste of talent and investment and if they think these people are going to sit around twisting their thumbs waiting on a teaching job to come up this year, next year, sometimes never, I’ll not happen. (Secondary depute.)

There needs to be a huge amount of resource going into that those two years, the ITE year and the training year. A huge amount of resource and many of these people are not getting jobs at the end of that. They never become early career teachers because they don’t get a post. They’ve bills to pay and quite rightly they go and do something else with their life. It’s a loss. (Secondary CPD coordinator.)

We have one young teacher who is as good as any young teacher I’ve ever seen. He will go unless a post comes up because they’re already looking at other career opportunities outwith teaching and that is an absolute shame. They are in at the weekend, these young teachers. We should be saying ‘how good is he!’ We need him in teaching, a guy who has contributed massively to extra-curricular programme, the department, there’s an energy about him. (Secondary headteacher.)

One primary school headteacher expressed concern regarding the appointment of teachers to posts in a local authority through a regional list and the attendant reduction of school-level influence over the recruitment of teachers. This practice was regarded as eroding the autonomy of headteachers and fracturing the close relationship between specific local needs and teacher supply.

What’s difficult from a management point of view [X local authority] is not advertising jobs in a competitive field. We could get somebody who has got to the top of the waiting list, now they may not be the best person for the job or the best person for the school, but that’s the person at the top of the waiting list and that’s the person we’re given. We could have a really good person that we want to keep within the school but we can’t because someone’s gotten to the top of the list. I don’t know any other profession where when your staff spaces come up you don’t get who you want and they are parachuted in on you. That’s very frustrating. There’s got to be something better. (Primary headteacher.)

The lack of employment prospects increased newly qualified teachers sense of insecurity in school and increased the range of roles and responsibilities that they were prepared to undertake. This may reinforce traditional demarcations between new entrants to the profession and their more experienced colleagues. As one secondary headteacher commented,

[The depute] will put a request out to staff looking for people to join the rota for supervision out in the social area, at intervals and lunchtimes. Now experienced staff are rarely volunteering. I think if you’re a newly qualified teacher and you want to appear to be giving all your best, how do you avoid putting your name down on that rota? (Secondary headteacher.)

A particular issue cited was the differential status and availability of CPD opportunities for teachers not employed as permanent members of staff.

As a school we try to do our best particularly for people like Mrs. X, she comes along to all the development meetings as well. Although she is only a temporary teacher here she is welcome to come along to those and she’s very much part of the community life in school. So they are
Some concern was expressed regarding the unintended consequences of the introduction of a simplified career structure as part of the Teachers’ Agreement (2001) from April 2002. One secondary headteacher suggested that career restructuring removed incentives from aspiring leaders (pedagogical or management oriented) at a relatively early career stage by widening the gap between maingrade classroom teachers and principal teachers. This presented challenges for headteachers and CPD coordinators who needed to provide a range of in-house opportunities and identify appropriately tailored CPD provision for unpromoted teachers who were keen to progress their careers. Both the primary and secondary school CPD coordinators who participated in interviews identified a lack of continuity in the professional development pathway for teachers between the induction year and the Chartered Teacher grade (between years two and six). This was a focus of attention in liaison between school and local authority continuing professional development coordinators.

My concern with the growth of faculties is that the career opportunities for younger people are perhaps being eroded to an extent. So I can see younger people if they are qualifying just now looking at principal teacher posts and saying, ‘What do I have to do to be able to get that job, to take on this very much higher paid, middle-management role? But there are fewer of them, so what does that do for my career prospects?’ I’ve a wee concern there and the ability of the system to create the right people to take on these roles and to make sure its people who can handle a faculty, who can ensure that there is support for her or for him, from all the other colleagues who are in other disparate subjects.

(Secondary headteacher.)

There is that gap between what they can do in the first five or six years and chartered teacher status, which seems to be eons away. It seems a huge gap and if there could be some clear link between what they are doing after they finish their probationership and the chartered teacher stage, I think that might be useful. That’s what I try to tailor the CPD towards.

(Experienced secondary teacher.)

7.3. Experienced teachers

This section of the reports addresses objectives two and three respectively: the impact of new entrants to the profession on the culture of the school and on teaching and learning. In each of the six school case studies, the research team requested a small group discussion with a number of experienced teachers. The key point of contact in each school recruited participants to the focus groups. In four schools, this person was the headteacher. In two schools this task was performed by a depute and the Regent/CDP coordinator respectively. Consent forms and a plain language statement explaining the purposes of the study were circulated in advance of recruitment. In selecting participants for this group, schools often chose to involve teachers who were mentors or supporters of student teachers and probationer teachers. In some cases, these were formal roles where teachers received one hour remission each week for supporter meetings; in other cases, teachers acted in an informal capacity supporting new entrants to their team, department or faculty. In the primary schools, these were often the stage partners of early career stage teachers. The focus group topic guide can be found in appendix seven. In five of the six schools a focused group discussion of around forty minutes was convened. One primary school elected to convene a series of short individual interviews rather than a focus group. As outlined in table 7, 23 experienced teachers participated in small group discussions or individual interviews in the
six case study schools; this included 9 primary school teachers and 14 teachers working in the secondary sector.

Table 25. Involvement of experienced teachers in school case studies

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Each group started with an opening focusing activity. On a sheet of A3 paper, participants were asked to construct a network map to represent the communication they have with other professionals in school. Participants were instructed that each map should show with whom and how they maintained communication. The objective was to produce a visual map of all the contacts and communication channels used by experienced teachers in school. This activity was designed to focus participants’ attention on the links and connections they made across school that could be used as a prompt for discussion of how early career stage teachers (0-5 years experience) exerted an influence and the types of contribution they were able to make within the organisational structure and culture of the case study schools. Examples of network maps constructed by experienced teachers are in appendix nine.

The topic guide was used flexibly to explore:
- The type of contribution that early career stage teachers make
- The drivers and inhibitors of collaborative professional learning across the career stages.

**7.3.1. The contribution of early career stage teachers**

In each of the six school case studies, experienced teachers were very positive about the quality and particularly the ‘confidence’ of most new entrants to the profession over the last five years. There was a consensus of opinion that new entrants were ‘well trained’ and prepared to undertake their role as classroom teachers. Experienced teachers were impressed by the ‘depth of discussion’ newly qualified teachers had with their mentors/supporters and commented that recent entrants were ‘a lot more aware’ of policy initiatives and a range of pedagogical techniques than previous generations of teachers.

*They’ve got great confidence, nothing like what we had. They also have a professional knowledge when they come into the department. We now listen to them. I think years ago we didn’t listen so much. They were there to listen to us. Now we’re listening more to them and these new strategies like AifL and Curriculum for Excellence that they seem to be really well versed in.*

(Experienced secondary teacher.)

Some participants suggested that working with more recent entrants to the profession was useful in helping experienced colleagues to reflect on their own practice. Recent entrants brought in ‘lots of good ideas from college’ and helped experienced colleagues stay up-to-date: ‘You tend to welcome what they have to offer as well. It’s not always one way’. It was suggested that working alongside teachers at an early stage in their careers, helps to ‘keep us on our toes’.

Whilst generally positive regarding the contribution of early career stage teachers to the life and purposes of the school, experienced teachers reported mixed reactions among their
peers. This was more marked in the three secondary school case studies. Some teachers were receptive to the new ideas and approaches evident in the practice of new teachers; whilst the attitudes of others continued to reflect cultures of privacy and clearly defined roles.

Some more established teachers are quite happy to keep the classroom door shut and not really have anything to do with early stage teachers and leave it to their principal teacher. Others are quite delighted to have the enthusiasm and their freshness and a breath of fresh air in the department, which keeps things current.
(Experienced secondary teacher.)

They are much more confident than I've seen in the last four to five years. The teachers that have been coming in are much more prepared and they have a lot more strategies already in place which are now feeding back into our department to some members of staff. Some members of staff are not prepared to change, but others are beginning to think, 'That's a good idea. I'll try that myself'.
(Experienced secondary teacher.)

Across the accounts very experienced teachers often took a ‘resigned’ stance in the face of constant change and found the ‘enthusiasm’ of more recent colleagues helped to maintain motivation. Among the primary school case studies, the attitudes of new entrants to the profession to the proposed revision of the school curriculum in the *Curriculum for Excellence* helped to assuage the cynicism of those teachers who were able to reflect on similarities with practice pre-dating the 5-14 curriculum.

I think it’s opened my eyes to different ways of teaching because you get in a bit of a rut after thirty years and although you can say ‘that’s the way we always did it’, you know even talking about policies going round in a circle, they’ve got a different stance even on that, and I just think they open our eyes a wee bit more.
(Experienced primary teacher.)

I have gone through so many changes in my life that I now just accept that this is another change. I take out of it what I can understand about it and I just try to move myself forward. Sometimes it’s the same as something I’ve maybe done before and I equate with it and just get on with it. The things I got from my student being in my classroom are amazing, especially active learning things; and she’s showing me websites to go into for the SmartBoard, all these kind of things. She’s just going into a probationary year and I told her that I’ve learned so much from her.
(Experienced primary teacher.)

In giving an account of the impact of early career stage teachers, experienced teachers drew attention to attitudinal or ethos issues rather than substantive contributions to teaching and learning practices in school. The level of confidence among more recent entrants to the profession was frequently mentioned as a positive attribute by their more experienced peers. It was acknowledged that, in general, more recent entrants to the profession were more assertive and perhaps less deferential than previous generations. This assertiveness was not necessarily an indication of more open cultures. In one secondary school, an experienced teacher commented that little had changed in the last ten to fifteen years in terms of encouraging cross-role collaboration. However, whilst more experienced colleagues might not actively seek the involvement of early career teachers in shaping their classroom practice, in some schools it seems that early career teachers are not reticent in making their voices heard.

I really don’t think it’s changed that much. I mean the management are still the management and we are still the teachers and there are still principal teachers.
(Experienced secondary teacher.)

I find them much more open now to new ideas and they are much more confident. When we were coming into teaching you didn’t speak up. There used to be a kind of pecking order but
that's gone. Well I don't feel it as much, I think. That's as it should be. If they feel they want to express something, then they usually do you know.
(Experienced secondary teacher.)

They are less afraid to challenge the establishment than we would have been.
(Experienced secondary teacher.)

In offering examples of impact, experienced teachers most readily offered positive accounts of the dispositions and commitment of recent entrants, followed by the valuable contributions they made to the corporate life of the school through leading clubs and supporting charity events and school performances. Links to pupil gains were expressed in terms of improving relationships with pupils through up-to-date knowledge of pupil interests, rather than gains in pupil attainment. Contributions of early career teachers were most often referred to in terms of motivating and engaging pupils, supported by anecdotal evidence. Influence was concentrated on extra-curricular activities and specific teaching techniques, rather than curriculum development. The extract below is typical of the examples offered by experienced teachers of the ways in which they had adapted teaching approaches as a result of working with newly qualified teachers.

It gives you a chance to look at what you're doing yourself. They will say, 'how would you do this?' and you think well you may not have been doing it as well as you could have been doing it. You could have been doing a better job of presenting an idea or a concept and you gain from their new insight. We do a wee experiment to measure walking, running and jogging speed with third year physics and our probationer did a whole routine on that, which was really quite interesting. He suggested waving and holding out the lab coats to increase their friction to see if that affected the speed that they could go at. I mean I know that I've done it in the past - it's trudge out, do it, get back in again, analyse results - but what he had done was a wee bit better and that's something I think I might do next year, maybe try to jazz it up a little bit. It's such a little thing but it does make a big difference to the experience of the kids and I think it makes it more positive for yourself. Sometimes we can get into a routine.
(Experienced secondary teacher.)

Contributions to teaching and learning made by early career stage teachers included the sharing of approaches and resources:

- Promoting the use of interactive whiteboards
- Developing PowerPoint presentations
- Locating electronic resources to support teaching and learning e.g. internet resources
- Assessment is for Learning techniques
- Cooperative learning
- Thinking skills
- Active learning (primary)
- Homework books (secondary)

Contribution to the corporate life of the school:

- School shows and concerts
- School art exhibitions
- Community events
- Fundraising activities
- Lunchtime and after school clubs and sporting activities
- Activities week
- Pupil excursions and residential trips
- Parent workshops
Early career stage teachers were involved in the following working parties in the primary school case studies:

- Discipline committee
- Active learning working group

Early career stage teachers were involved in the following working parties in the secondary school case studies:

- Teaching and learning committee
- Social committee
- Positive and inclusive committee
- Raising attainment committee
- Raising achievement committee

7.3.2. Drivers and inhibitors of collaborative learning across the career stages

Drivers

Experienced teachers acting as mentors or supporters for probationer teachers valued clear channels of communication regarding progress and performance between the initial teacher education stage and the teacher induction year. The Standard for Initial Teacher Education (SITE) and the Standard for Full registration (SFR) were valuable scaffolds for discussion. The transfer of target sheets from ITE to induction was regarded as particularly valuable in helping to provide appropriate support and challenge in the early stages of the induction year.

It’s changed this year because probationers came with a target sheet. Last year we had a student who did not come with his final profile. We had to chase that until November so you were working from totally a blank sheet of what progress had been made previously to that. This year the first thing we did with probationers was to sit down with their final profile from ITE and make up targets for areas of development from their final profile from teacher training. That’s the first year we’ve done that and that was better this year.

(Experienced secondary teacher.)

In describing conditions conducive to professional learning, participants in the experienced teacher focus group emphasised the development of cultures that were open and developmental, rather than judgemental. Across the accounts there was recognition of the value of telling stories’ and ‘seeking help’ identified by Little (1990) as important aspects of professional learning. In addition to the ‘public’ stories told in formal peer monitoring and the PDR review, the staffroom was cited as an important space for the telling of ‘secret stories’ of ‘private’ classroom experiences (Clandinin and Connolly, 1995). Experienced teachers described how they offered informal pastoral support, which they regarded as important in building high levels of resilience needed to sustain a teaching career. Equally they expressed a willingness to listen to more recent entrants to the profession. Here experienced teachers blended traditional craft cultures premised on an ethos of care, with an espoused readiness to engage with less experienced colleagues. This was particularly strong among experienced primary teachers.
We’ll admit that didn’t go very well, that was a disaster and someone will say, ‘Well try doing it this way.’ ‘Oh I never thought of that, I’ll maybe try that next time.’ It’s not like you feel a failure because something’s been a bit of a disaster ‘cause that’s normal teaching and that’s how we’re all learning constantly. Everything’s not always going to go to plan. Every single day there are going to be things that go a little bit haywire and nobody’s frightened to admit that in this school. Everybody’s very open and very supportive.

(Experienced primary teacher.)

There’s no feeling of, well wait a minute you’ve only been teaching for three years we don’t want to listen to you, because you want to hear what they are bringing because we know that we need these ideas.

(Experienced primary teacher.)

We do peer monitoring, now so we take things into the staff room and I feel its good the probationary teacher sees what work we are doing and she gets a chance to assess our work, instead of somebody accessing her all the time.

(Experienced primary teacher.)

Ambivalent possibilities

Experienced teachers in the case study schools valued the increasing role they played in teacher education in supporting probationer teachers. This was generally seen as an acknowledgement of their own professionalism and of the relevance of their practical knowledge in shaping future teachers. In a minority of accounts there was some evidence of a residual ‘apprentice’ model of teacher ‘training’, wherein individual experienced peers support assigned novices. The comments below reflect perceptions of a well rehearsed and long-standing ‘theory-practice divide’. Accounts of professional learning in these cases were uni-directional and premised on access to expertise held by others, learning from experienced mentors rather than with peers. Dependent on the learning culture established within the school and the range of CPD opportunities available, an apprentice model may enculturate novitiates to a spectrum of conservative to more progressive possibilities.

When you were in teacher training college, your best experiences were in schools rather than college and I think teachers themselves recognise that they are the best educators of future teachers.

(Experienced secondary teacher.)

There’s no better place for teacher training than in school. Looking back myself, out in the school was very, very positive. That’s where you get hands on and actually see what happens.

(Experienced secondary teacher.)

Inhibitors

It was recognised that the time available to provide quality support for probationers, early career stage teachers or other teachers joining the school was limited. A large amount of informal support was offered on a voluntary and ad hoc basis. In secondary schools a wider range of subject specialists were potentially available to offer support to probationer and new teachers joining departments. Within primary schools the close relationship between stage partners and supporters restricted the pool of available support. In one school an experienced primary teacher described non-interference as an expression of professional respect.

A probationer’s always had a supporter and if you’re not that supporter then you don’t want to step on their toes.

(Experienced primary teacher.)
If you added up all of the minutes of conversation that were meaningful minutes of conversation I mean you would hugely exceed the hour. (Experienced secondary teacher.)

Most of the time that would be when the lesson has ended and before another one begins. (Experienced secondary teacher.)

It’s more a good will thing, because if you have X amount of time off and you are preparing other classes and if the probationer does come to you and she has problems and wants to go through a lesson or go over a particular part, obviously it’s down to teachers within the department to think, right I will give them some of my time and actually do that. (Experienced secondary teacher.)

There was also some concern expressed over the implications of formally assuming a teacher education role and the assumed ‘legal’ responsibilities attached to this role. In two secondary schools, experienced teachers and senior managers drew attention to support issues and the issue of personal liability when problems arise e.g. cause for concern that might occasion cases for extension to or withdrawal of provisional registration. The role of the local authority Probation Coordinator and the GTC Scotland Probation Department in providing support and making appropriate interventions was acknowledged. Experienced teachers valued local authority support: ‘they are supporting me as a mentor while I’m supporting the probationer, so there is help there when the going gets tough’. In one of the schools a degree of concern was expressed by three experienced teachers regarding the poor quality of a small minority of probationers who had successfully negotiated ITE. The need for stronger and more effective partnership work between university faculties/schools of education with responsibility for ITE and providers of the teacher induction scheme was raised. The same three core categories are used within the Standard for Initial Teacher Education and the Standard for Full Registration to provide coherence and consistency: professional knowledge and understanding; professional skills and abilities; and professional values and personal commitment. Despite consistency within the Standard documents, experienced teachers commented on inconsistency in the coordination and monitoring of teaching experience/placements: ‘It needs to be much more joined up’, and ‘It’s two processes and it should really be one’.

The difference now is that there is a legal responsibility as well. We have to keep records of meetings and write reports. If there are problems, then it can eat into a lot of time. It can become quite problematic. If you have a problem placement then a lot of it lands on the PTs shoulders or the mentors shoulders. (Experienced secondary teacher.)

I think there is a lack of linkage between the probationer scheme and the colleges. Maybe the schools pull their punches too much in their student years. I don’t know if they are scared of litigation from some of the more aggressive ones, but I have seen too many at the student stage you can’t see ever making it. (Experienced secondary teacher.)

In secondary schools, probationer mentors identified issues associated with pupil performance in national assessments. These related to both the availability of experienced teachers to conduct the monthly (minimum) observations of probationer classes and the impact of probationer teachers on certificate classes/classes pursuing SQA courses. Teachers supporting probationer teachers typically have a higher volume of examination classes and can struggle to find suitable replacement teaching for these classes to accommodate observations and are themselves reluctant to leave classes at key points in the assessment calendar. Mentors were protective of their classes as a mark of personal professionalism. In trying to respond flexibly to meet professional development needs of probationers (and other colleagues in school), some experienced teachers were constrained by the traditional ‘routines’, priorities and attachments of teaching.
If I've got a certificate class and I want to come away from that class to work with the probationer in a particular area, I'm loathe to do so because you don't want to let your other pupils down. You're results driven as well. You know we have other areas we need to focus on as well.

(Experienced secondary teacher.)

