



McMahon, M., Reeves, J., Devlin, A.M., Jaap, A., and Simpson, J. (2009)
Evaluating the Impact of Chartered Teacher in Scotland: The views of
Chartered Teachers: Final Report. Project Report. General Teaching
Council for Scotland, Edinburgh, UK.

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**Evaluating the impact of Chartered Teacher in
Scotland:
The views of Chartered Teachers**

Final Report

Submitted by
Principal Investigators:
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on behalf of the Scottish CT Providers' Network

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Acknowledgements

We are grateful to all the Chartered Teachers and Head Teachers of schools containing Chartered Teachers who participated in the research. We are also grateful to our colleagues who assisted in a variety of ways. Particular thanks are extended to Dr John C Hall, the SCRE Centre, University of Glasgow, who advised on the design of the questionnaire and to Audrey Hendry, University of Aberdeen who facilitated a CT focus group.

List of Abbreviations

AifL	Assessment is for Learning
ASN	Additional Support Needs
CT	Chartered Teacher
Ed.D	Doctorate in Education
FlaT	Future Learning and Teaching
FFI	Framework for Intervention
GTCS	General Teaching Council Scotland
HT	Head teacher
ITQ	Infant Teacher Qualification
MEd	Master of Education
MA	Master of Arts
MSc	Master of Science
MPhil	Master of Philosophy
PT	Principal Teacher
SoA	School of Ambition
SCT	Standard for Chartered Teacher
SEED	Scottish Executive Education Department
SMT	School Management Team
SS	Social Science

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Executive Summary

This summary presents findings from research conducted with Chartered Teachers and a small sample of Head Teachers on the impact of the Chartered Teacher initiative in Scotland. The research, based on an original proposal developed in 2006, was conducted between April and June 2007 and was funded by GTCS and SEED. The research was approved by the Ethics Committee, Faculty of Education, University of Glasgow.

The research was based on a questionnaire that was trialled with a focus group of Chartered Teachers. On the basis of feedback from participants in the pilot questionnaire / focus group, a revised survey instrument was sent to all Chartered Teachers in Scotland. Respondents were also invited to contribute to one of two further focus groups. In addition a small sample of Head Teachers of schools that had registered Chartered Teachers on their staff was asked to complete a modified form of the questionnaire.

The return rate for the CT survey was 65.4% and for the HT survey was 46.5%. A small number of CTs (n=4) submitted responses by letter. Thirty seven Chartered Teachers participated in the focus groups. The Head Teachers¹ were drawn from a sample of schools with CTs across local authorities, from a list provided by GTCS (n=43).

¹ Heads of local authority support services for additional learning support were not surveyed although these services employ a significant number of Chartered Teachers.

Chartered Teacher participants were asked to respond to questions relating to:

- classroom practice;
- contributions of CTs;
- barriers to contributions;
- professional relationships;
- perceptions of impact;
- awareness of CT and
- changes in post since achieving Chartered Teacher status.

The survey findings represent the views of Chartered Teachers and as such are based upon 'self reporting'. In general CT views are broadly corroborated by responses from the small HT survey. The combination of quantitative data, qualitative comment and focus group discussion provide a degree of reliability that the outcomes of the research represent the views of the Chartered Teachers who had achieved the status by May 2007.

Nature of the Sample

A total of 261 Chartered Teachers completed the questionnaires. Of these 246 indicated the route they had followed to come a Chartered Teacher. Most respondents (202) had become a Chartered Teacher through the Accreditation Route and 44 had become Chartered Teachers by following the Programme Route. The majority of respondents (60.3%) were aged 50 or more. A total of 37 teachers participated in the focus groups where 50% were drawn from those who completed the Accredited Route and 50% from the Programme Route.

Key findings

1. Professional Practice of Chartered Teachers

Overall, Chartered Teachers believe that their practice in classrooms is typified by:

- self-confidence;
- knowledge and understanding that supports the exercise of effective professional judgement and decision-making;
- empathy, flexibility and responsiveness towards learners;
- the capacity to draw on a wide repertoire of teaching approaches;
- the capacity to continue to develop their practice and
- a disposition to test and adopt innovative and creative approaches to addressing problems in teaching and learning.

Many of those who followed the accredited route felt they had already acquired these characteristics prior to applying to become a Chartered Teacher.

Chartered Teachers believe that engagement in postgraduate studies, in particular structured practitioner research, has had the most effect in the development of their classroom practice.

For some CTs who followed the accredited route, this had enhanced their capacity to analyse and reflect on their practice and their knowledge and understanding of educational issues.