There are times when you would want to be observing the probationer and you can't because of the particular class you've got on, the type of class you've got and there is cover available but it's not always appropriate.

(Experienced secondary teacher.)

You have your classes to teach and you get into your routine of doing your work. The routines of teaching are themselves very important. We have to be organised. We have to teach the classes we've got and you don't like to give up time that you could be teaching, for example a class that's difficult or a class that really needs the help. You really don't like to give up that time and there's not really much of a mechanism built in to allow it. I know the mentor gets a period a week, but a period is nothing.

(Experienced secondary teacher.)

The increased volume of probationer teachers within school posed problems for smaller departments in secondary schools. Year on year staff turnover prevented longer-term planning and placed strains on permanent staff in meeting pupil and teacher needs. More acute problems were identified where probationers were filling existing full time vacancies or were routinely involved in providing replacement teaching for absent colleagues. In one school a significant reduction in take up in one curriculum area was attributed to a succession of probationer teachers in a small department over three years. It was suggested that lack of continuity may have an adverse impact on pupil progress and could damage morale among permanent teaching staff.

For seven or eight years we had probationers or NQTs as part of our staffing. They weren't extra. Eventually we asked for a wee break so we could stabilise the department. You find each year you are being pulled in a slightly different direction and that was quite difficult. Sometimes there is a feeling of exhaustion.

(Experienced secondary teacher.)

They seem to be getting used now as just as replacement and that means that you cannot spend as much time with them and there is more expected of them.

(Experienced secondary teacher.)

It does have a massive impact on a child's learning experience. Just the fact that they are not getting continuity and that's critical to a child's development… it's no accident that over the course of three years we have seen the number of pupils choosing to study [this subject] plummet to only two classes just over thirty children when you would expect around ninety.

(Experienced secondary teacher.)

Experienced teachers acknowledged that strong formalised support systems were in place for beginning teachers (ITE) and during the induction year (TIS). They noted, however, that support for the large numbers of new teachers in school employed through temporary posts and as supply teachers was not as strong. Faculty and department heads stressed the benefits of forward planning to consider the particular development needs of teachers who had completed probation but remained at an early career stage, in years two and three. It was pointed out that faculty structures can sometimes mask pressures on small departments. An example was given of one faculty with eleven members of staff but containing a department with a three member team. Of these, one was a probationer teacher and another was an inexperienced teacher who was new to the Scottish education system.
You have this whole procession of probationers and students and you have this obligation to go through classroom observations and time to mentor them and therefore the ones who have gone through probation tend to get ignored. We certainly have one member of our faculty that requires a lot of support and has not had nearly as much as he should have or that he needs because a lot of our time is taken up. It's just a matter of priorities.
(Experienced secondary teacher.)

Once you are through the probation system you are not helped at quite the same level and there is nothing within the school system to help you. It's really within your department.
(Experienced secondary teacher.)

It would be worth considering which faculties and which departments have just employed a probationer when they are thinking about where they are going to place them and perhaps put them lower down the pecking order for getting another probationer the following year, which would allow faculty heads a little bit more time to be able to support the less experienced.
(Experienced secondary teacher.)

A range of CPD opportunities were available to teachers through extensive online menus provided by local authorities and other external providers. It was acknowledged, however, that attendance on courses followed by cascading information back to staff was not always the most effective strategy for supporting and sharing professional learning. Impact was significantly reduced in the absence of time to adapt new learning to one’s own context, to experiment and to evaluate when back in the workplace.

Sometimes we go on courses and we come back with really good ideas but actually getting the time to implement them is usually the biggest issue. For example, a course I went on in November, the headteacher asked about it last week and the other lady and myself who had been on the course were asked to give a short presentation. It brought home to me that actually I hadn't made full use of the skills I had learned on the course because I haven't had time to properly implement them and I think that's the biggest issue within the school.
(Experienced primary teacher.)

7.4. Early career stage teachers

This section of the report focuses on the perspectives and experiences of early career stage teachers. Twenty-five teachers within the first five years of their teaching careers participated in small group or individual interviews during the one-day school case study visits: 11 primary school teachers and 14 teachers working in secondary schools. Table 8 outlines the distribution of teachers at each school.

### Table 26. Involvement of early career stage teachers in school case studies

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<th>Region</th>
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Teachers in the case studies who were within the first five years of their career demonstrated willingness to experiment and an openness to share ideas with, and learn from, their peers. Teachers repeatedly expressed the value of peer observation in improving their practice, although needed support to feel comfortable in offering feedback to more experienced colleagues through peer monitoring. Probationer teachers valued the opportunity for
continued support beyond the school through attendance at local authority core sessions and made an effort to share new learning with experienced colleagues in school, where this was deemed appropriate e.g. phonics courses for primary teachers.

There’s not one way to do anything in teaching. I would prefer to get a lot of different ideas and try a few of them. You’ve got all these teachers with amazing ideas but teaching has kind of come from where you kept your ideas to yourself and it’s like a competition between teachers almost. I just find that a bit crazy.
(Early career stage primary teacher.)

People come in to watch us teach, so we can actually see how things are going on. You don’t really know what’s going on if the door’s closed but when you go into other classes and you can actually see what’s going on and you can get ideas back and share them amongst each other.
(Early career stage primary teacher.)

Any compulsory courses we go on as a probationer, we can bring that back. That may be beneficial to other staff that don’t get the chance to go. That’s always quite handy to bring some of the things back from that.
(Early career stage primary teacher.)

Drawing on their network maps, early career stage teachers were keen to stress the high levels of support and communication that routinely take place and are not immediately visible in formal networks. In primary schools strong and close relationships were established with stage partners.

It’s really informal, just chatting all the time, any spare minute really. Talking over how a lesson’s gone how it could have gone better. Every experience you share someone has something to say about it, not in a negative way, but you know just in a conversational way. You always get feedback. It just happens naturally. We never shut up and we collaborate through everything.
(Early career stage primary teacher.)

None of the teachers in the case study schools, all of whom were at a relatively early stage in their careers, expressed concern about making contributions in public staff meetings. These teachers emphasised the importance of communication, which they felt particularly important in asserting themselves and bolstering a potentially marginal position as relative newcomers to the schools.

If I ask anyone higher up or more experienced I don’t feel that I am being judged for being inexperienced.
(Early career stage primary teacher.)

In the staff meetings I’ve always found that I could speak out and ask questions, which has been a real help because you know you’re not feeling like oh, you don’t know enough to speak, if you’ve got a question. It’s just like anybody else and everyone feels a bit easier asking a question.
(Early career stage primary teacher.)

Whilst all the participants in the school case studies participated in a range of working parties and committees, one participant made a distinction between taking part in working parties and committees and contributing to meetings, and exerting real influence on policies and practice beyond the level of individual classrooms or departments.

We’re involved in working parties. We are involved in staff meetings but whether or not that actually leads to anything? I think it’s kind of superficial, kind of face value. It’s tick the box. I don’t think its dependent on whether you’re an early teacher or not. I think it’s just from the top...
down. It’s not because we are early teachers, it’s just because we are not in the management team.  
(Early career stage primary teacher.)

Recent entrants to the profession were aware of the role ascribed to them by senior managers as potential standard bearers for change. A general willingness to comply was expressed across accounts. Recent entrants reinforced the view that early career stage teachers could act as catalysts for change.

I’ve been out five years now and I think you need new people coming in with new things to kick start everybody so to speak. I think a lot of teachers or teachers who have more experience are a wee bit scared of new initiatives, whereas we’re kind of more willing to do it.  
(Early career stage primary teacher.)

The potential for early career stage teachers to influence change was linked to their tenure. Considerable frustration was expressed by teachers at an early career stage who were working as supply teachers. These teachers sometimes felt excluded from the school community and the range of activities available to permanent members of staff. This included participation in extra-curricular activities and access to externally provided CPD opportunities.

You could literally only be in a school for a day or two days so that makes things more difficult. When you come in part way through the year things seem established. I work in the annex which is a separate building so I don’t know what days clubs are on or who is involved. I would want to join in, but I’m not totally sure who to ask, who runs what club or whether one club is still running in a particular term. I think if you’re in at the start of the year it’s a bit easier to make your presence known, to join in something like that.  
(Early career stage primary teacher.)

Understandably schools aren’t willing to spend money on sending a supply teacher to a course for them to up and leave, for them to take that knowledge somewhere else. The flipside is that there isn’t a budget, so more schools are doing CPD in-house. As a supply teacher that gives you a better opportunity to participate because there is no expenditure. You’re usually more than welcome to become part of the school community and participate in that event, whereas if its an external event no one is prepared, quite rightly, to fund you if you’re not going to be there for any length of time. Budgets are tight enough. They don’t want to send a temporary member of staff.  
(Early career stage primary teacher.)

Teachers on temporary contracts expressed frustration that their insecure employment status created pressures to demonstrate willingness to undertake additional duties. Temporary teachers also reported that they felt they did not receive the same input from senior management in terms of formal peer monitoring and review procedures. Whilst not entering into an equivalent level of professional dialogue about career expectations and responsibilities, temporary teachers felt additional pressure to be compliant.

I think we add flexibility. The three of us who are on temporary contracts do add flexibility to the staff. It’s just a matter of fact that when you come out of probationary year its very, very hard to get a job. You will probably end up doing supply and you are genuinely doing the supply that other people don’t want to take. I’m doing three and a half days and I know a lot of people who would prefer to have a full working week. I’m in the position that I need to take whatever is offered to me, so in that we are flexible. A lot of us give up our McCrone time when a more experienced teacher might say this is my McCrone time and I’m entitled to it.  
(Early career stage primary teacher.)

Probationer teachers were similarly keen to earn a positive report in a competitive employment market.
You're so eager to impress, it's just boundless. You'd just do anything to get involved in everything. Boundless energy because you want to get involved and you want to be enthusiastic and you realise that you don't have a lot of time to build up relationships with pupils and other colleagues and it's important you do that because ultimately you want to leave a good reputation behind if you move on so that people will wonder if you've got a job. (Early career stage secondary teacher.)

In one school concern was raised about the different experiences and opportunities available to probationers who elected to achieve the Standard for Full Registration (SFR) by following the alternative route. Whilst appearing to meet the particular needs of teachers seeking to take longer in achieving the SFR (270 days), it was noted that probationers on the alternative route, employed as supply teachers, did not benefit from the systematic forms of support available to teacher on the induction year. Supply teachers following the alternative route do not have the entitlement to 6.75 hours (0.3 full time equivalent) for CPD experiences each week. In one secondary school, the supporter in a particular department ensured that all probationer teachers had the opportunity to meet on a regular basis, to share experiences and ideas and offer mutual support, in addition to more systematic forms of support available through the formal supporter role. Care was taken to try to minimise the potential disadvantages of the alternative route and to try to offer a similar quality of experience and opportunities for probationers on both routes.

In another secondary school differences in levels of support were noted between teachers who gained posts following the induction year and teachers at the same school who were appointed from other schools. Although both groups had the same level of experience, teachers with experience in other schools felt they received lower levels of continuing support and did not benefit from the established in-house support networks built up during the probation period.

I feel that although I'm not getting support from the council, I've still got support from the department. I've been here as a probationer all the way through. My teaching staff still see me as a new teacher, so I've got that support. (Early career stage secondary teacher.)

When I came into full-time teaching here it was I felt as though I had been dropped from a high level of support to a full timetable, but just being treated as a full-time member of staff in the department you know, at that level it was very difficult to deal with. It's not taken into account that you are just out of a training year. In the transition it would be good if they could put in place a first year structure, whether it's just a fortnightly meeting and you still have an assigned mentor and that support would be gradually removed, instead of it just being taken away with nothing else - to still have somebody who you could go to, a designated mentor. (Early career stage secondary teacher.)

Changes in the career structure presented issues for those teachers who had been successful in securing permanent contracts. They were mindful of their next steps and future plans. In the extract below a teacher in her fifth year of teaching describes difficulties in identifying a clear career pathway.

I'm a couple of years down the line on a permanent contract but what I'm finding now, I'm starting to think I've done quite a bit of time here. I'm ready to move on, progressing with my career, but there's not that middle bridge that there was so many years ago. There's not the depute APT job anymore. I'm speaking to my principal teacher and saying, 'Right, I feel ready to move on. I want more responsibility but I am no-where near ready for a principal teacher's job. I know that myself. I need to build up more experience, but there's no bridge. The chartered teacher's an additional course. It's a lot of money, a lot of effort and it's not necessarily a promotion at the end of that. I'm just floating and I'm trying to do all these things outside school to try to build up my CV but you're thinking who in their right mind would take somebody on with five years experience in the one school as a principal teacher? So there's
barriers at the start and there’s barriers further up and you know I’m still getting told, ‘Don’t even be thinking about the PT role. You need at least fifteen years experience’. The thought of another ten years being where I am is de-motivating. I’d rather have long-term goals. I set my five year goals when I came out of university and I’ve achieved a lot of them. I’m thinking where next and the answer is I don’t know. There’s no promotional opportunities at the school I’m in just now, so where do I go, what can I do? (Early career stage secondary teacher.)

7.5. Pupil perspective

This section reports the main themes to emerge from discussion with pupils during the workshop activities in the case study schools. It addresses the question: What do pupils value in pupil-teacher relationships with new entrants to the profession? Pupil workshops were held with P6-7 and S1-S3 pupils in the six school case studies. During each one-day school visit the researchers worked with small groups of mixed ability pupils, with an equal balance of males and females. The key point of contact for each school, the headteacher or depute, was responsible for the selection of participants. Small groups were convened for no more than forty minutes and used a range of starter activities to initiate discussion (for methodology see p. 20 and for a summary of outcomes from the workshop tasks see appendix eleven).

Drawing on their own experience to describe the positive attributes of effective teachers, pupils used very similar descriptors for effective teachers in general as they used for those teachers who they defined as recent entrants to the profession. There was a high degree of consistency in opinions offered. The following reflect the prominence or emphasis placed on references to teachers at an early stage in their career, as defined by pupils.

Support

In describing the contributions of new teachers in school, pupils emphasised the quality of the learning relationship established between pupils and teacher and described a high level of personal support. Pupils offered descriptions of teachers who they felt set an appropriate pace, presented material in manageable steps, checked levels of understanding before progressing and boosted their confidence in their ability. The availability of teachers who offered additional support outside formal lesson time was appreciated.

*He comes round and sees you individually and makes sure that you’re coping with it* (S2).

*She takes the time to go over things again, to make sure that it’s going in and you understand* (S3).

*He explains things carefully and tries again if you didn’t get it* (S3)

*She teaches the work to us in small steps and doesn’t go too fast so you don’t understand* (S3).

*It’s easier to ask for help if you’re stuck than it is with a stricter teacher. They’ll see us in the lesson or we can go back to see them in the base in their time and they’ll help you* (S2).

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28 Care was taken by the facilitators not to invite stereotypical comments or narrow aged-based comparisons during the workshop activities and discussion. Opening tasks were based on real life contexts, focusing on the characteristics of effective teachers and discussion of preferred methods of teaching and learning. This was followed by progressive focusing on more recent entrants to the profession or development of references offered by pupils to teachers at particular career stages. These comments are premised on pupils’ understanding of ‘new teacher’ or ‘recent entrant’ to the profession. They do not necessarily reflect the impact of those electing to enter teaching as a second-career later in life and rely on pupil perceptions of length of teaching experience.
The newer teachers say come up at lunch and it’s not just you’ll see them in the next lesson. Younger teachers will organise time so you can go up in lunchtimes (S2).

If you fall behind, she’ll explain things to you in her lunchtime – one on one. It’s good. (S1).

If you haven’t done your homework because you just couldn’t do it, instead of giving you a detention he’ll take us over to the computer and explain the work again. Then you can go ahead and try it again after he’s explained it to us again (S3).

Pupils in the workshops emphasised the accessibility and approachability of teachers they regarded as effective. Pupils often identified with new teachers in school and suggested that they sometimes found it easier to talk to them. In one secondary school it was suggested that younger members of the teaching staff successfully conveyed that they valued pupils’ opinions.

They know how to talk to us. The young ones talk to us as if we’re friends (S2).

If you’ve got opinions, she discusses with us what we think about the school. She always encourages us to put our opinions. You won’t get in trouble for saying your opinions, but she will tell us if she thinks we are right or wrong (S3).

Last year when we were picking our subjects, it was easier to go to newer teachers to talk about what you were picking. They see you as a real person. (S2).

**Clarity**

In two of the secondary schools, pupils drew attention to the level of planning evident in some teachers’ lessons. When asked how they knew a lesson had been planned, they suggested that planning was demonstrated by the ‘structure’ (S2) of the lesson and by sharing ‘objectives on the board’ (S2). In the comments below pupils demonstrate an awareness of the level of preparation that goes into their lessons and show an appreciation when teachers share the rationale for a scheme of work and the learning intentions with them. They want to know ‘where they are going’ (S2).

The younger teachers’ lessons, they are planned ahead and they know exactly what they’re doing and explain exactly what you are going to be doing next week. You know the whole way through. It’s not just you arrive and they say go ahead and do it. There’s a plan of what we’re going to be doing and we feel as if we know where we are going (S2).

When they use the Smartboard it’s planned. It’s all already there for us. It’s all related to what we’ve been doing. You learn more things because you know what you’ve got to get through (S2).

Before you do the lesson - teaching, just talking to you about what it is you’re going to be talking about, so you understand before you do it (S1).

**Variety in teaching and learning strategies**

In describing the practice of effective early career teachers, pupils stressed an enhanced level of variety in lessons, making frequent changes. It was suggested by several pupils that there was greater encouragement of task-focused talk in classrooms – through discussion and small group work. Pupils welcomed enhanced opportunities for participation and spoke highly of the appropriate use of a range rewards and incentives including learning games, stickers, stamps and merit certificates as well as ‘time out’ sessions when attention was deemed to be flagging.
Doesn’t just make you write up and down all lesson, but discusses things with you. It’s not just copying things out of textbooks all the time. He reinforces work through games and activities. If you work really hard then at the end of the week you get to play games but it’s all related to the work. You’re still learning (S2).

He’s really enthusiastic and uses games and videos and the Smartboard. You need to take part. You lose your concentration if you’re just writing (S3).

Changing topics after a few days and not going on for too long on the same topic all the time (S2)

There’s a lot of technology and that now and they use to make lessons more interesting for you. They’re using computers to help us learn. They’re not nervous of it (S2).

There’s a lot of group discussions. Not people chatting to each other, but within the class about the work (S2).

There’s more variety. You don’t know what’s going to happen in the class. In some, you go in one day and it’s copy out of the textbook and you go in the next day and it’s copy from the book. She shows us things in different ways and it makes the lessons interesting (S3).

They can know what we want. They’ve been there quite recently. They know what we want and they can mix it up quite a bit (S2).

Wider life of the school

Primary school pupils reported that specialist teachers, rather than class teachers, provided dance, drama, music, ICT and PE instruction, but they valued the opportunity to interact with teachers on school trips and residentials. As one P7 child stated: ‘They’re not just speaking to as a teacher. They treat you differently’. Secondary school pupils noticed a high incidence of new teachers supporting a range of extra-curricular activities. However, it was also noted in all secondaries that ‘established’ teachers frequently led activities, especially sporting activities.

New teachers come in and try to do different stuff with you because they are new and they’re wanting to get involved in stuff in the school. They come in and you can speak to them as a games person rather than just as a teacher who teaches you in the class (S3).

Teachers who are new in school get more involved in inter-house competitions because they are wanting to get involved with the pupils. The Duke of Edinburgh award is run by the deputy headteacher but four teachers help and they are all younger teachers new to the school. They give their time after school to help us. They organise activities and get involved with the pupils. They organise charity fundraisers and help put on a lot of activities. If you see them on the corridor, you can have a joke with them. They don’t walk past you. (S3).

Turnover

In discussing the positive attributes of new teachers in school, pupils in two of the secondary schools commented on the turnover of teachers in some departments in their schools. In these instances, early career teachers were associated with regular change resulting from staff shortages.

We’ve had a lot of different teachers in [one subject]. They come in for a while and then they just go (S2).

In [one subject] we had a teacher who was off for a long time. She was ill. We had someone else for a month and a half and they didn’t even know anything about [this subject]. Then we had a young teacher come in who helped to get us back to where we were. But now they’re away. They’ve gone to another school and we’re back to not having a teacher again (S2).
The above section of the report offered a brief summary of the main themes identified in the six pupil workshops. A summary of the written comments produced during workshop activities can be found in appendix eleven. We have stressed that the participants in the pupil groups were selected by senior managers in the schools and that the discussion is influenced by pupils' understanding of 'recent entrants' to the profession. Greater time to explore perceptions through the use of observation and more in-depth methods may yield different findings. These caveats notwithstanding, the pupils involved in this short study were able to offer reasoned explanations for their stated preferences and offered a range of well expressed opinions. In their accounts of effective practice among early career stage teachers, pupils emphasised the quality of the relationships that were achieved, the sense that their opinions were valued and their learning needs met. In their accounts pupils drew attention to the teaching skills of teachers who were able to draw on a repertoire of techniques and strategies to maintain pupil interest and motivation. Pupils were especially appreciative of those more recent entrants to the professions who gave their time outside lessons to provide additional support or to organise pupil activities.

7.6. Summary

Through a process of triangulation, involving comparison of accounts from senior managers, experienced and early career teachers in the six school case studies, a high degree of consistency was achieved in relation to the following key points:

Factors supportive of continuing professional learning:

- In cultures supportive of professional learning, early career stage teachers have the potential to act as catalysts of change within school, helping to bridge the theory-practice divide and acting as brokers of new policy initiatives at the local level.
- Probationer teachers entering schools are generally well prepared for the role and responsibilities of classroom teachers and benefit from formalised systems of support.
- The Standard for Initial Teacher Education and the Standard for Full Registration provide useful transparent guidance for the assessment of performance and support for continuing development.
- Recent entrants to the profession display relatively high levels of confidence in their classroom practice and in their relationships with colleagues and feel able to contribute to team/department/school meetings.
- More recent entrants to the profession generally demonstrate a good command of educational policy and theory and are willing to share learning from university and local authority sessions with more experienced colleagues, where appropriate.
- Experienced teachers value practical knowledge and support the professional learning of early career stage teachers through situated learning.
- The contribution of early career stage teachers are mostly in terms of resources and approach e.g. the use of ICT.
- Recent entrants to the profession tend to have positive attitudes towards CPD and are focused on career progression.
- Recent entrants to the profession have more positive orientation towards peer observation than some more experienced teachers.
- Early career stage teachers demonstrate a willingness to join working parties and committees and to participate in activities that support the corporate life of the school.
- Extension of the teacher’s role to include working with others (pupil support, classroom assistants) increases possibilities for intra-professional learning.
• The possibilities for intra-professional learning depend on the strength of the learning community established in each school.

Inhibitors to professional learning across the career phases:

• Limited availability of permanent posts for teachers achieving the Standard for Full Registration is a significant barrier to the professional development of early career stage teachers.
• Repeated placement of probationer teachers impairs capacity for planning and adversely impacts on teacher morale, especially in small departments in secondary schools and small primary schools.
• Probationer teachers following the alternative route (270 hours) report significantly lower levels of support than probationer teachers completing the induction year (0.7 FTE with 0.3 for allocated for CPD experiences).
• Following initially high levels of formal support in the induction year, there is a reported lack of continuity in appropriate levels of support between years two and six of a teachers’ career, exacerbated by financial constraints on CPD funding.
• A restriction of career development opportunities is reported for teachers with between two and six years experience as a result of career re-structuring in secondary schools.
• Faculty structures have the potential to promote cross-curricular and collegiate working, but the extent of influence depends on the rationale for moving toward faculties, the creation of appropriate groupings of subjects and the strength of faculty leadership.

Differences in the strength of opinion were identifiable in the following areas:

• Senior managers were more confident than experienced teachers in asserting extent of influence of early career stage teachers in their schools.
• Whilst senior managers identified the potential for more recent entrants to the profession to lead change in pedagogical practice, experienced teachers reported limited influence and the persistence of some enduring barriers such as non-interference, privacy and blocking of ‘new’ initiatives that early careers teachers were conversant with.
• Experienced teachers, especially in the primary phase, emphasised the practical and pastoral dimensions of the teacher education role, and were less likely than senior managers to identify curriculum and pedagogical development roles for teachers at an early career stage.
• Experienced teachers and probationer mentors were more likely than senior managers to identify disjuncture between ITE and induction.
8. Conclusions and recommendations

8.1. Introduction

This research was commissioned by the General Teaching Council for Scotland, in partnership with the Scottish Government, to explore the proposition that teachers who qualified for registration over the past five years have a different outlook on teaching as a profession to that of their more experienced colleagues.

The overall aim of the research was to investigate the impact of recent policy initiatives in teacher education, notably the Teacher Induction Scheme, on the professional culture of teachers in Scotland.

A mixed-method approach was employed to address the following research objectives and related research questions:

Perceptions of the nature of teaching among teachers of varying level of experience and seniority

- How do teachers across the career phases view the nature of teaching?
- Do perceptions of teaching differ according to level of experience?
- Do teachers who occupy different positions in the career structure have different views of teaching?

The impact of new entrants to the profession on the culture of the school and learning and teaching

- What opportunities are there for early career teachers to influence whole school culture and ethos?
- In what ways are early career teachers influencing curriculum development and pedagogical practice in school – at departmental/faculty and whole school levels?
- How do school managers view the impact of early career teachers?
- How do Local Authority officers view the impact of early career teachers?
- What do pupils value in pupil-teacher relationships with new entrants to the profession?

Recommendations on using the complementary skills and attributes of new recruits and more experienced colleagues for mutual benefit

- Through what mechanisms do early career teachers exert an influence?
- What are the main drivers and barriers to this process?
- How can schools move towards an integrated model of professional learning that draws on the complementary expertise of colleagues with different levels of experience and expertise?

Four strands of data gathering were used in this research: a large-scale teacher questionnaire (chapter four), local authority engagement via an online questionnaire and telephone interviews (chapter five) regional focus groups with teachers of different levels of experience (chapter six) and school case studies (chapter seven). This section of the report draws on data from across the four strands of the research and summarises the key findings for each objective.
8.2. Perceptions of the nature of teaching among teachers of varying level of experience and seniority

This objective was principally addressed through a large-scale survey to teachers registered with the Council. Responses were compared on the basis of length of teaching experience (professional life phase) and position in school (professional role). The presentation of findings is organised in four themes: autonomy and control, collaboration and collegiate working, trust and recognition and Continuing Professional Development (CPD). Comparisons were also made of levels of satisfaction with the teacher's role and future plans. The analysis suggests some emerging differences between probationers and classteachers in particular, and between school leaders (senior promoted posts) and other teachers in school. Combined with findings from the school case studies, regional focus groups and local authority perspectives, some significant organisational and cultural constraints are identified that are likely to reduce the impact of positive policy developments on improvements in practice.

Autonomy and control

All teachers expressed a high level of confidence in their ability to exercise professional judgement or discretion in their work (range 72%-97%). Classteachers reported the lowest rating for this item (72%). Probationer teachers adopted the most critical stance in relation to the implementation of education policy. Only 26% of probationer respondents agreed (strongly or moderately) that policy should be implemented without adaption. This may suggest a level of critical policy literacy at an early stage in professional formation and a preparedness to interrogate policy and adapt it in line with professional judgement. Probationers were cognisant of agency and professional discretion. This does not indicate levels of 'resigned compliance' (Farrell and Morris, 2004) suggested by research of more experienced teachers in other contexts, but may be a possible indicator of a marginally more 'activist' stance from an early stage of professional formation.

The adoption of an enquiry stance was also suggested in generally positive attitudes towards practitioner research. A reasonably high level of support was expressed for research engagement by teachers across role groups and this was consistent across the different levels of experience (range between 54-59%). The majority of respondents agreed that 'teachers should be researchers in their classrooms'.

Across the four strands, it was evident that recent entrants to the profession and maingrade classteachers were able to exercise autonomy in certain areas of school life. Teachers across the career phases reported high levels of participation in school decision making processes, but there was an understanding that influence and control were retained by a small number of teachers in the most senior posts. Lower levels of confidence were expressed in relation to bringing about change at departmental level for probationers (64%) and classteachers (62%) than for teachers in promoted posts, confirming focus group reports that the locus of control for unpromoted teachers and early career stage teachers is at the level of the classroom. Fewer classteachers (53%) than probationers (60%) felt that they could influence whole school decisions. However, respondents generally agreed that they had a professional responsibility to contribute to decision making processes. Three-quarters of probationer respondents and 80% of classteachers felt they had a professional responsibility to contribute to the local development of policies.

29 The figures presented here refer to the percentage of teachers who moderately or strongly agreed in response to the questionnaire items.
The majority of teachers indicated that at an institutional level schools enjoyed relatively low levels of autonomy in relation to external influences. Respondents indicated that schools did not have sufficient flexibility to shape policy to meet local needs. There is a stark contrast between the perspectives of headteachers and other teachers, including principal and deputies, in this regard. 59% of headteachers agreed that schools had sufficient flexibility in comparison with only 31% of probationers, 27% of class teachers, 27% of principal teachers and 36% of deputies.

Respondents were generally more optimistic about the capacity of individual teachers to shape the curriculum to meet pupil needs. The majority of probationers (59%) agreed that curriculum flexibility helps teachers customise the curriculum to meet individual pupil needs. This may suggest confidence in teaching skills as a result of professional preparation that is effective in equipping beginning teachers with strategies to support personalised learning and differentiation. 42% of class teachers expressed similar levels of agreement and 41% of principal teachers. It should noted however that the term ‘curriculum flexibility’ may be interpreted differently by teachers responding to this question e.g. the extent to which explicit links were made with the policy context. Moreover experienced teachers are arguably better placed to assess the impact of recent policy, having experience that pre-dates more recent reforms. Nevertheless, the findings suggest that probationers are positive about their capacity to tailor learning to meet individual needs.

Teachers often felt that their professional values were more closely aligned with national policies than with local school level policy. A reasonably high level of congruence was found across role groups between teachers’ professional values and national policies (range between 60-86%), with the lowest level of agreement expressed by class teachers. Less than half the class teachers who responded to the questionnaire indicated a close relationship between their values and school goals. 46% of class teachers, 59% of principal teachers and 53% of probationers agreed that their professional values and the school goals were aligned. This finding supports the earlier contention that class teachers, whilst exercising high levels of professional discretion in the classroom, do not appear to enjoy appropriate levels of influence and autonomy within the wider context of the institution.

**Collaboration and collegiate working**

Teachers across role groups expressed strong agreement that working with other professionals in school is now an integral part of the work of a teacher. 90% of probationers and 82% of class teachers agreed that this was now part of their expanded role. The differences in relation to multi-agency working were more marked with 60% of probationers and 48% of class teachers seeing this as part of their expanded role. Probationers expressed very strong support for the view that teachers have a responsibility to enhance cross-curricular initiatives in school (90%), High rates of agreement concerning the promotion of cross-curricularly were expressed across role groups (range 76-93%), with the strongest support expressed by deputes (93%) and headteachers (90%).

Teachers’ responses to the questionnaire raised issues regarding the provision of opportunities to promote collaboration between professionals in school and priorities for joint work. Whilst expressing strong support for joint work in promoting cross-curricular initiatives, almost one in three class teachers did not agree (moderately or strongly agree) that they had opportunities for collaborative learning in school. Respondents did not provide strong evidence of teacher development through collaborative work with peers.

Across professional roles, low levels of support were expressed for faculty structures as drivers of cross-curricular development (between 14-18% agreed in all roles, with the exception of headteachers, 42%). The introduction of faculty groupings in the secondary sector was reported to have had a more ‘mixed’ impact than other policy developments by
local authority officers. A similarly low level of support was also expressed regarding the impact of career re-structuring, which over a third (39%) of local authority respondents viewed either negatively or as having no impact at all.

Across roles there was strong support for offering opportunities for the involvement of pupils to influence change in school (range between 78-94%). Probationers displayed marginally more positive orientations than principal teachers. Opinion was more divided over consulting pupils about classroom teaching and learning strategies. 69% of principal teachers and 72% of classteachers agreed with the statement that some lesson content should be negotiated with pupils, compared with 87% of probationers. Similarly, 73% of principal teachers and 74% of classteachers felt that pupils should be involved in negotiating learning tasks, compared with 83% of probationers. The findings from the local authority survey reinforce the view that early career stage teachers make a positive contribution to enhanced levels of pupil participation in schools. In the school case studies, pupils emphasised the quality of relationships between pupils and early career stage teachers, who they felt valued their opinions. Pupils responded well to the varied strategies used by new teachers to maintain pupil interest and motivation.

Probationers were also more likely to endorse the view that schools should encourage local community involvement in school decision making. 49% of probationers endorsed this view compared with 40% of classteachers (and 44% of headteachers).

Trust and recognition

Probationers expressed higher levels of agreement than other role groups that the professional standing of teaching had been enhanced by the Teachers’ Agreement (2001). A greater proportion of probationers agreed with this statement (61%), than classteachers (48%), principal teachers (38%) or headteachers (35%). Levels of agreement fall with length of service from 63% in the first two years of teaching, to 28% at thirty-one plus years.

Relatively low levels of trust were reported in terms of relations with the policy community. A higher proportion of probationers felt that teachers were trusted by the policy community (51%), than classteachers (34%), principal teachers (26%) or deputes (42%) and headteachers (34%). Levels of trust fell over the career phases from 49% in the first two years to 20% for teachers with over thirty-one years experience.

Despite the public rhetoric that teachers in Scotland enjoy high levels of public trust, not all teachers who responded to the survey endorsed this view. Probationers were more likely to agree that teachers are trusted as professionals by the public (62%), than classteachers (47%), principal teachers (41%) or headteachers (45%).

Teachers across role groups reported that they were given recognition for their work from teaching colleagues (range 63-75%), but classteachers felt that they received much lower levels of recognition for their work from senior managers (38%).

Continuing Professional Development

In common with other research (Audit Scotland, 2006; Teacher Working Time Research, 2006), the survey indicates that recent entrants to the profession have positive attitudes towards CPD. At an early stage in their careers there is now an expectation that all teachers will engage in CPD. 70% of probationers agreed with the statement that ‘professionals should have a contractual obligation to undertake CPD activities’, compared with 61% of classteachers. 70% of probationers, the majority of whom will be receiving structured support through the TIS, felt their development needs were met, compared with only 44% of classteachers and 47% of principal teachers. High levels of support for the contractual
obligation to undertake CPD were expressed across the career phases – ranging between 70% in the first two years to 60% for teachers with over thirty-one years of experience.

Probationers were most confident in identifying their own development needs (81%), compared with classteachers (71%). The most significant factors influencing choice of CPD across the career phases and positions in school were personally identified needs and department/curriculum area needs. Greatest discrepancy was evident in relation to accessing CPD. Only 41% of classteachers and 51% of principal teachers reported that they had been supported in accessing CPD to address their needs.

Probationers asserted the strongest connection between CPD experiences and improvements in classroom practice. Probationers (who have the steepest learning curve) were more likely to agree that CPD had made a positive impact on their classroom practice in the last twelve months (81%), than classteachers (61%) or principal teachers (63%).

The findings indicate that more experienced classteachers are more likely to feel a sense of disjuncture between their identified needs and available CPD, and to feel a loss of control over available CPD choices. Classteachers were most likely to report that CPD met the needs of the school, rather than their needs (38%). The feeling that CPD meets school rather than individual needs increased with length of service from 29% in the first two years of teaching, rising to 41% for those with over thirty-one years of experience. Similarly, the belief that CPD was mainly driven by national agenda increased from 40% for teachers within the first two years to 61% for those with over thirty-one years of experience. All role groups, except headteachers and deputes, felt they exerted little influence over the CPD agenda. Under a third of respondents for all groups outside the most senior posts agreed that they had an influence on setting the agenda for CPD in their schools.

The aspiration that professional conversations during the PDR process would help to align individual and school priorities was not greatly supported by teachers’ perceptions of PDR. Beyond the most senior posts (headteachers and depute) relatively low levels of support were expressed for the PDR process. 38% of classteachers agreed that the PDR process was helpful in career and development planning and 39% of principal teachers. Teachers within the first five years of their careers were most likely to agree that the PDR process as helpful (47%).

An enduring perception of CPD as a ‘personal’ activity was reflected in comments from schools managers and local authority officers. Little more than a third (37%) of local authority questionnaire respondents agreed that the entitlement to 35 hours of CPD had a positive effect in encouraging teachers to work collaboratively and pursue professional learning.

Across the data sources, teachers at an early stage in their careers demonstrated a positive orientation towards peer observation as a form of CPD. An openness to peer observation was cited as a key benefit of the Teacher Induction Scheme (TIS) by local authority officers and school managers. Local authority officers suggested that the TIS had helped to ‘open up departments’ in secondary schools. School managers noted a developing openness to classroom observation and an association of peer observation with developmental rather than assessment purposes. The extension of structured support and regular observation appears to contribute towards a longer–term expectation and more positive attitude towards collaborative forms of peer review. Senior managers sought to make optimal use of this acceptance and more positive orientation in introducing ‘peer monitoring’ procedures more widely.
Satisfaction with teacher’s role

There was agreement across positions in school and across career phases that teaching is an emotionally rewarding but demanding job. Teachers in senior posts with greatest responsibilities – principal teachers, depute and headteachers - were least likely to agree that their workload was manageable (17%, 22% and 23% respectively). 32% of classteachers considered their workload to be manageable, compared with 43% of probationers. There was little support among respondents to the teacher questionnaire that the provision of additional administrative support staff was making a difference (more time for teaching). Between 24% and 36% of teachers across role groups, outside depute and headteacher, agreed with the statement that ‘the availability of administrative support staff helps me concentrate on my core professional role’.

Future development of professional role

Probationers expressed strong career aspirations. Local authority core induction sessions outlined the career pathways available to new entrants to the profession. From an early stage in professional formation, new teachers were encouraged to focus on a developing career trajectory and seek appropriate development opportunities to support these aspirations. 61% of probationers expressed interest in becoming Chartered teachers, compared with 36% of classteachers. Lower levels of support were expressed in terms of moving into management (45% of probationers, 28% of classteachers and 34% of principal teachers). Probationers were also keen to act as a mentor to new entrants to the profession (77%) and develop a pastoral role in school (62%) or become a principal teacher (60%). Probationers were keen to lead teaching and learning initiatives in their curriculum area in the future (52%).

In the regional focus groups it was noted that increased competition for post-induction posts and promotion (as a result of career restructuring especially at secondary level) had focused the attention of recent entrants to the profession on available strategies to support career development. Senior managers in the school case studies commented on a clear commitment to career progression among more recent entrants to the profession, who had been successful in securing permanent posts. In preparing to compete for employment on completion of the induction period, probationer teachers were keen to access training to enhance their profile.

8.3. The impact of new entrants to the profession on the culture of the school and teaching and learning

What opportunities are there for early career teachers to influence whole school culture and ethos?

Across the four strands of this research, it was noted that early career stage teachers (and maingrade classteachers) exert greatest influence at the level of classroom practice. However, repeated references were made to contribution of early career stage teachers to school ethos. In the regional focus groups experienced teachers commented on the confidence, enthusiasm and commitment of recent entrants to the profession and suggested that their presence has a re-energising influence on school culture. Some local authority officers suggested that new teachers were ‘revitalising the profession’; exerting a ‘re-invigorating’ influence on school culture. In the school case studies, headteachers noted the willingness to comply and positive attitude to change demonstrated by recent entrants to the profession. Senior managers commented on their ‘hunger’ and ‘eagerness to do well’ (secondary depute). It was suggested that new teachers in school ‘bring vitality to the
school’, ‘a fresh approach’, ‘a different way of looking at teaching’ (primary depute). The majority of experienced teachers in both the regional and school-based focus groups reported favourably on the positive contribution that recent entrants to the profession made to the corporate life of the school.

Across the four strands of data gathering, local authority officers, senior managers, and experienced teachers reported that early career stage teachers were encouraged, and indeed expected, to participate in a range of extra-curricular activities outside teaching hours as a constituent element of their professional role. Early career stage teachers were accepting of this role and valued opportunities to forge relations with a broader constituency of staff and pupils. 80% of respondents to the local authority questionnaire suggested that early career stage teachers had a positive impact on extra-curricular provision. Different patterns of availability of permanent posts post-induction created an increased emphasis on participation in a range of activities beyond classroom teaching. In the teacher questionnaire, 57% of probationers felt they had a responsibility to participate in extra-curricular activities in school (beyond class teaching) compared with 42% of classteachers. In terms of encouraging wider community engagement, differences between probationers and classteachers were slight - 33% of probationers felt that they had a responsibility to engage in social and community projects off the school site, compared with 29% of classteachers (and 20% of principal teachers). Pupils in the school case studies were especially appreciative of those more recent entrants to the profession who gave their time outside lessons to organise pupil activities or provide additional support for learning.

Senior managers in the case study schools and local authority personnel noted more limited contributions to the development of home school-partnerships and inter-agency working among teachers at an early career stage, but agreed that new entrants were well prepared through the requirements for the Standard for Full Registration to adopt an extended role. Senior managers reported that probationer teachers entering schools are generally well prepared for the roles and responsibilities of classroom teachers and benefited from formalised systems of support. The Standard for Initial Teacher Education and the Standard for Full Registration provide useful transparent guidance for the assessment of performance and support for continuing development. Several interviewees, senior managers and local authority officers, commented on the reciprocal benefits of the TIS for mentor and mentee. The positive impact of coaching and mentoring strategies was regarded as particularly significant from a local authority perspective. Senior managers suggested that the perspective of probationer teachers could be used to support reflection and self-evaluation. Temporary teachers provided a ‘fresh’ perspective on the school. In this way, albeit within the parameters of clear status differences, beginning teachers and supporters were ostensibly positioned in the role of reviewer and reviewee.

In what ways are early career teachers influencing curriculum development and pedagogical practice in school – at departmental/faculty and whole school levels?

In the six regional focus groups, early career stage teachers expressed high levels of professional self-efficacy in relation to classroom practice and demonstrated familiarity with a range of different approaches. Network maps and focus groups comments suggest that early career teachers participate in a wide range of working groups with a cross-school role, including teaching and learning committees, assessment and curriculum review groups.

Evidence from the school case studies suggests that more recent entrants to the profession generally demonstrate a good command of educational policy and theory and are willing to share learning from university and local authority sessions with more experienced colleagues, where appropriate.
The majority of respondents to the local authority survey suggested that early career teachers had either a positive or a very positive impact on developing teaching and learning methodologies, both at departmental (78%) and at whole school level (58%). A positive impact was also reported in relation to cross-curricular (58%) initiatives.

Local authority officers suggested that early career stage teachers demonstrated an enhanced capacity for self-evaluation that was evident in the high quality of the professional conversations they held with each other and with their mentors. In addition to developing their own classroom practice, 43% of local officers who responded to the questionnaire reported that early career teachers were having an impact on the continuing professional development of other colleagues in school. Several examples were provided of recent entrants to the profession assuming leadership roles at an early stage in their careers (within five years teaching experience). These included involvement in school-level and authority-wide CPD initiatives and appointment to promoted posts – such as principal teacher, depute and staff tutor.

In the six school case studies, senior managers considered early career teachers to be potential standard bearers for change who might have a useful future role to play in changing working practices and relations. Senior managers frequently made reference to the promotion of Assessment is for Learning techniques (AifL) and the future opportunities and challenges involved in implementing the Curriculum for Excellence.

However, whilst senior managers identified the potential for more recent entrants to the profession to lead change in pedagogical practice, experienced teachers reported more limited influence and the persistence of some enduring organisational and cultural barriers such as non-interference, privacy and blocking of ‘new’ initiatives.

Experienced teachers in both the regional and school-based groups were more likely to regard classroom observation and the Standard for Full Registration in terms of accrediting the practice of early career stage teachers. This was confirmed by local authority officers, who were keen to assert the wider relevance of the SFR to all main grade classroom teachers. Whilst experienced teachers in all the school case studies suggested that schools benefited from the presence of probationer teachers, this was most often framed in terms of developing experienced teachers’ mentoring role.

### 8.4. Recommendations on using the complementary skills and attributes of new recruits and more experienced colleagues for mutual benefit

The following points for consideration are offered in relation to enhancing support for peer learning and teacher development at an early stage of professional formation.

- Repeated placement of probationer teachers impairs capacity for planning and adversely impacts on teacher morale, especially in small departments in secondary schools and small primary schools. A high recurrence of probationer placements in some departments poses challenges for those charged with ensuring continuity and high quality support for pupils, especially when preparing for national assessments.

- Limited availability of permanent posts for teachers achieving the Standard for Full registration is a significant barrier to the professional development of early career stage teachers.
Differences were reported by senior managers in procedures for employing teachers on successful completion of the probation period across local authorities in Scotland. Perceived differences in employment practices engender a perception of inequity across different regions.

The limited availability of permanent teaching posts for teachers completing the probationary period was cited as having a detrimental impact on school mentors/supporters and local authority officers supporting probationer teachers.

Security of tenure influences the capacity of many early career teachers to have an impact at school level. Some teachers employed in temporary and supply positions report that they are denied the status of full members of the school community.

There is variable practice in meeting the development needs of early career stage teachers who are employed on temporary contracts. Probationer teachers following the alternative route report significantly lower levels of support than probationer teachers completing the induction year (0.7 FTE with 0.3 for allocated for CPD experiences).

Following high levels of formal support in the induction year, there is a reported lack of continuity in appropriate levels of support between years two and six of a teachers’ career, exacerbated by financial constraints on CPD funding. Awareness was expressed, especially in primary schools, of the need to maintain an appropriate level of support for teachers in the first years of practice post-induction. There was a concern to ensure continuity of support and reduce a sense of disjuncture between induction and the early career phase immediately following induction.

The following points for consideration are offered in relation to enhancing support for peer learning and teacher development across the career phases.

Recent policy developments, including the flattening of the career structure, CPD entitlement, reduction in class contact time, moves towards faculty groupings and the emphasis on capacities rather than ‘subjects’ in the Curriculum for Excellence provide a positive context for the promotion of enhanced collaboration and collegiate working in Scotland’s schools. The changing nature of the teachers’ role to include working with other school professionals and external agencies also enhances possibilities for partnership. In the context of practice, however, variable impact is reported.

Existing social relationships constrain or enhance the possibilities for peer learning and collaborative practice across the career phases. The possibilities for intra-professional learning depend on the strength of the learning community established in each school. Prospects are enhanced where there is a commitment to developing and working with others. The promotion of collegiate working was sometimes expressed as dependent on individual ‘personalities’, rather than as an institutional expectation and professional norm.

In cultures supportive of professional learning, early career stage teachers have the potential to act as catalysts for change within school, helping to bridge the theory-practice divide and acting as brokers of new policy initiatives at the local level. Senior managers noted the contribution that more recently qualified teachers could have on peer learning – helping colleagues to make sense of new initiatives and to develop practice in ways that were non-threatening, informal and ‘indirect’. Principles of
interaction, engagement and dialogue espoused in relation to pupil learning were transferred effectively to support teacher learning.

- Principal teachers, Chartered Teachers and probationer supporters, play a potentially important role in providing bridging and linking opportunities for teachers across the career phases. However, the majority of local authority officers who participated in this research questioned the impact of the Chartered Teacher programme on school level practice and emphasised a need for greater clarity of expectations.

- School leaders were aware of the need not to privilege ‘new’ ways of working over established traditions of practice and were keen to assert the value of experienced teachers’ expertise. Sensitivity was expressed to different forms of knowledge and different ways of knowing, especially in the context of the primary school. There was an awareness that early career teachers were still beginning teachers and, whilst literate in educational theory and policy, benefited from the strong practical knowledge and local knowledge of more experienced peers. The reduction in class contact time in primary schools had acted as a stimulus to more collegiate ways of working.

- School CPD coordinators have an important role in relation to the significant minority of classteachers who feel that their current CPD needs and the schools needs are not aligned. Local authority personnel were keen to direct teachers towards CPD opportunities that targeted areas in need of development, rather than existing areas of strength or personal interest. As more teachers undertake forms of CPD outside local authority provision, local authority officers stressed the need to maintain detailed records of the range of CPD activities now being undertaken as part of the required 35 hours. It was suggested that the focus on self-evaluation by HMIE may encourage a stronger focus on locally identified needs.

- Faculty structures have the potential to promote cross-curricularity and collegiate working. The creation of faculties challenges the strong subject identities of secondary school teachers. However, the level of impact on practice depends on the rationale for moving toward faculties, the creation of appropriate groupings of subjects and the strength of faculty leadership. For a minority of teachers the creation of faculty structures is negatively associated with job sizing, contributing towards an ‘hours counting’ mentality.

- Some concern was expressed regarding the unintended consequences of the introduction of a simplified career structure as part of the Teachers’ Agreement (2001). Senior managers suggested that career restructuring removed incentives from aspiring leaders (pedagogical or management oriented) at a relatively early career stage by widening the gap between maingrade classteachers and principal teachers. This presents challenges for headteachers and CPD coordinators in providing a range of in-house opportunities and appropriately tailored CPD provision for unpromoted teachers who are keen to progress their careers.

- There is some evidence of the persistence of ‘top down’ organisational cultures in schools which act as a barrier to enhanced collaborative work. Strong subject identities and strong role demarcation between leader-managers and maingrade staff are obstacles to enhanced collegiality between teachers with different levels of experience. In addition to opportunities for distributed leadership, it was noted that experienced teachers may need to develop appropriate skills to support collaborative ways of working.
Effective collaboration requires the development of sense of shared purpose, skills in cooperative working and the allocation of adequate resources to support deliberation, planning and communication. Whilst the reduction in class contact time and CPD entitlement enhance opportunities for peer learning, pressure on staffing is a significant inhibiting factor in schools contending with recruitment difficulties and financial constraints.

Schools have the capacity to engage in rituals of change, which preserve or return to established practices. Inauthentic, ‘tokenistic’, ‘contrived’ or ‘induced’ forms of consultation and collaboration damage relations of trust and increase divisions between senior management and maingrade teachers.

Recent entrants to the profession and other teachers responding to extended opportunities for teacher leadership may encounter passive or active resistance from peers. Notions of professional autonomy as freedom from external intervention inhibit moves toward peer learning and interdependence.

Continuing distinctions between ‘college’ and ‘practitioner’ knowledge are barriers to the full integration of professional development pathways.

Within secondary schools the close scrutiny of records of pupil attainment, and the individual accountability of teachers for patterns of performance, creates a strain towards ‘delivery’ rather than development.

In some cases possibilities for collaboration are reduced by the built environment of the school (especially new buildings) and by the physical distance between schools.

8.5. Summary

This research suggests that early career teachers who secure full time permanent posts are having a positive impact on school culture and on teaching and learning. They are well prepared through initial teacher education and well supported through the Teacher Induction Scheme to undertake their role as classteachers. Recent entrants to the profession demonstrate enhanced capacity for reflection and self-evaluation and demonstrate positive orientations to CPD and peer observation. Experienced colleagues comment on the energy, confidence, enthusiasm and commitment of the new teachers with whom they work. Early career teachers who are products of the Teacher Induction Scheme are increasingly becoming involved as mentors, supporting beginning teachers. Possibilities for peer learning have been enhanced by the reduction in class contact time and improved opportunities for CPD.

To capitalise on these positive developments and draw on the complementary skills and attributes of new recruits and more experienced colleagues, requires the provision of routine and regular opportunities for professional dialogue. This entails working creatively within congested school calendars and resource constraints. Teachers across the career phases are sensitive to inauthentic or tokenistic opportunities for participation with limited impact. Principal teachers, CPD coordinators, faculty heads and Chartered Teachers can play a significant role in providing bridging links between teachers of different levels of experience. Early career teachers respond positively to opportunities to show leadership by sharing new learning with more experienced peers.

Whilst positive changes are recorded, this research suggests that continued culture work needs to be undertaken to further erode enduring professional norms of privacy, hierarchy
and non-interference. The confidence and openness of early career stage teachers, who are accustomed to peer observation, attuned to the need for career and development planning and literate in the complementary fields of theory, policy and practice, will be important in this process. Our report concludes with identification of the following key challenges for government, local government and school leaders that are suggested by the findings.

Key challenges

For government

- Our findings suggest that there would be benefit in extending formal and informal mentoring arrangements in schools for teachers in the year following completion of probationary service.
- The restricted availability of opportunities for full time permanent employment in some regions impairs the professional development of early career stage teachers who have benefited from enhanced support during the induction year.
- There is inconsistency between local authorities in procedures for employing teachers post probationary service.
- There are significantly different levels of support for teachers undertaking the induction year and those following the alternative route.

For local government

- The findings suggest that there is a need for targeted CPD to continue to support the professional learning and career development of teachers in years two to six of their careers.
- Greater awareness of the contribution of Chartered Teachers in schools would be advantageous. There is some uncertainty around the expected contribution of Chartered Teachers to the professional development of colleagues.
- Continued attention to the relevance of the Standard for Full Registration to all maingrade classteachers and not just recent entrants to the profession would help to promote an understanding of self-evaluation and critical reflection on practice as professional norms.
- Careful consideration needs to be given to the capacity of schools to accommodate probationer teachers in successive years and the impact of repeated placements in the same school or department, with few post-probationary benefits, on teacher morale and pupil learning.

For schools

- Our findings indicate a need for school leaders to provide a range of opportunities for teachers across role groups to participate in appropriately devolved decision making processes and to see the impact of their participation.
- At school level, consideration needs to be given to the ways in which official and unofficial mentors/supporters (including Chartered Teachers) can be deployed to act as brokers, sponsoring the positive contributions of early career stage teachers within
the wider school community. There is some evidence of the persistence of enduring organisational and cultural barriers that inhibit reciprocal peer learning.

- Opportunities for participation and peer learning need to be supported with adequate resource and a flexible approach to timetabling. There is a need to work creatively to promote opportunities for joint work within the constraints of the school day/calendar.

- PDR processes should promote professional dialogue about development needs and support teachers in planning and accessing appropriate CPD. Dialogue is needed to develop a shared understanding and sense of purpose that would support closer alignment between individual and school needs.

- Continued effort needs to be made to broaden teachers’ perceptions of CPD to include informal and collaborative opportunities for professional learning.

- More could be done to capitalise on the positive dispositions to peer observation and systematic approaches to reflection on practice demonstrated by recent entrants to the profession.

- Careful consideration needs to be given to the career development aspirations of teachers in unpromoted posts, especially in secondary schools where there is a perception of restricted opportunities for progression.
Appendix One: Teacher questionnaire with frequency tables

Zoomerang Survey Results

PROFESSIONAL CULTURE IN THE TEACHING PROFESSION

SECTION 1: ABOUT YOU AND YOUR SCHOOL This section asks for information about you, which will be invaluable when analysing the survey findings. Please complete every section.

1. Which of the following best describes your current professional role? Please select one box only

<table>
<thead>
<tr>
<th>Role</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Probationer</td>
<td>171</td>
<td>8%</td>
</tr>
<tr>
<td>Class or subject teacher</td>
<td>1215</td>
<td>56%</td>
</tr>
<tr>
<td>Class teacher with special curricular or non-curricular responsibilities</td>
<td>245</td>
<td>11%</td>
</tr>
<tr>
<td>Cross-school responsibilities</td>
<td>67</td>
<td>3%</td>
</tr>
<tr>
<td>Cross-school responsibilities without a class teaching role</td>
<td>46</td>
<td>2%</td>
</tr>
<tr>
<td>Principal teacher</td>
<td>281</td>
<td>13%</td>
</tr>
<tr>
<td>Depute</td>
<td>58</td>
<td>3%</td>
</tr>
<tr>
<td>Headteacher</td>
<td>94</td>
<td>4%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2177</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

2. What is the nature of your current post? Please tick one box only

<table>
<thead>
<tr>
<th>Nature</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time permanent</td>
<td>1655</td>
<td>75%</td>
</tr>
<tr>
<td>Part-time permanent</td>
<td>132</td>
<td>6%</td>
</tr>
<tr>
<td>Full-time temporary</td>
<td>239</td>
<td>11%</td>
</tr>
<tr>
<td>Part-time temporary</td>
<td>28</td>
<td>1%</td>
</tr>
<tr>
<td>Supply</td>
<td>72</td>
<td>3%</td>
</tr>
<tr>
<td>Not currently employed as a teacher/seeking a teaching post</td>
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<td>0%</td>
</tr>
<tr>
<td>Other, please specify</td>
<td>78</td>
<td>4%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2214</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

3. How long have you been working as a teacher? Please round to the nearest year within the range

<table>
<thead>
<tr>
<th>Years</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 to 2 years</td>
<td>386</td>
<td>17%</td>
</tr>
<tr>
<td>3 to 5 years</td>
<td>409</td>
<td>19%</td>
</tr>
<tr>
<td>6 to 10 years</td>
<td>349</td>
<td>16%</td>
</tr>
<tr>
<td>11 to 15 years</td>
<td>266</td>
<td>12%</td>
</tr>
<tr>
<td>16 to 23 years</td>
<td>287</td>
<td>13%</td>
</tr>
<tr>
<td>24 to 30 years</td>
<td>274</td>
<td>12%</td>
</tr>
<tr>
<td>31 years plus</td>
<td>239</td>
<td>11%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2210</strong></td>
<td><strong>100%</strong></td>
</tr>
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</table>

4. Please specify your age. Please round to the nearest year within the range

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>21 to 35</td>
<td>856</td>
<td>39%</td>
</tr>
<tr>
<td>36 to 50</td>
<td>775</td>
<td>35%</td>
</tr>
<tr>
<td>51 to 65</td>
<td>545</td>
<td>25%</td>
</tr>
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</table>
### Over 65

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Over 65</td>
<td>23</td>
<td>1%</td>
</tr>
<tr>
<td>Total</td>
<td>2199</td>
<td>100%</td>
</tr>
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</table>

### 5. Please specify your gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>513</td>
<td>23%</td>
</tr>
<tr>
<td>Female</td>
<td>1692</td>
<td>77%</td>
</tr>
<tr>
<td>Total</td>
<td>2205</td>
<td>100%</td>
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### 6. Please specify where you qualified as a teacher

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<thead>
<tr>
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<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aberdeen College of Education</td>
<td>188</td>
<td>9%</td>
</tr>
<tr>
<td>Dundee College of Education</td>
<td>58</td>
<td>3%</td>
</tr>
<tr>
<td>Moray House College of Education</td>
<td>343</td>
<td>16%</td>
</tr>
<tr>
<td>St Andrew's College of Education</td>
<td>159</td>
<td>7%</td>
</tr>
<tr>
<td>Craigie College of Education</td>
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<td>2%</td>
</tr>
<tr>
<td>Jordanhill College of Education</td>
<td>364</td>
<td>17%</td>
</tr>
<tr>
<td>Northern College of Education</td>
<td>80</td>
<td>4%</td>
</tr>
<tr>
<td>University of Aberdeen</td>
<td>117</td>
<td>5%</td>
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<tr>
<td>University of Dundee</td>
<td>54</td>
<td>2%</td>
</tr>
<tr>
<td>University of Edinburgh</td>
<td>81</td>
<td>4%</td>
</tr>
<tr>
<td>University of Glasgow</td>
<td>146</td>
<td>7%</td>
</tr>
<tr>
<td>University of Paisley/West of Scotland</td>
<td>62</td>
<td>3%</td>
</tr>
<tr>
<td>University of Stirling</td>
<td>42</td>
<td>2%</td>
</tr>
<tr>
<td>University of Strathclyde</td>
<td>212</td>
<td>10%</td>
</tr>
<tr>
<td>Open University</td>
<td>1</td>
<td>0%</td>
</tr>
<tr>
<td>Elsewhere in the UK</td>
<td>205</td>
<td>9%</td>
</tr>
<tr>
<td>Elsewhere in Europe</td>
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<td>0%</td>
</tr>
<tr>
<td>Elsewhere</td>
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</tr>
<tr>
<td>Total</td>
<td>2206</td>
<td>100%</td>
</tr>
</tbody>
</table>

### 7. Please specify your first teaching qualification

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>BEd</td>
<td>554</td>
<td>27%</td>
</tr>
<tr>
<td>PGCE/PGDE</td>
<td>1374</td>
<td>66%</td>
</tr>
<tr>
<td>Combined degree</td>
<td>87</td>
<td>4%</td>
</tr>
<tr>
<td>MA</td>
<td>71</td>
<td>3%</td>
</tr>
<tr>
<td>Total</td>
<td>2086</td>
<td>100%</td>
</tr>
</tbody>
</table>

### 8. Please specify any other qualifications after graduation. Please tick all that apply

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEd (Chartered Teacher)</td>
<td>82</td>
<td>11%</td>
</tr>
<tr>
<td>MEd (not Chartered Teacher)</td>
<td>64</td>
<td>8%</td>
</tr>
<tr>
<td>MA (Education)</td>
<td>14</td>
<td>2%</td>
</tr>
<tr>
<td>MA (Other)</td>
<td>81</td>
<td>10%</td>
</tr>
<tr>
<td>MPhil</td>
<td>11</td>
<td>1%</td>
</tr>
<tr>
<td>PhD</td>
<td>34</td>
<td>4%</td>
</tr>
<tr>
<td>EdD</td>
<td>22</td>
<td>3%</td>
</tr>
<tr>
<td>Scottish Qualification for Headship</td>
<td>31</td>
<td>4%</td>
</tr>
<tr>
<td>Other, please specify</td>
<td>540</td>
<td>70%</td>
</tr>
</tbody>
</table>

### 9. Please specify the type of GTCS registration that you hold

<table>
<thead>
<tr>
<th>Type of Registration</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full</td>
<td>2020</td>
<td>92%</td>
</tr>
</tbody>
</table>

129
## 10. What is your establishment type? Please select one box only

<table>
<thead>
<tr>
<th>Establishment Type</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursery</td>
<td>34</td>
<td>2%</td>
</tr>
<tr>
<td>Primary</td>
<td>965</td>
<td>44%</td>
</tr>
<tr>
<td>Secondary</td>
<td>1068</td>
<td>49%</td>
</tr>
<tr>
<td>Special</td>
<td>126</td>
<td>6%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>2193</td>
<td>100%</td>
</tr>
</tbody>
</table>

## 11. In which local authority is your school (or select independent sector)? Please select one box only

<table>
<thead>
<tr>
<th>Local Authority</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aberdeen City Council</td>
<td>116</td>
<td>5%</td>
</tr>
<tr>
<td>Aberdeenshire Council</td>
<td>142</td>
<td>6%</td>
</tr>
<tr>
<td>Angus Council</td>
<td>53</td>
<td>2%</td>
</tr>
<tr>
<td>Argyll and Bute Council</td>
<td>28</td>
<td>1%</td>
</tr>
<tr>
<td>Clackmannanshire Council</td>
<td>34</td>
<td>2%</td>
</tr>
<tr>
<td>Dumfries and Galloway Council</td>
<td>44</td>
<td>2%</td>
</tr>
<tr>
<td>Dundee City Council</td>
<td>63</td>
<td>3%</td>
</tr>
<tr>
<td>East Ayrshire Council</td>
<td>34</td>
<td>2%</td>
</tr>
<tr>
<td>East Dunbartonshire Council</td>
<td>55</td>
<td>3%</td>
</tr>
<tr>
<td>East Lothian Council</td>
<td>43</td>
<td>2%</td>
</tr>
<tr>
<td>East Renfrewshire Council</td>
<td>47</td>
<td>2%</td>
</tr>
<tr>
<td>Edinburgh City Council</td>
<td>155</td>
<td>7%</td>
</tr>
<tr>
<td>Eilean Siar Council</td>
<td>19</td>
<td>1%</td>
</tr>
<tr>
<td>Falkirk Council</td>
<td>55</td>
<td>3%</td>
</tr>
<tr>
<td>Fife Council</td>
<td>151</td>
<td>7%</td>
</tr>
<tr>
<td>Glasgow City Council</td>
<td>158</td>
<td>7%</td>
</tr>
<tr>
<td>Highland Council</td>
<td>120</td>
<td>5%</td>
</tr>
<tr>
<td>Inverclyde Council</td>
<td>29</td>
<td>1%</td>
</tr>
<tr>
<td>Midlothian Council</td>
<td>36</td>
<td>2%</td>
</tr>
<tr>
<td>Moray Council</td>
<td>48</td>
<td>2%</td>
</tr>
<tr>
<td>North Ayrshire Council</td>
<td>48</td>
<td>2%</td>
</tr>
<tr>
<td>North Lanarkshire Council</td>
<td>94</td>
<td>4%</td>
</tr>
<tr>
<td>Orkney Islands Council</td>
<td>19</td>
<td>1%</td>
</tr>
<tr>
<td>Perth and Kinross Council</td>
<td>60</td>
<td>3%</td>
</tr>
<tr>
<td>Renfrewshire Council</td>
<td>47</td>
<td>2%</td>
</tr>
<tr>
<td>Scottish Borders Council</td>
<td>53</td>
<td>2%</td>
</tr>
<tr>
<td>Shetland Islands Council</td>
<td>17</td>
<td>1%</td>
</tr>
<tr>
<td>South Ayrshire Council</td>
<td>32</td>
<td>1%</td>
</tr>
<tr>
<td>South Lanarkshire Council</td>
<td>132</td>
<td>6%</td>
</tr>
<tr>
<td>Stirling Council</td>
<td>44</td>
<td>2%</td>
</tr>
<tr>
<td>West Dunbartonshire Council</td>
<td>26</td>
<td>1%</td>
</tr>
<tr>
<td>West Lothian Council</td>
<td>96</td>
<td>4%</td>
</tr>
<tr>
<td>Independent fee paying</td>
<td>92</td>
<td>4%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>2190</td>
<td>100%</td>
</tr>
</tbody>
</table>

## 12. How big is your school? Please select one box only

<table>
<thead>
<tr>
<th>School Size</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 70 pupils</td>
<td>159</td>
<td>7%</td>
</tr>
<tr>
<td>71 to 200 pupils</td>
<td>389</td>
<td>18%</td>
</tr>
<tr>
<td>201 to 400 pupils</td>
<td>454</td>
<td>21%</td>
</tr>
<tr>
<td>401 to 700 pupils</td>
<td>309</td>
<td>14%</td>
</tr>
</tbody>
</table>
13. Where is your school located? Please select one box only

<table>
<thead>
<tr>
<th>Location</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Large urban area</td>
<td>899</td>
<td>42%</td>
</tr>
<tr>
<td>Small town</td>
<td>922</td>
<td>43%</td>
</tr>
<tr>
<td>Rural area within 30 minutes drive of towns</td>
<td>264</td>
<td>12%</td>
</tr>
<tr>
<td>Remote rural more than 30 minutes drive from towns</td>
<td>73</td>
<td>3%</td>
</tr>
</tbody>
</table>

Total 2158 100%

SECTION 2: TEACHING AND YOURSELF AS A TEACHER

14. The teaching profession How far do you agree with the following statements? Please tick one box per line

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly agree</th>
<th>Moderately agree</th>
<th>Agree slightly more than disagree</th>
<th>Disagree slightly more than agree</th>
<th>Moderately disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The professional standing of teaching has been enhanced by the Teachers’ Agreement (McCrone)</td>
<td>234</td>
<td>775</td>
<td>650</td>
<td>251</td>
<td>171</td>
<td>118</td>
</tr>
<tr>
<td>Career advancement in teaching</td>
<td>11%</td>
<td>35%</td>
<td>30%</td>
<td>11%</td>
<td>8%</td>
<td>5%</td>
</tr>
<tr>
<td>Teachers are trusted as professionals by the policy community</td>
<td>100</td>
<td>631</td>
<td>727</td>
<td>378</td>
<td>212</td>
<td>133</td>
</tr>
<tr>
<td>Teachers are trusted as professionals by the public</td>
<td>5%</td>
<td>29%</td>
<td>33%</td>
<td>17%</td>
<td>10%</td>
<td>6%</td>
</tr>
<tr>
<td>Teachers have a responsibility to engage publicly with issues that relate directly to education</td>
<td>727</td>
<td>867</td>
<td>435</td>
<td>113</td>
<td>32</td>
<td>27</td>
</tr>
<tr>
<td>Teachers should negotiate some learning tasks with pupils</td>
<td>33%</td>
<td>39%</td>
<td>20%</td>
<td>5%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Teachers should negotiate some lesson content with pupils (e.g. around areas of pupil interest in the subject)</td>
<td>1180</td>
<td>739</td>
<td>228</td>
<td>22</td>
<td>17</td>
<td>15</td>
</tr>
<tr>
<td>Teachers can improve their practice by engaging with educational research</td>
<td>54%</td>
<td>34%</td>
<td>10%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Teachers can improve their practice by engaging in educational research</td>
<td>45%</td>
<td>37%</td>
<td>15%</td>
<td>2%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Teachers should negotiate some learning tasks with pupils</td>
<td>38%</td>
<td>36%</td>
<td>20%</td>
<td>4%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Teachers should negotiate some lesson content with pupils (e.g. around areas of pupil interest in the subject)</td>
<td>40%</td>
<td>36%</td>
<td>18%</td>
<td>3%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Teachers have a responsibility to enhance</td>
<td>37%</td>
<td>38%</td>
<td>18%</td>
<td>4%</td>
<td>2%</td>
<td>1%</td>
</tr>
</tbody>
</table>

Total respondents 2141 100%
cross-curricular initiatives in school (in their subject/class teaching)  

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Moderately agree</th>
<th>Agree slightly more than disagree</th>
<th>Disagree slightly more than agree</th>
<th>Moderately disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>45%</td>
<td>36%</td>
<td>15%</td>
<td>2%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>353</td>
<td>598</td>
<td>566</td>
<td>268</td>
<td>179</td>
<td>236</td>
</tr>
</tbody>
</table>

Teachers have a responsibility to participate in extra-curricular activities in school (beyond subject/class teaching)  

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Moderately agree</th>
<th>Agree slightly more than disagree</th>
<th>Disagree slightly more than agree</th>
<th>Moderately disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>16%</td>
<td>27%</td>
<td>26%</td>
<td>12%</td>
<td>8%</td>
<td>11%</td>
</tr>
<tr>
<td>161</td>
<td>430</td>
<td>643</td>
<td>462</td>
<td>229</td>
<td>276</td>
</tr>
</tbody>
</table>

Teachers have a responsibility to participate in social and community projects off the school site  

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Moderately agree</th>
<th>Agree slightly more than disagree</th>
<th>Disagree slightly more than agree</th>
<th>Moderately disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>7%</td>
<td>20%</td>
<td>29%</td>
<td>21%</td>
<td>10%</td>
<td>13%</td>
</tr>
</tbody>
</table>

15. Working with others  
How far do you agree with the following statements? Please tick one box per line

<table>
<thead>
<tr>
<th>Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.</th>
<th>Strongly agree</th>
<th>Moderately agree</th>
<th>Agree slightly more than disagree</th>
<th>Disagree slightly more than agree</th>
<th>Moderately disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>a It is important to offer opportunities for pupils to influence change in school</td>
<td>44%</td>
<td>36%</td>
<td>16%</td>
<td>2%</td>
<td>1%</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>974</td>
<td>799</td>
<td>350</td>
<td>51</td>
<td>16</td>
<td>11</td>
</tr>
<tr>
<td>b Parents are significant partners who support learning</td>
<td>57%</td>
<td>27%</td>
<td>11%</td>
<td>3%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td></td>
<td>1251</td>
<td>594</td>
<td>247</td>
<td>64</td>
<td>29</td>
<td>14</td>
</tr>
<tr>
<td>c Parents should have a greater say in school decision making</td>
<td>6%</td>
<td>29%</td>
<td>34%</td>
<td>21%</td>
<td>6%</td>
<td>4%</td>
</tr>
<tr>
<td></td>
<td>622</td>
<td>877</td>
<td>546</td>
<td>91</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>d Business links are important in extending learning opportunities in schools</td>
<td>28%</td>
<td>40%</td>
<td>25%</td>
<td>4%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td></td>
<td>459</td>
<td>952</td>
<td>590</td>
<td>129</td>
<td>39</td>
<td>19</td>
</tr>
<tr>
<td>e Schools need to consider wider community needs in development planning</td>
<td>21%</td>
<td>44%</td>
<td>27%</td>
<td>6%</td>
<td>2%</td>
<td>1%</td>
</tr>
<tr>
<td></td>
<td>183</td>
<td>708</td>
<td>815</td>
<td>330</td>
<td>91</td>
<td>70</td>
</tr>
<tr>
<td>f Schools should encourage local community involvement in decision making</td>
<td>8%</td>
<td>32%</td>
<td>37%</td>
<td>15%</td>
<td>4%</td>
<td>3%</td>
</tr>
<tr>
<td></td>
<td>1388</td>
<td>482</td>
<td>222</td>
<td>55</td>
<td>25</td>
<td>24</td>
</tr>
<tr>
<td>g Working with other professionals in school is integral to my work as a teacher (e.g. home-link workers, classroom and support assistants, business managers)</td>
<td>63%</td>
<td>22%</td>
<td>10%</td>
<td>3%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td></td>
<td>687</td>
<td>531</td>
<td>471</td>
<td>251</td>
<td>124</td>
<td>122</td>
</tr>
<tr>
<td>h Multi-agency working has expanded my role as a teacher (e.g. liaison with health and social services)</td>
<td>31%</td>
<td>24%</td>
<td>22%</td>
<td>11%</td>
<td>6%</td>
<td>6%</td>
</tr>
<tr>
<td></td>
<td>132</td>
<td>122</td>
<td>171</td>
<td>106</td>
<td>104</td>
<td>106</td>
</tr>
</tbody>
</table>

16. My work in school  
How far do you agree with the following statements? Please tick one box per line

<table>
<thead>
<tr>
<th>Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.</th>
<th>Strongly agree</th>
<th>Moderately agree</th>
<th>Agree slightly more than disagree</th>
<th>Disagree slightly more than agree</th>
<th>Moderately disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>a It is important to offer opportunities for pupils to influence change in school</td>
<td>44%</td>
<td>36%</td>
<td>16%</td>
<td>2%</td>
<td>1%</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>974</td>
<td>799</td>
<td>350</td>
<td>51</td>
<td>16</td>
<td>11</td>
</tr>
<tr>
<td>b Parents are significant partners who support learning</td>
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<td>27%</td>
<td>11%</td>
<td>3%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td></td>
<td>1251</td>
<td>594</td>
<td>247</td>
<td>64</td>
<td>29</td>
<td>14</td>
</tr>
<tr>
<td>c Parents should have a greater say in school decision making</td>
<td>6%</td>
<td>29%</td>
<td>34%</td>
<td>21%</td>
<td>6%</td>
<td>4%</td>
</tr>
<tr>
<td></td>
<td>622</td>
<td>877</td>
<td>546</td>
<td>91</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>d Business links are important in extending learning opportunities in schools</td>
<td>28%</td>
<td>40%</td>
<td>25%</td>
<td>4%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td></td>
<td>459</td>
<td>952</td>
<td>590</td>
<td>129</td>
<td>39</td>
<td>19</td>
</tr>
<tr>
<td>e Schools need to consider wider community needs in development planning</td>
<td>21%</td>
<td>44%</td>
<td>27%</td>
<td>6%</td>
<td>2%</td>
<td>1%</td>
</tr>
<tr>
<td></td>
<td>183</td>
<td>708</td>
<td>815</td>
<td>330</td>
<td>91</td>
<td>70</td>
</tr>
<tr>
<td>f Schools should encourage local community involvement in decision making</td>
<td>8%</td>
<td>32%</td>
<td>37%</td>
<td>15%</td>
<td>4%</td>
<td>3%</td>
</tr>
<tr>
<td></td>
<td>1388</td>
<td>482</td>
<td>222</td>
<td>55</td>
<td>25</td>
<td>24</td>
</tr>
<tr>
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<td>22%</td>
<td>10%</td>
<td>3%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td></td>
<td>687</td>
<td>531</td>
<td>471</td>
<td>251</td>
<td>124</td>
<td>122</td>
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<tr>
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<td>24%</td>
<td>22%</td>
<td>11%</td>
<td>6%</td>
<td>6%</td>
</tr>
<tr>
<td></td>
<td>132</td>
<td>122</td>
<td>171</td>
<td>106</td>
<td>104</td>
<td>106</td>
</tr>
</tbody>
</table>
a I am able to exercise my professional judgement or discretion in my work

794 890 344 89 58 31

36% 40% 16% 4% 3% 1%

b I engage in collaborative learning with other teachers in my school

918 717 358 111 59 34

42% 33% 16% 5% 3% 2%

c I can bring about change in my department (secondary)

539 409 230 75 61 57

39% 30% 17% 5% 4% 4%

d I participate in curriculum review and development in my school

1000 661 329 89 56 50

46% 30% 15% 4% 3% 2%

e I am encouraged to become involved in whole school decisions

759 577 415 213 107 124

35% 26% 19% 10% 5% 6%

f My personal professional goals and the school’s goals are aligned

413 737 551 246 131 103

19% 34% 25% 11% 6% 5%

g My personal professional values are aligned with current national policies for schools

537 870 515 136 68 67

24% 40% 23% 6% 3% 3%

SECTION 3: IMPLEMENTING POLICY

17. How far do you agree with the following statements about the role of the teacher in relation to education policy? Please tick one box per line

<table>
<thead>
<tr>
<th>Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>a</strong> Teachers have a professional responsibility to implement education policy (national and local authority) without adapting the policy</td>
</tr>
<tr>
<td>Strongly agree</td>
</tr>
<tr>
<td>155</td>
</tr>
<tr>
<td>7%</td>
</tr>
<tr>
<td><strong>b</strong> Teachers have a professional responsibility to adapt education policy to suit their preferred ways of working in the classroom</td>
</tr>
<tr>
<td>483</td>
</tr>
<tr>
<td>22%</td>
</tr>
<tr>
<td><strong>c</strong> Teachers have a professional responsibility to adapt education policy to suit the particular needs of their pupils</td>
</tr>
<tr>
<td>1165</td>
</tr>
<tr>
<td>53%</td>
</tr>
<tr>
<td><strong>d</strong> Teachers have a professional responsibility to contribute to the local development of policies for their own school</td>
</tr>
<tr>
<td>868</td>
</tr>
<tr>
<td>40%</td>
</tr>
<tr>
<td><strong>e</strong> There is sufficient flexibility for schools to shape policy to meet local needs</td>
</tr>
<tr>
<td>115</td>
</tr>
<tr>
<td>5%</td>
</tr>
<tr>
<td><strong>f</strong> It is part of the teacher’s role to discipline pupils in line with school policy</td>
</tr>
<tr>
<td>1433</td>
</tr>
</tbody>
</table>
SECTION 4: POLICY DEVELOPMENTS

18. How far do you agree with the following statements? Please tick one box per line

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly agree</th>
<th>Moderately agree</th>
<th>Agree slightly more than disagree</th>
<th>Disagree slightly more than agree</th>
<th>Moderately disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>a I have developed my approach to assessment through Assessment is for Learning</td>
<td>979</td>
<td>703</td>
<td>325</td>
<td>82</td>
<td>55</td>
<td>50</td>
</tr>
<tr>
<td>b I have developed my classroom practice as a result of the Additional Support Needs Act</td>
<td>505</td>
<td>675</td>
<td>564</td>
<td>250</td>
<td>102</td>
<td>85</td>
</tr>
<tr>
<td>c I have developed my classroom practice as a result of the Curriculum for Excellence</td>
<td>691</td>
<td>660</td>
<td>459</td>
<td>175</td>
<td>93</td>
<td>108</td>
</tr>
<tr>
<td>d The availability of administrative support staff helps me concentrate on my core professional role (more time for teaching)</td>
<td>253</td>
<td>340</td>
<td>473</td>
<td>365</td>
<td>300</td>
<td>453</td>
</tr>
<tr>
<td>e I am able to use non-contact time to support my professional learning in school (as development time)</td>
<td>316</td>
<td>433</td>
<td>446</td>
<td>326</td>
<td>268</td>
<td>389</td>
</tr>
<tr>
<td>f Faculty groupings (secondary) have supported the development of cross-curricular initiatives in my school</td>
<td>48</td>
<td>123</td>
<td>234</td>
<td>210</td>
<td>195</td>
<td>396</td>
</tr>
<tr>
<td>g Curriculum flexibility helps teachers customise the curriculum to meet individual needs</td>
<td>430</td>
<td>578</td>
<td>538</td>
<td>279</td>
<td>164</td>
<td>180</td>
</tr>
</tbody>
</table>

SECTION 5: TEACHER EFFICACY

This section asks you to reflect on the influence teachers, and yourself as a teacher, can have on pupil learning.

19. How far do you agree with the following statements? Please tick one box per line

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly agree</th>
<th>Moderately agree</th>
<th>Agree slightly more than disagree</th>
<th>Disagree slightly more than agree</th>
<th>Moderately disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>a The amount a pupil can learn is primarily related to family</td>
<td>89</td>
<td>302</td>
<td>484</td>
<td>448</td>
<td>454</td>
<td>426</td>
</tr>
</tbody>
</table>
### Background

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Moderately Agree</th>
<th>Agree Slightly More Than Disagree</th>
<th>Disagree Slightly More Than Agree</th>
<th>Moderately Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>b If pupils aren’t disciplined at home, they aren’t likely to accept any discipline</td>
<td>342</td>
<td>494</td>
<td>544</td>
<td>356</td>
<td>271</td>
<td>193</td>
</tr>
<tr>
<td>c When I really try, I can get through to most difficult pupils</td>
<td>641</td>
<td>885</td>
<td>438</td>
<td>137</td>
<td>58</td>
<td>41</td>
</tr>
<tr>
<td>d A teacher is very limited in what he or she can achieve because a pupil’s home environment has a large influence on his or her achievement</td>
<td>212</td>
<td>439</td>
<td>600</td>
<td>425</td>
<td>358</td>
<td>166</td>
</tr>
<tr>
<td>e If parents would do more for their children, I could do more</td>
<td>512</td>
<td>630</td>
<td>600</td>
<td>224</td>
<td>135</td>
<td>89</td>
</tr>
<tr>
<td>f If a pupil did not remember information I gave in a previous lesson, I would know how to increase his/her retention in the next lesson</td>
<td>373</td>
<td>855</td>
<td>642</td>
<td>216</td>
<td>66</td>
<td>29</td>
</tr>
<tr>
<td>g If a pupil in my class becomes disruptive and noisy, I feel assured that I know some techniques to redirect him/her quickly</td>
<td>924</td>
<td>872</td>
<td>312</td>
<td>52</td>
<td>24</td>
<td>11</td>
</tr>
<tr>
<td>h If one of my pupils couldn’t do an activity, I would be able to assess accurately whether the activity was at the correct level of difficulty</td>
<td>990</td>
<td>901</td>
<td>260</td>
<td>28</td>
<td>10</td>
<td>6</td>
</tr>
<tr>
<td>i If I really try hard, I can get through to even the most difficult or unmotivated pupils</td>
<td>560</td>
<td>894</td>
<td>450</td>
<td>158</td>
<td>68</td>
<td>55</td>
</tr>
<tr>
<td>j Ultimately a teacher’s influence is limited because most of a pupil’s motivation and performance depends on his or her home environment</td>
<td>181</td>
<td>379</td>
<td>629</td>
<td>442</td>
<td>367</td>
<td>196</td>
</tr>
</tbody>
</table>

### SECTION 6: CONTINUING PROFESSIONAL DEVELOPMENT (CPD)

20. To what extent do you agree with the following statements about CPD? Please tick one box per line

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Moderately Agree</th>
<th>Agree Slightly More Than Disagree</th>
<th>Disagree Slightly More Than Agree</th>
<th>Moderately Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>a Professionals should have a contractual obligation to undertake CPD activities</td>
<td>810</td>
<td>611</td>
<td>473</td>
<td>146</td>
<td>74</td>
<td>82</td>
</tr>
<tr>
<td>b Teachers should be researchers in their own classrooms to develop their professional abilities (e.g. undertaking action research)</td>
<td>553</td>
<td>695</td>
<td>571</td>
<td>229</td>
<td>79</td>
<td>67</td>
</tr>
<tr>
<td>c When I really try, I can get through to most difficult pupils</td>
<td>342</td>
<td>494</td>
<td>544</td>
<td>356</td>
<td>271</td>
<td>193</td>
</tr>
<tr>
<td>d A teacher is very limited in what he or she can achieve because a pupil’s home environment has a large influence on his or her achievement</td>
<td>212</td>
<td>439</td>
<td>600</td>
<td>425</td>
<td>358</td>
<td>166</td>
</tr>
<tr>
<td>e If parents would do more for their children, I could do more</td>
<td>512</td>
<td>630</td>
<td>600</td>
<td>224</td>
<td>135</td>
<td>89</td>
</tr>
<tr>
<td>f If a pupil did not remember information I gave in a previous lesson, I would know how to increase his/her retention in the next lesson</td>
<td>373</td>
<td>855</td>
<td>642</td>
<td>216</td>
<td>66</td>
<td>29</td>
</tr>
<tr>
<td>g If a pupil in my class becomes disruptive and noisy, I feel assured that I know some techniques to redirect him/her quickly</td>
<td>924</td>
<td>872</td>
<td>312</td>
<td>52</td>
<td>24</td>
<td>11</td>
</tr>
<tr>
<td>h If one of my pupils couldn’t do an activity, I would be able to assess accurately whether the activity was at the correct level of difficulty</td>
<td>990</td>
<td>901</td>
<td>260</td>
<td>28</td>
<td>10</td>
<td>6</td>
</tr>
<tr>
<td>i If I really try hard, I can get through to even the most difficult or unmotivated pupils</td>
<td>560</td>
<td>894</td>
<td>450</td>
<td>158</td>
<td>68</td>
<td>55</td>
</tr>
<tr>
<td>j Ultimately a teacher’s influence is limited because most of a pupil’s motivation and performance depends on his or her home environment</td>
<td>181</td>
<td>379</td>
<td>629</td>
<td>442</td>
<td>367</td>
<td>196</td>
</tr>
</tbody>
</table>
c CPD has had a positive impact on my classroom practice in the last 12 months 822 612 390 153 99 115 38% 28% 18% 7% 5% 5%
d In the last 12 months my professional development needs were met 487 610 468 268 154 205 22% 28% 21% 12% 7% 9%
e I have identified my own development needs through systematic self-evaluation 905 769 371 89 33 23 41% 35% 17% 4% 2% 1%
f I have been supported in accessing CPD to address my needs 495 571 461 283 174 196 23% 26% 21% 13% 8% 9%
g CPD generally meets the needs of the school rather than my individual needs 292 454 533 482 266 150 13% 21% 24% 22% 12% 7%
h I have been involved in setting the agenda for CPD in my school 227 279 321 374 342 615 11% 13% 15% 17% 16% 28%
i The agenda for CPD is mainly driven by national agendas 454 572 574 332 146 81 21% 26% 27% 15% 7% 4%
j The Personal Development and Review process is helpful in career and development planning 311 588 619 266 157 224 14% 27% 29% 12% 7% 10%

### 21. Factors influencing choice of CPD

How important are the following factors when you choose CPD activities? Please tick one box per line.

<table>
<thead>
<tr>
<th>Factor</th>
<th>Very important</th>
<th>Fairly important</th>
<th>Fairly unimportant</th>
<th>Not important</th>
</tr>
</thead>
<tbody>
<tr>
<td>a Personally identified development needs</td>
<td>1785</td>
<td>371</td>
<td>26</td>
<td>12</td>
</tr>
<tr>
<td>b Department/curriculum area needs</td>
<td>81%</td>
<td>17%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>c Whole school priorities</td>
<td>1274</td>
<td>864</td>
<td>39</td>
<td>14</td>
</tr>
<tr>
<td>d National priorities</td>
<td>58%</td>
<td>39%</td>
<td>2%</td>
<td>1%</td>
</tr>
<tr>
<td>e Availability of cover/replacement teaching</td>
<td>746</td>
<td>1175</td>
<td>219</td>
<td>51</td>
</tr>
<tr>
<td>f Course fee</td>
<td>519</td>
<td>1185</td>
<td>369</td>
<td>112</td>
</tr>
<tr>
<td>g Recognition/accreditation</td>
<td>24%</td>
<td>54%</td>
<td>17%</td>
<td>5%</td>
</tr>
<tr>
<td>h Proximity to venue (local availability)</td>
<td>870</td>
<td>580</td>
<td>401</td>
<td>335</td>
</tr>
<tr>
<td>i Timing (twilight, weekend, etc.)</td>
<td>40%</td>
<td>27%</td>
<td>18%</td>
<td>15%</td>
</tr>
<tr>
<td>j Timeliness of provision</td>
<td>879</td>
<td>603</td>
<td>398</td>
<td>309</td>
</tr>
<tr>
<td>k Proximity to venue (local availability)</td>
<td>352</td>
<td>666</td>
<td>730</td>
<td>432</td>
</tr>
<tr>
<td>l Timeliness of provision</td>
<td>16%</td>
<td>31%</td>
<td>33%</td>
<td>20%</td>
</tr>
<tr>
<td>m Proximity to venue (local availability)</td>
<td>473</td>
<td>830</td>
<td>523</td>
<td>355</td>
</tr>
<tr>
<td>n Timeliness of provision</td>
<td>22%</td>
<td>38%</td>
<td>24%</td>
<td>16%</td>
</tr>
<tr>
<td>o Timeliness of provision</td>
<td>805</td>
<td>806</td>
<td>392</td>
<td>189</td>
</tr>
<tr>
<td>p Timeliness of provision</td>
<td>37%</td>
<td>37%</td>
<td>18%</td>
<td>9%</td>
</tr>
<tr>
<td>q Timeliness of provision</td>
<td>697</td>
<td>1062</td>
<td>285</td>
<td>107</td>
</tr>
</tbody>
</table>
22. With regard to Q21, which of these factors do you consider to be the most important? (1 = most important, 2 = second most important, etc.) Please write in your chosen letters in the boxes below

2096 Responses

SECTION 7: SATISFACTION WITH THE TEACHER’S ROLE

23. To what extent would you agree with the following statements regarding your overall job satisfaction? Please tick one box per line

<table>
<thead>
<tr>
<th></th>
<th>Strongly agree</th>
<th>Moderately agree</th>
<th>Agree slightly more than disagree</th>
<th>Disagree slightly more than agree</th>
<th>Moderately disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>a Teaching is rewarding financially</td>
<td>185</td>
<td>744</td>
<td>668</td>
<td>281</td>
<td>160</td>
<td>159</td>
</tr>
<tr>
<td>b Teaching is rewarding emotionally</td>
<td>918</td>
<td>787</td>
<td>336</td>
<td>77</td>
<td>44</td>
<td>33</td>
</tr>
<tr>
<td>c I maintain high morale as a teacher</td>
<td>660</td>
<td>798</td>
<td>397</td>
<td>164</td>
<td>103</td>
<td>73</td>
</tr>
<tr>
<td>d I am given recognition for my work from senior managers</td>
<td>431</td>
<td>571</td>
<td>442</td>
<td>271</td>
<td>203</td>
<td>281</td>
</tr>
<tr>
<td>e I am given recognition for my work from teaching colleagues</td>
<td>595</td>
<td>832</td>
<td>459</td>
<td>165</td>
<td>83</td>
<td>64</td>
</tr>
<tr>
<td>f I am given recognition for my work from pupils</td>
<td>564</td>
<td>818</td>
<td>465</td>
<td>187</td>
<td>84</td>
<td>72</td>
</tr>
<tr>
<td>g I am given recognition for my work from parents</td>
<td>354</td>
<td>738</td>
<td>559</td>
<td>267</td>
<td>147</td>
<td>119</td>
</tr>
<tr>
<td>h My level of commitment to teaching has strengthened since I started in the profession</td>
<td>876</td>
<td>534</td>
<td>345</td>
<td>210</td>
<td>108</td>
<td>124</td>
</tr>
<tr>
<td>i My workload is manageable</td>
<td>213</td>
<td>455</td>
<td>550</td>
<td>346</td>
<td>296</td>
<td>332</td>
</tr>
</tbody>
</table>

SECTION 8: DEVELOPING YOUR PROFESSIONAL ROLE IN THE FUTURE

24. In what ways do you want to develop your professional role in the future? Please tick one box per line

<table>
<thead>
<tr>
<th></th>
<th>Interested in the future</th>
<th>Working towards</th>
<th>Achieved already</th>
<th>Not interested</th>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>a Lead teaching and learning initiatives in my curriculum area</td>
<td>739</td>
<td>478</td>
<td>494</td>
<td>227</td>
<td>226</td>
</tr>
<tr>
<td>b Develop and lead cross-curricular teams/working groups</td>
<td>711</td>
<td>542</td>
<td>418</td>
<td>357</td>
<td>138</td>
</tr>
<tr>
<td>c Act as a mentor for new entrants to the profession</td>
<td>1149</td>
<td>219</td>
<td>465</td>
<td>185</td>
<td>149</td>
</tr>
</tbody>
</table>
25. With regard to your future plans, how likely are the following? Please tick one box per line

<table>
<thead>
<tr>
<th>Option</th>
<th>Highly likely</th>
<th>Likely</th>
<th>Not at all likely</th>
</tr>
</thead>
<tbody>
<tr>
<td>a Move into employment outside teaching</td>
<td>140</td>
<td>408</td>
<td>1621</td>
</tr>
<tr>
<td>b Move into another kind of educational work</td>
<td>158</td>
<td>834</td>
<td>1176</td>
</tr>
<tr>
<td>c Take a career break</td>
<td>132</td>
<td>323</td>
<td>1701</td>
</tr>
<tr>
<td>d Move from full-time to part-time work</td>
<td>166</td>
<td>474</td>
<td>1454</td>
</tr>
<tr>
<td>e Move from part-time to full-time work</td>
<td>80</td>
<td>109</td>
<td>1752</td>
</tr>
<tr>
<td>f Retire from teaching</td>
<td>428</td>
<td>391</td>
<td>1310</td>
</tr>
</tbody>
</table>

26. Would you be willing to take part in a local focus group to discuss these issues further? Focus group discussions (90 minutes) will be held in six regional venues between June 9th-16th. Travel expenses and a contribution towards replacement teaching are available.

<table>
<thead>
<tr>
<th>Choice</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>611</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>1603</td>
<td></td>
</tr>
</tbody>
</table>

27. If so, please indicate your choice of venue. Please tick all that apply

Scottish Borders, Newtown St. Boswells, Monday June 9th,
10:30-12:30

Dumfries, Tuesday June 10th, 10:30-12:30
18 3%

Aberdeen, Wednesday June 11th, 13:00-15:00
103 17%

Inverness, Thursday June 12th, 13:00-15:00
56 9%

Glasgow, Friday June 13th, 10:00-12:00
275 45%

Edinburgh, Monday June 16th, 10:30-12:30
216 35%

28. Contact Details If you are willing to take part in a focus group, please provide your contact details so we can contact you in due course if needed. Your responses to sections 2-8 will remain confidential.

627 Responses

29. Please add any comments that you may want to offer in relation to the issues raised in this questionnaire.

561 Responses

Thank you very much for completing this questionnaire
Appendix Two: Teacher questionnaire, sample demography and response rate

In this research, an online survey was administered to all GTCS-registered school staff who were contacted through their e-mail addresses. Some restrictions regarding the composition of the study population were applied.

2,216 (9%) completed questionnaires were received from a pool of 25,740 potential participants. In statistical terms, this means that the findings of this study are based on the premise that there is 95% confidence level that the margin of error is only 1.99.

Full and provisional registration

Overall, the study population consists of 22,010 (86%) people who have full registration status with the GTCS. Of this group, 16,907 are female and 5,103 are male. This group is also divided into four sector subgroups with the secondary staff members as the largest, i.e. 11,062 and the primary staff members as the second largest, i.e. 10,173. Whereas 663 are primary and nursery headteachers, 112 are headteachers from the secondary sector.

As for those who are provisionally registered with the GTCS (3,730; 14%), 2,874 are female and 856 are male. There are only two sector subgroups identified and the primary sector (1,911) slightly outnumbers the secondary sector (1,819).

Notes:

A) With reference to the participants’ age/age range, years of service/professional phase, all data were analysed using 16 June 2008 as the reference point.

B) The total number of undeliverable e-mails was 4,553.

C) Fewer than ten individuals informed either the GTCS or the research team of their non-participation as they have now retired from teaching.

---

30 The survey took place between 6 and 23 May 2008.
31 This included both work and personal e-mail addresses.
32 In determining the population for the study, both teaching staff who work for Scottish colleges and those who had already retired but are still registered were excluded. It should be noted that the study population refers to those teachers who supplied email addresses to the GTCS rather than the total population of teachers in Scotland.
33 This serves as the population for this study despite over 29,000 e-mail invitations being sent out because there were people who provided both their work and personal e-mail addresses.
34 also called ‘confidence interval’.
35 as of 23 June 2008
Response Rate

The breakdown of the response rate in terms of participants’ professional role is shown in Table 1.

Table 1: Response rate categories by current professional role

<table>
<thead>
<tr>
<th>Current professional role</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>a Class teacher</td>
<td>1215</td>
<td>56%</td>
</tr>
<tr>
<td>b Principal teacher</td>
<td>281</td>
<td>13%</td>
</tr>
<tr>
<td>c Class teacher with special curricular or non-curricular responsibilities</td>
<td>245</td>
<td>11%</td>
</tr>
<tr>
<td>d Probationer</td>
<td>171</td>
<td>8%</td>
</tr>
<tr>
<td>e Headteacher</td>
<td>94</td>
<td>4%</td>
</tr>
<tr>
<td>f Cross-school responsibilities without a class teaching role</td>
<td>67</td>
<td>3%</td>
</tr>
<tr>
<td>g Depute headteacher</td>
<td>58</td>
<td>3%</td>
</tr>
<tr>
<td>h Cross-school responsibilities with a reduced class teaching role</td>
<td>46</td>
<td>2%</td>
</tr>
<tr>
<td>Total</td>
<td>2177</td>
<td>100%</td>
</tr>
</tbody>
</table>

Over half of the respondents were class teachers, whilst a quarter were either a principal teacher or a class teacher with special curricular or non-curricular activities. A small proportion (8%) were probationers and, as expected, there was a tiny percentage who had cross-school responsibilities (5%), headteachers (4%) and depute headteachers (3%).

As we look at the breakdown of the response rate according to the key socio-demographic variables, the data from the returned sample are presented with the population, both in numbers and percentages for ease of comparison.

Table 2: Breakdown of the response rate by professional life phase

<table>
<thead>
<tr>
<th>Professional life phases</th>
<th>Study Population</th>
<th>Returned Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percentage</td>
</tr>
<tr>
<td>a 0 to 2 years</td>
<td>6717</td>
<td>26%</td>
</tr>
<tr>
<td>b 3 to 5 years</td>
<td>2715</td>
<td>11%</td>
</tr>
<tr>
<td>c 6 to 10 years</td>
<td>3308</td>
<td>13%</td>
</tr>
<tr>
<td>d 11 to 15 years</td>
<td>2111</td>
<td>8%</td>
</tr>
<tr>
<td>e 16 to 23 years</td>
<td>5805</td>
<td>23%</td>
</tr>
<tr>
<td>f 24 to 30 years</td>
<td>1283</td>
<td>5%</td>
</tr>
<tr>
<td>g 31 years plus</td>
<td>3785</td>
<td>15%</td>
</tr>
<tr>
<td>Total</td>
<td>25724</td>
<td>100%</td>
</tr>
</tbody>
</table>

The returned sample, in respect to professional life phases, does not represent the study population well. Table 2 shows that those who have ‘0 to 2 years’, ‘16 to 23 years’ and ‘31 years plus’ of service were underrepresented whereas the other subgroups were overrepresented. Therefore, caution must be taken in interpreting the findings between professional life phases subgroups as this may create biased views that are favourable to groups who have a greater representation.

36 with or without a class teaching role
37 16 (<1%) of GTCS registered staff did not provide their registration date.
Table 3: Breakdown of the response rate by age

<table>
<thead>
<tr>
<th>Age</th>
<th>GTCS Registered School Staff</th>
<th>Returned Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Study Population</td>
<td>Returned Sample</td>
</tr>
<tr>
<td></td>
<td>Number</td>
<td>Percentage</td>
</tr>
<tr>
<td>a 21 to 35</td>
<td>12083</td>
<td>47%</td>
</tr>
<tr>
<td>b 36 to 50</td>
<td>8166</td>
<td>32%</td>
</tr>
<tr>
<td>c 51 to 65</td>
<td>5468</td>
<td>21%</td>
</tr>
<tr>
<td>d Over 65</td>
<td>23</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>Total</td>
<td>25740</td>
<td>100%</td>
</tr>
</tbody>
</table>

As per the age cohorts, the sample indicates that although ‘36 to 50’ and ‘51 to 65’ age groups are slightly overrepresented whilst the ‘21 to 35’ year olds appear to be underrepresented, the overall profile of the four age groups when population and returned sample are compared suggest representation and comparability.

Table 4: Breakdown of the response rate by gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>GTCS Registered School Staff</th>
<th>Returned Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Study Population</td>
<td>Returned Sample</td>
</tr>
<tr>
<td></td>
<td>Number</td>
<td>Percentage</td>
</tr>
<tr>
<td>a Male</td>
<td>5959</td>
<td>23%</td>
</tr>
<tr>
<td>b Female</td>
<td>19781</td>
<td>77%</td>
</tr>
<tr>
<td>Total</td>
<td>25740</td>
<td>100%</td>
</tr>
</tbody>
</table>

The figures regarding male-female representation present a perfect match when both the population and returned sample are looked at. This strongly supports the view that gender data are balanced.

Table 5: Breakdown of the response rate by type of registration

<table>
<thead>
<tr>
<th>Type of registration</th>
<th>GTCS Registered School Staff</th>
<th>Returned Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Study Population</td>
<td>Returned Sample</td>
</tr>
<tr>
<td></td>
<td>Number</td>
<td>Percentage</td>
</tr>
<tr>
<td>a Full</td>
<td>22010</td>
<td>86%</td>
</tr>
<tr>
<td>b Provisional</td>
<td>3730</td>
<td>14%</td>
</tr>
<tr>
<td>Total</td>
<td>25740</td>
<td>100%</td>
</tr>
</tbody>
</table>

In Table 5, it can be observed that although provisionally registered school staff members tend to be slightly underrepresented in this survey, the overall data from the returned sample are proportionate to the population data.

Table 6: Breakdown of the response rate by type of school

<table>
<thead>
<tr>
<th>Type of school</th>
<th>GTCS Registered School Staff</th>
<th>Returned Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Study Population</td>
<td>Returned Sample</td>
</tr>
<tr>
<td></td>
<td>Number</td>
<td>Percentage</td>
</tr>
<tr>
<td>a Primary/Nursery</td>
<td>12747</td>
<td>50%</td>
</tr>
<tr>
<td>b Secondary</td>
<td>12993</td>
<td>50%</td>
</tr>
<tr>
<td>Total</td>
<td>25740</td>
<td>100%</td>
</tr>
</tbody>
</table>

\textsuperscript{38} In the returned sample, 126 from the special sector were excluded in the count, since this group was not identified in the population group and it may represent both the primary and the secondary sectors.
Between sectors, the population data show an equal divide between the primary/nursery and the secondary sectors. Overall, the returned sample also reflects this balance between the two major sectors.

Out of a total of 2,193 questionnaire respondents, the largest group is from the secondary sector consisting of 1,068 (52%) participants and is closely followed by 965 (44%) participants from the primary sector. A tiny proportion came from special schools (126, 6%) and the nursery sector (34, 2%).

Table 7: Breakdown of the response rate by Local Councils

<table>
<thead>
<tr>
<th>Local Councils</th>
<th>Study Population</th>
<th>Returned Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percentage</td>
</tr>
<tr>
<td>Aberdeen City Council</td>
<td>1032</td>
<td>4%</td>
</tr>
<tr>
<td>Aberdeenshire Council</td>
<td>1268</td>
<td>5%</td>
</tr>
<tr>
<td>Angus Council</td>
<td>489</td>
<td>2%</td>
</tr>
<tr>
<td>Argyll and Bute Council</td>
<td>445</td>
<td>2%</td>
</tr>
<tr>
<td>Clackmannanshire Council</td>
<td>237</td>
<td>1%</td>
</tr>
<tr>
<td>Dumfries and Galloway Council</td>
<td>551</td>
<td>2%</td>
</tr>
<tr>
<td>Dundee City Council</td>
<td>683</td>
<td>3%</td>
</tr>
<tr>
<td>East Ayrshire Council</td>
<td>551</td>
<td>2%</td>
</tr>
<tr>
<td>East Dunbartonshire Council</td>
<td>625</td>
<td>3%</td>
</tr>
<tr>
<td>East Lothian Council</td>
<td>532</td>
<td>2%</td>
</tr>
<tr>
<td>East Renfrewshire Council</td>
<td>809</td>
<td>3%</td>
</tr>
<tr>
<td>Edinburgh City Council</td>
<td>1645</td>
<td>7%</td>
</tr>
<tr>
<td>Eilean Siar Council</td>
<td>222</td>
<td>1%</td>
</tr>
<tr>
<td>Falkirk Council</td>
<td>690</td>
<td>3%</td>
</tr>
<tr>
<td>Fife Council</td>
<td>1391</td>
<td>6%</td>
</tr>
<tr>
<td>Glasgow City Council</td>
<td>2099</td>
<td>9%</td>
</tr>
<tr>
<td>Highland Council</td>
<td>1126</td>
<td>5%</td>
</tr>
<tr>
<td>Inverclyde Council</td>
<td>389</td>
<td>2%</td>
</tr>
<tr>
<td>Midlothian Council</td>
<td>424</td>
<td>2%</td>
</tr>
<tr>
<td>Moray Council</td>
<td>443</td>
<td>2%</td>
</tr>
<tr>
<td>North Ayrshire Council</td>
<td>626</td>
<td>3%</td>
</tr>
<tr>
<td>North Lanarkshire Council</td>
<td>1650</td>
<td>7%</td>
</tr>
<tr>
<td>Orkney Islands Council</td>
<td>152</td>
<td>1%</td>
</tr>
<tr>
<td>Perth and Kinross Council</td>
<td>630</td>
<td>3%</td>
</tr>
<tr>
<td>Renfrewshire Council</td>
<td>801</td>
<td>3%</td>
</tr>
<tr>
<td>Scottish Borders Council</td>
<td>492</td>
<td>2%</td>
</tr>
<tr>
<td>Shetland Islands Council</td>
<td>213</td>
<td>1%</td>
</tr>
<tr>
<td>South Ayrshire Council</td>
<td>468</td>
<td>2%</td>
</tr>
<tr>
<td>South Lanarkshire Council</td>
<td>1484</td>
<td>6%</td>
</tr>
<tr>
<td>Stirling Council</td>
<td>513</td>
<td>2%</td>
</tr>
<tr>
<td>West Dunbartonshire Council</td>
<td>518</td>
<td>2%</td>
</tr>
<tr>
<td>West Lothian Council</td>
<td>1139</td>
<td>5%</td>
</tr>
<tr>
<td>Independent fee paying</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>23803</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

---

39 Excluding non-respondents, non-local authority and other UK schools
Figure 2a – Profile of the study population by Local Councils
Figure 2b – Profile of the study sample by Local Councils

Table 7 shows the breakdown of the population and the returned sample according to the Local Council area. Figures 2a and 2b show that the overall profile of the population and the study sample suggests representation and comparability.

In the following analysis, variables were cross-tabulated to explore the relationship between variables and to identify any emerging patterns. Only findings that are statistically significant at p. 05 level are included.

Table 8: Cross-tabulation between current role and life phase

<table>
<thead>
<tr>
<th>Current role</th>
<th>Length of Service</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0 to 2 years</td>
</tr>
<tr>
<td>a Probationer</td>
<td>164</td>
</tr>
<tr>
<td>b Class or subject</td>
<td>195</td>
</tr>
</tbody>
</table>
Table 9 provides additional descriptive information about the teachers in this study. It is not a surprise that the overwhelming majority of the probationers (97%) have only worked for a maximum of two years. As for the class or subject teachers, there is a good spread across different lengths of service, which peaks at ‘3 to 5 years’ (26%), and is followed by ‘6 to 10 years’ (18%) and ‘0 to 2 years’ (16%) of service. Similarly, the largest number of class teachers with special curricular or non-curricular responsibilities have rendered ‘3 to 5 years’ (22%) of service, closely followed by ‘6 to 10 years’ (20%) and ‘11 to 15 years’ (19%) of service.

Current post
A higher proportion of principal teachers have rendered ‘24 to 30 years’ (21%), ‘11 to 15 years’ (20%), and ‘6 to 10 years’ (19%) respectively. Neither a principal nor a depute teacher was still within their first two years of service. A larger proportion of depute teachers (71%) and headteachers (87%) have rendered over 16 years of service.

Apart from the 43% of teachers in their first two years of teaching who are in a full-time temporary post, the majority of the teachers across various lengths of service are all in full-time permanent posts: ‘0 to 2 years’ (37%), ‘3 to 5 years’ (82%), ‘6 to 10 years’ (84%), ‘11 to 15 years’ (83%), ‘16 to 23 years’ (84%), ‘24 to 30 years’ (83%), ‘31 years plus’ (82%). This was supported by the crosstabulated data between current post and current role that shows that 72% of probationers were in full-time temporary posts against the full-time permanent posts of class or subject teachers (77%), class teachers with special curricular or non-curricular responsibilities (87%), those with cross-school responsibilities without a class teaching role (70%), those with cross-school responsibilities with a reduced class teaching role (83%), principal teachers (85%), depute headteachers (83%), and headteachers (94%).

Age
Table 9: Crosstabulation between age and life phase

<table>
<thead>
<tr>
<th>Age range</th>
<th>Length of Service</th>
<th>Total</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0 to 2 years</td>
<td>3 to 5 years</td>
<td>6 to 10 years</td>
</tr>
<tr>
<td>a 21 to 35</td>
<td>258</td>
<td>293</td>
<td>206</td>
</tr>
<tr>
<td>b 36 to 50</td>
<td>94</td>
<td>104</td>
<td>113</td>
</tr>
<tr>
<td>c 51 to 65</td>
<td>7</td>
<td>10</td>
<td>28</td>
</tr>
</tbody>
</table>
Unsurprisingly, the data for the first three age groups present a reverse trend when length of service is taken into account. As expected, the number of years of service increases with the older age groups. The mean average length of service for each age range is also given.

Additionally, the largest group of probationers (75%), class or subject teachers (44%), and class teachers with special curricular of non-curricular responsibilities (35%) were ‘21 to 35 years old’. By contrast, the largest group of depute headteacher (44%), principal teachers (42%), and those with cross-school responsibilities but a reduced teaching role (48%) belonged to the ‘36 to 50’ age range. Half of the headteachers (50%) were ‘51 to 65 years old’. The majority of those who have cross-school responsibilities without a class teaching role were either ‘36 to 50’ (42%) or ‘51 to 65’ (42%) years old.

**Gender**

When both length of service and teachers’ current role were cross-tabulated with gender, the findings were not statistically significant between gender groups.
Appendix Three: Local authority officer questionnaire with frequency tables

Zoomerang Survey Results

PROFESSIONAL CULTURE IN THE TEACHING PROFESSION: LOCAL AUTHORITY PERSONNEL VIEWS

NOTES for completing this questionnaire: In this questionnaire, we use the following terms: Collaboration Joint work with teachers in school Early career teacher A teacher with 0 to 5 years experience

1. In which local authority (or independent sector) are you employed? Please select one option only

<table>
<thead>
<tr>
<th>Authority</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aberdeen City Council</td>
<td>0</td>
</tr>
<tr>
<td>Aberdeenshire Council</td>
<td>0</td>
</tr>
<tr>
<td>Angus Council</td>
<td>1</td>
</tr>
<tr>
<td>Argyll and Bute Council</td>
<td>2</td>
</tr>
<tr>
<td>Clackmannanshire Council</td>
<td>1</td>
</tr>
<tr>
<td>Dumfries and Galloway Council</td>
<td>3</td>
</tr>
<tr>
<td>Dundee City Council</td>
<td>1</td>
</tr>
<tr>
<td>East Ayrshire Council</td>
<td>2</td>
</tr>
<tr>
<td>East Dunbartonshire Council</td>
<td>0</td>
</tr>
<tr>
<td>East Lothian Council</td>
<td>0</td>
</tr>
<tr>
<td>East Renfrewshire Council</td>
<td>1</td>
</tr>
<tr>
<td>Edinburgh City Council</td>
<td>0</td>
</tr>
<tr>
<td>Eilean Siar Council</td>
<td>2</td>
</tr>
<tr>
<td>Falkirk Council</td>
<td>0</td>
</tr>
<tr>
<td>Fife Council</td>
<td>2</td>
</tr>
<tr>
<td>Glasgow City Council</td>
<td>2</td>
</tr>
<tr>
<td>Highland Council</td>
<td>0</td>
</tr>
<tr>
<td>Inverclyde Council</td>
<td>1</td>
</tr>
<tr>
<td>Midlothian Council</td>
<td>0</td>
</tr>
<tr>
<td>Moray Council</td>
<td>1</td>
</tr>
<tr>
<td>North Ayrshire Council</td>
<td>1</td>
</tr>
<tr>
<td>North Lanarkshire Council</td>
<td>0</td>
</tr>
<tr>
<td>Orkney Islands Council</td>
<td>1</td>
</tr>
<tr>
<td>Perth and Kinross Council</td>
<td>1</td>
</tr>
<tr>
<td>Renfrewshire Council</td>
<td>2</td>
</tr>
<tr>
<td>Scottish Borders Council</td>
<td>2</td>
</tr>
<tr>
<td>Shetland Islands Council</td>
<td>1</td>
</tr>
<tr>
<td>South Ayrshire Council</td>
<td>2</td>
</tr>
<tr>
<td>South Lanarkshire Council</td>
<td>1</td>
</tr>
<tr>
<td>Stirling Council</td>
<td>0</td>
</tr>
<tr>
<td>West Dunbartonshire Council</td>
<td>1</td>
</tr>
<tr>
<td>West Lothian Council</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>32</td>
</tr>
</tbody>
</table>

2. What is your current role?

32 Responses

3. In your opinion, what is the impact of early career teachers (0 to 5 years experience) in the following areas? Please tick one box per line
<table>
<thead>
<tr>
<th>Option</th>
<th>Very positive</th>
<th>Generally positive</th>
<th>Mixed</th>
<th>No discernible impact</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>a Developing teaching and learning methodologies at stage/department/faculty level</td>
<td>4</td>
<td>20</td>
<td>5</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>13%</td>
<td>65%</td>
<td>16%</td>
<td>6%</td>
<td>0%</td>
</tr>
<tr>
<td>b Developing teaching and learning methodologies at whole school level</td>
<td>1</td>
<td>17</td>
<td>8</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>3%</td>
<td>55%</td>
<td>26%</td>
<td>16%</td>
<td>0%</td>
</tr>
<tr>
<td>c Participation in cross-curricular initiatives</td>
<td>5</td>
<td>13</td>
<td>9</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>16%</td>
<td>42%</td>
<td>29%</td>
<td>13%</td>
<td>0%</td>
</tr>
<tr>
<td>d Participation in extra-curricular initiatives (corporate life of the school)</td>
<td>10</td>
<td>15</td>
<td>3</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>32%</td>
<td>48%</td>
<td>10%</td>
<td>10%</td>
<td>0%</td>
</tr>
<tr>
<td>e Strengthening home-school partnership</td>
<td>1</td>
<td>9</td>
<td>13</td>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>3%</td>
<td>29%</td>
<td>42%</td>
<td>26%</td>
<td>0%</td>
</tr>
<tr>
<td>f Enhancing pupil participation</td>
<td>6</td>
<td>20</td>
<td>2</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>19%</td>
<td>65%</td>
<td>6%</td>
<td>10%</td>
<td>0%</td>
</tr>
<tr>
<td>g Supporting inter-professional working (multi-agency working)</td>
<td>0</td>
<td>3</td>
<td>18</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>0%</td>
<td>10%</td>
<td>58%</td>
<td>32%</td>
<td>0%</td>
</tr>
<tr>
<td>h Contribution to department/curriculum area planning</td>
<td>4</td>
<td>14</td>
<td>9</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>13%</td>
<td>45%</td>
<td>29%</td>
<td>13%</td>
<td>0%</td>
</tr>
<tr>
<td>i Contribution to whole school development planning</td>
<td>1</td>
<td>10</td>
<td>15</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>3%</td>
<td>32%</td>
<td>48%</td>
<td>13%</td>
<td>3%</td>
</tr>
<tr>
<td>j Contribution to whole school culture and ethos</td>
<td>9</td>
<td>14</td>
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<td>k Contribution to CPD for other colleagues in school</td>
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4. Please use the space below to offer further comment on your response to Question 3.

17 Responses

5. In your opinion what is the impact of the following policy developments in promoting teacher collaboration and professional learning across the career stages? Please tick one box per line

<table>
<thead>
<tr>
<th>Policy Development</th>
<th>Very positive</th>
<th>Generally positive</th>
<th>Mixed</th>
<th>No discernible impact</th>
<th>Negative</th>
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<td>c Teacher Induction Scheme</td>
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</table>
6. Please use the space below to offer further comment on your response to Question 5.

11 Responses

7. In your experience, what strategies are schools using to promote the development of early career stage teachers? Please suggest a brief example of good practice.

26 Responses

8. In your experience, what strategies are schools using to encourage joint work between early career teachers and more experienced teachers? Please give a brief example of an effective strategy for promoting collegiate work.

25 Responses

9. In your opinion, what are the main drivers of collaboration between early career teachers and more experienced colleagues working in the same school?

26 Responses

10. In your opinion, what are the main barriers inhibiting higher levels of collaboration between early career teachers and other teachers in primary schools?

24 Responses

11. In your opinion, what are the main barriers inhibiting higher levels of collaboration between early career teachers and other teachers in secondary schools?

26 Responses

12. Would you be willing to participate in a 30 minute telephone interview to discuss these issues further?

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<table>
<thead>
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<tbody>
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<tr>
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<td>62%</td>
</tr>
<tr>
<td>Total</td>
<td>32</td>
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</table>

13. Contact Details If yes, please provide your contact details.

17 Responses

Thank you very much for completing this questionnaire
Appendix Four: Local authority officer interview guide

**Introduction** (before recording)
Confirm that the participant has received and read the Plain Language Statement and completed the consent form. Ensure participant has freely agreed to participate in the research project, has been briefed on what this involves and agrees to the use of the findings. Reminder that the material is protected by a code of professional ethics, all telephone interviews will be audio recorded, transcribed and transcripts anonymised.

**Interview Guide**

Can you tell me a little about role?
- supporting early career teachers
- supporting experienced teachers

In your opinion, what has been the impact of the Teacher Induction Scheme?

In your experience, what is the impact of early career stage teachers (0-5 years)
- on the curriculum
- on colleagues
- whole school issues
- extra-curricular issues/corporate life of schools

How effective are recent policies in promoting greater collaboration between colleagues of different levels of experience and seniority?
- AifL
- Curriculum for Excellence
- Faculty structures
- CPD entitlement
- Chartered Teacher grade
- Greater time for teaching

In your experience, what barriers inhibit greater collaboration/collegiate working in schools?
- primary and secondary schools
- How might these be addressed?

What changes, if any, have you noticed among more recent entrants to the profession? (teachers entering the profession in the last five years)
- dispositions
- skills
- values

Is there anything further that you would like to add that you have not had the opportunity to raise?
Appendix Five: Regional focus group topic guide

The purpose of the network map was to help you think about how you contribute to, and exert an influence on, life in school. As I ask the following questions, you can refer back to your map and add more detail if you wish.

What opportunities do teachers have across the career stages to contribute to decisions in school?
- At department level/curriculum area or stage
- At whole school level

In what areas of school life do early career teachers make a particular contribution?
  - Approaches to classroom learning
  - Assessment practices
  - Curriculum development
  - Department action plans/School development plan
  - Cross-curricular initiatives (link to CfE)
  - Pastoral/guidance

Through what channels do they make a contribution? (refer to network map)
  - Joining working groups
  - Through existing departmental structures
  - Showing personal initiative

What support do early career stage teachers receive from more experienced colleagues in school?
  - Through formal mechanisms
  - Informal support

What contribution do early career stage teachers make to the wider life of the school?
  - Extra-curricular activities (in and off school site)
  - Links with parents and the wider community (business and local community groups)

How are the professional development needs of teachers across the career stages identified and met?
  - What has supported your professional learning?
  - How have you negotiated potential barriers?

How do teachers with different levels of experience and seniority work together in school?
  - What factors support collaborative work in school?
  - What are the main barriers to enhanced collaboration?

What more could be done to promote professional learning between teachers at different stages in their careers?
  - Faculty structures
  - CPD entitlement
  - RCCT
  - Classroom and administrative assistance; Role of the LA
Appendix Six: Case study schools, leadership group interview guide

INTRODUCTION (before recording)

The General Teaching Council for Scotland, in partnership with the Scottish Government, has commissioned this study of professional culture among the teaching profession. There are four strands to the project:

- An online questionnaire distributed to all teachers in Scotland
- An online questionnaire and a small number of follow-up interviews with local authority personnel
- Six regional focus groups for teachers drawn from across the career stages
- Six school case studies in the North, East, South and West of Scotland.

Schools were identified in consultation with Local Authority personnel with responsibilities for supporting early career teachers. The research team asked LA personnel to nominate schools where there were interesting developments in mentoring beginning teachers and where, in their opinion, early career teachers (0-5 year’s experience) were having an impact on whole school culture and ethos.

The purpose of today's visit, and this interview, is to find out more about how early career teachers are supported in school and the impact they are having on the school.

[Distribution of additional copies of the plain language statement and signing of any remaining consent forms]

INTERVIEW GUIDE (Headteacher/Depute/Regent/CPD Coordinator)

Background/ context

1. Can you tell me a little about your role and the responsibilities you currently hold in school?
   - How long have you been at this school?
   - How long have you held your current post?

2. How many early career teachers (0-5 years experience) are currently employed in this school?
   - Induction year
   - Post probation

3. Has this changed over the last five years?

Teacher Induction Scheme

4. In your opinion, what impact has the Teacher Induction Scheme had in this school?
   - How has practice to support probationer teachers changed?
   - What have been the outcomes of the scheme for new teachers?
   - What have been the outcomes for the school as a whole (experienced teachers)?
   - What are the main challenges in supporting probationer teachers?
     - What strategies have you used to address these challenges?

Early career teachers post probation
The next set of questions extends our focus beyond the induction year and includes all teachers in the first five years of their teaching career.

5. How do you support the continuing professional development of early career teachers after the induction year?

6. What role do more experienced colleagues in school play in supporting early career teachers?
   - Through formal mechanisms
   - Informal support

7. What opportunities are there for early career teachers to contribute to decisions in school?
   - At department level/curriculum area or stage
   - At whole school level

8. In what areas do early career teachers make a contribution? Please give examples.
   - Approaches to classroom learning
   - Assessment practices
   - Curriculum development
   - Department action plans/School development plan
   - Cross-curricular initiatives (link to CfE)
   - Pastoral/guidance

9. How do early career teachers contribute? (through what channels) Please give examples.
   - joining working groups
   - through existing departmental structures
   - showing personal initiative

10. In what ways are early career teachers helped to make a wider contribution to the life of the school? Please give examples.
    - Extra-curricular activities (in and off school site)
    - Links with parents and the wider community (business and local community groups)

11. What are the main factors that support professional learning for all teachers in this school?
    - Faculty structures
    - CPD entitlement
    - RCCT
    - Classroom and administrative assistance
    - Role of LA

12. What are the main inhibitors or barriers to professional learning?
    - For all teachers in school
    - For early career teachers in particular
13. In your opinion, what additional support would be helpful in promoting the continuing professional development of teachers?
   - At an institutional level (provided by the school)
   - At local authority level
   - At a national policy level

14. How would you sum up the contribution that early career teachers make to this school?

15. Is there anything at all that you would like to add?

SUPPLEMENTARY DOCUMENTS
The research team is very interested in gathering school documents that evidence the contribution that early career teachers make and how they participate in the wider life of the school; as well as documents that relate to the management of professional development opportunities in school. These might include minutes of meetings, membership of planning groups, handbooks etc. (print or e-copies via email or saved to a memory stick)
INTRODUCTION (before recording)

The General Teaching Council for Scotland, in partnership with the Scottish Government, has commissioned this study of professional culture among the teaching profession. There are four strands to the project:

- An online questionnaire distributed to all teachers in Scotland
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Schools were identified in consultation with Local Authority personnel with responsibilities for supporting early career teachers. The research team asked LA personnel to nominate schools where there were interesting developments in mentoring beginning teachers and where, in their opinion, early career teachers (0-5 year’s experience) were having an impact on whole school culture and ethos.

The purpose of today’s visit, and this group interview, is to find out more about how early career teachers are supported in school and the impact they are having on the school.

[Distribution of additional copies of the plain language statement. Signing of any remaining consent forms and completion of information sheet]

OPENING ACTIVITY: SCHOOL NETWORK MAP (ten minutes)

Equipment:
- Sheet of A3 paper for each participant
- Marker pens

Instructions:
On this sheet of paper I want you to draw a simple map to represent the communication you have with other teachers in school. Your map should show with whom, and how, you communicate. The objective is to produce a visual map of all the contacts you have and the communication channels you use in school.

You might want to consider (and note down on your map):
- People you link with (their roles, not names)
- Events (purposes)
- Places
- Channels of communication (face-to-face, email, telephone)
- Frequency of communication
- Strength of communication

FOCUS GROUP QUESTIONS

The purpose of the network map was to help you think about how you contribute to, and exert an influence on, life in school. As I ask the following questions, you can refer back to your map and add more detail if you want to.
What role do more experienced colleagues in school play in supporting early career teachers?
- Through formal mechanisms
- Informal support

In what areas do early career teachers (0-5 years experience) make a contribution? Please give examples.
- Approaches to classroom learning
- Assessment practices
- Curriculum development
- Department action plans/School development plan
- Cross-curricular initiatives (link to CfE)
- Pastoral/guidance

How do early career teachers contribute? (through what channels) Please give examples.
- joining working groups
- through existing departmental structures
- showing personal initiative

In what ways are early career teachers helped to make a wider contribution to the life of the school? Please give examples.
- Extra-curricular activities (in and off school site)
- Links with parents and the wider community (business and local community groups)

We’ve talked about how early career teachers are supported and the contribution they make. What, if any, is the influence of early career teachers on more experienced colleagues in school?
- on your practice
- on whole school ethos

How do teachers with different levels of experience and seniority work together in school? What factors support collaborative work in school? Please give examples. What factors inhibit collaboration? Please give examples.

What more could be done to promote professional learning between teachers at different stages in their careers?
- Faculty structures
- CPD entitlement
- RCCT
- Classroom and administrative assistance
- Role of the LA

Is there anything at all that you would like to add?
Appendix Eight: School case study, early career focus group topic guide

INTRODUCTION (before recording)

The General Teaching Council for Scotland, in partnership with the Scottish Government, has commissioned this study of professional culture among the teaching profession. There are four strands to the project:

- An online questionnaire distributed to all teachers in Scotland
- An online questionnaire and a small number of follow-up interviews with local authority personnel
- Six regional focus groups for teachers drawn from across the career stages
- Six school case studies in the North, East, South and West of Scotland.

Schools were identified in consultation with Local Authority personnel with responsibilities for supporting early career teachers. The research team asked LA personnel to nominate schools where there were interesting developments in mentoring beginning teachers and where, in their opinion, early career teachers (0-5 year’s experience) were having an impact on whole school culture and ethos.

The purpose of today’s visit, and this group interview, is to find out more about how early career teachers are supported in school and the impact they are having on the school.

Distribution of additional copies of the plain language statement. Signing of any remaining consent forms and completion of information sheet

OPENING ACTIVITY: SCHOOL NETWORK MAP (ten minutes)

Equipment:
Sheet of A3 paper for each participant
Marker pens

Instructions:
On this sheet of paper I want you to draw a simple map to represent the communication you have with other teachers in school. Your map should show with whom, and how, you communicate. The objective is to produce a visual map of all the contacts you have and the communication channels you use in school.

You might want to consider (and note down on your map):
- People you link with (their roles, not names)
- Events (purposes)
- Places
- Channels of communication (face-to-face, email, telephone)
- Frequency of communication
- Strength of communication
FOCUS GROUP QUESTIONS

The purpose of the network map was to help you think about how you contribute to, and exert an influence on, life in school. As I ask the following questions, you can refer back to your map and add more detail if you want to.

What *opportunities* do you have to contribute to decisions in school?
- At department level/curriculum area or stage
- At whole school level

In what *areas* of school life do you make a particular contribution?
- Approaches to classroom learning
- Assessment practices
- Curriculum development
- Department action plans/School development plan
- Cross-curricular initiatives (link to CfE)
- Pastoral/guidance

Through what *channels* do you make a contribution? (refer to network map)
- Joining working groups
- Through existing departmental structures
- Showing personal initiative

What *support have you received* from more experienced colleagues in school?
- Through formal mechanisms
- Informal support

What *support do you offer* to more experienced colleagues in school?
- Through formal mechanisms
- Informal support

What contribution do you make to the *wider life of the school*? Please give examples.
- Extra-curricular activities (in and off school site)
- Links with parents and the wider community (business and local community groups)

Do you feel the contribution you make (your skills and expertise) are *valued* in school? How do you know?

How are your *professional development needs* met?
- What has supported your professional learning?
- How have you negotiated potential barriers?

How do teachers with different levels of experience and seniority *work together* in school?
- What factors *support collaborative work* in school?
- What are the main *barriers* to enhanced collaboration?

How would you sum up the contribution that early career teachers make to this school?

In your opinion what, if anything, is *distinctive* about the contribution of early career teachers?

Is there anything at all that you would like to add?
Appendix Nine: Examples of teacher network maps
Appendix Ten: Pupil workshop for primary and secondary pupils

Instructions for facilitator:
With permission, audio record the discussion during all of the tasks and collect the completed sheets. Sessions should last no longer than 40 minutes. A plain language statement and pupil and parent consent forms have been circulated and returned prior to participation.

Introduction
Give the children and young people the opportunity to ask questions about the study, the facilitator and the activities. Explain why we are interested in pupils’ views and revisit ethical protocol of consent.

Introductory ice breaker
Distribute name cards for pupils to complete and let pupils listen to themselves speaking on the tape.

TASK 1 (Primary workshop P6 and/or P7 only)
I’m going to show you some pictures. They are all familiar scenes that you may recognise from life in school. They all show teachers and pupils.

Imagine the picture is a DVD and you can freeze the frame with your remote control. You are the script writer. Can you tell me:
What is happening here?
What happens next?

TASK 2
Think of three teachers who supported your learning in the last two years. Write their names down on a post-it. There is no need to say their names out loud and I am not going to take the post-its in or look at them.
What did they do that was good?
Jot your responses down on the sheet provided.
Start by thinking about what they did in the classroom to help you learn;
Then think about what else they did in school to support you;
Then add in any other details about out of school activities.

TASK 3
Look at the sheet: ‘Good teachers are….’
Complete the sentence.
Give as many responses as you can.
Can you tell me why you have said that?
Why is that important?
Can you give me an example?
Appendix Eleven: Written responses from the pupil workshops

What teachers do...

That helps you learn in the classroom

**SUPPORT**
Actually takes in what you say (P7).
Don’t treat you just as a pupil (P7)
Encourages you (P7).
Listens to your good ideas (P7).
Makes you feel welcome and doesn’t matter how clever you are (P7).
Makes you think that you can do it (P7).
Speaks to the class in a social manner to maintain a healthy relationship throughout the class (S3).
Speaks to us and listens to what we have to say i.e. about school, opinions etc. (S3).
Answer your questions when you are stuck (S2).
Come round and see if you are okay and if you are coping with the work (S2).
Don’ts give you anything that you can’t cope with (S3).
Helps us try new things (P6)
Are friendly (P6, S2).
Keeps you motivated (S3).
Gives you rewards for doing well e.g. stickers and chocolates (S3).
Spends time with individuals (S3).
Works at the right pace (S3).
They encourage you to do well (S3).
Praises you if you do something well (S3).
Improves your knowledge of the English language too (S3).

**CLARITY**
Explains things clearly (P7, S1, S2).
Explain in detail the tasks they are setting and don’t just throw it at us with no explanation (S2).
Gives demonstrations (S2).
Demonstrates things instead of just telling us to get on with it (S2).
Describes what they are doing very clearly (S2).
Teach in small steps (S3).
Goes over things (S2).
Tells us what we can improve on (S2).
Let’s you know where you are going wrong, and then helps you correct it (S3).
Explain things in different ways and make it interesting (S2).
Good at explaining things (P6, S3).
Revises on a regular basis (S3).
Goes over things (S3).

**INTEREST**
Extra funny (S1, S2)
Good sense of humour (P7).
Has a joke at appropriate times (S2).
Makes learning interesting by telling you interesting things (P7).
Makes lessons fun (S1, S2).
Uses projectors to make lessons fun (S3).
Enjoy the topics they are teaching (S2).

---

40 Analysis draws on categories used by Hay McBer (2000)
Reinforces work with fun games and activities (S3).
Makes the lesson fun but still get through the work (S2).
Doesn’t make us write all the time (S2).
They make learning more interesting (S3).
Do more practical work (S3).
Tells us from experience, not just telling us to do what they think we should do (S2).
Enthusiastic (S3).
Positive attitude (S3).

**PARTICIPATION**
Let’s you work with people you could work well with (P7)
Let’s you do stuff for yourself (P7).
Shows and teaches in different ways to suit your ability: kinaesthetic, visual and aural (S3).
Organises group activities (S2).

**ORDER**
Don’t shout all the time (S2).
Keeps calm and stays in control (S3).
Strict, but helps you learn (S3).

**FAIRNESS**
Don’t take out their anger on well-behaved pupils (S2).
Doesn’t single anyone out when they make a mistake (S2).

**To support you in school**

**PASTORAL**
They notice if something is bothering you (S2).
They are there to listen to your problems (S2).
If you are in trouble, they tell you how to get through it (S2).
Helps with any problems such as bullying or revision (S2).
Supported me when I had no friends (P6)
Gives students advice (S3).
Helps with your problems (S1).
They try and help you to have a great job in your future and a nice life with a job you enjoy (S2)

**SUPPORT FOR LEARNING**
Being there if you are stuck and don’t understand (P7)
If you need extra help, they tell you to come back up at lunchtime (S2)
Uses their lunch time to help you understand your work if you are struggling (S3).
Helps you in after-school homework clubs (S1, S2).
They mark work that’s done in your own time and not for homework (S2).

**EXTRA-CURRICULAR**
Gets involved in inter-house competitions and supports you as a person (S3).
Organises fun events to interest pupils (S3).
Organises charity events (P6, S3)
Runs lunchtime clubs e.g. library and chess club (S1).
Runs competitions (S2).

**To support you outside school**

**EXTRA-CURRICULAR**
Helps with the youth club to occupy pupils outside school (S3).
Runs trips for your education (P6, P7, S1, S2, S3).
Gives you different views in real life instead of just videos and words e.g. field trips (S3).
Allows you to have fun with friends while learning (S3).
Sees what ‘you’ are like in reality, not only as a ‘pupil’ (S3).
Supports you and your school in sporting/musical activities (P6, S2, S3)

**SUPPORT FOR LEARNING**

By explaining homework (S2)

**PASTORAL**

He gives us more confidence because he has taught us that we can believe in ourselves (S2).

Good teachers are….

Attentive
Aware
Boost your confidence
Calm
Caring
Confident
Dedicated
Determined
Doesn’t judge
Encouraging
Experienced
Flexible
Friendly
Funny
Gives advice
Good with technology
Helpful
Interesting
Involved (interactive)
Kind
Laid back
Listens
Modern
Notice that you are still interested
Opinionated
Patient
Positive attitude
Relaxed
Reliable
Respectful
Sensitive
Smiley
Sociable
Supportive
Trust worthy
Understanding
Uses varied teaching
Want to have knowledge of what pupils want to see in school
Willing

(39 descriptors used in workshops by pupils, P6-S3)
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