Chartered Teachers claimed to be teachers who had always been strongly committed to education and fascinated by issues of teaching and learning.² Many felt that attitudes

² Their descriptions are reminiscent of the cadre of the teaching profession identified by Hoyle (1974) and others since as displaying 'extended professionalism' (Evans, 1999).

supportive of social justice and inclusion were fundamental to their personal professional identity from early on in their career.

Whilst CTs demonstrated a strong commitment to the value of professional growth and development, there was criticism of CPD which was too often pitched at a very low level of expectation and challenge.

2. Contributions

The majority of CTs believe that they should contribute to supporting the development of learning and teaching in their schools. Many believed that this should be characteristic of all teachers and not just Chartered Teachers. Only a small minority felt that the contributions they make as Chartered Teachers could be confined to their classrooms.

Chartered Teachers are making a range of contributions in schools and are often actively engaged in the wider life of the school.³ CTs' contributions in schools are largely informal and at teacher level and this is where they feel they have most impact. Their most formal contribution is to CPD. CTs cite mentoring and coaching as an important area of activity but in many cases this is in regard to providing support and advice in relation to obtaining CT status. Team teaching and demonstrations appear to be significant.⁴

Chartered Teachers do not see taking on management roles as appropriate to the CT status. However, most do see close liaison with managers and contributing to decision-making processes with regard to teaching and learning as being appropriate.

Most believe that their contributions should be voluntary rather than part of a formal

³ The only comparative figures known to the team, on leading working parties and teams, would indicate that involvement in this activity is at a significantly higher level than that given by classroom teachers in a questionnaire of all staff in one local authority.

⁴ This may be inflated by the relatively high proportion of special education teachers included in the sample.

remit. The term ‘voluntary’ is interpreted in two ways:

- firstly, as *passive* - dependent on responding to an ‘invitation’ to contribute by managers and others and
- secondly, as *pro-active* - coming forward without having to be asked to contribute to providing a better service for learners.

Whilst proportionately small, contributions at local, national and international level indicate the creation of a widening sphere of influence for teachers associated with CT status.

Relationships appear to be enhanced by CT status, both in how Chartered Teachers view themselves and how they are viewed by others.

There is little evidence that the Chartered Teacher initiative is leading to a stronger commitment to the instigation of collaborative professional action.

3. *Barriers to Contributing*

These are cited by Chartered Teachers as being:

- a lack of understanding on the part of school managers and local authorities;
- the hierarchical structure of schools where:
 - decisions are habitually ‘top-down’ and class teachers are therefore not expected to contribute to generating ideas and initiatives;
 - certain roles, e.g. mentoring probationers, are reserved for managers;

- a lack of value, and hence time, given to professional dialogue and interaction among teachers which is thought to be linked to a general lack of value ascribed to teacher knowledge and expertise (at both school and local authority level);
- a wariness on the part of managers to place ‘demands’ on CTs which could be interpreted as ‘illegitimate’ given the terms in which the initiative had been developed.

Where professional relationships are adversely affected by becoming a Chartered Teacher the most commonly cited area for friction lies between CTs and middle managers on the grounds that CTs earn much the same as Principal Teachers without any additional responsibilities. Some respondents feel this is also a source of tension with senior managers.

4. Head Teachers’ views

In the survey of Head Teachers the main focus was how school managers view the role and impact of CTs. A modified version of the CT questionnaire was sent to a small sample of HTs, who were asked to respond to questions relating to:

- number of CTs and teachers working towards CT status;
- contributions of CTs;
- barriers to contributions;
- professional relationships;
- perceptions of impact and
- awareness of CT.

Head Teachers were not asked to comment specifically on the professional practice of Chartered Teachers (Question 1, CT Questionnaire). However a number of HT respondents did refer to changes to practice when providing qualitative comments.

1. Contributions

For Head Teachers the most appropriate areas of contribution for Chartered Teachers are contributing to CPD, mentoring and supporting other teachers, team teaching and demonstrations. Other possible areas of contribution are:

- working with parents;
- working with student teachers;
- contributing to the learning needs of pupils with additional support needs (ASN) and
- training of ASN staff (non teaching).

Co-option to management teams was felt to be an inappropriate area of contribution for Chartered Teachers. Several respondents considered contributing to extra curricular activities to be inappropriate for Chartered Teachers.

2. Barriers to Contributing

For Head Teacher respondents barriers to the potential contribution of Chartered Teachers include time, money to provide cover, relationships with other staff and the willingness of SMT to recognise the potential of the CT.

Respondents noted that school managers have no focus or influence on the process of accreditation and are uncertain about what a CT can be asked to do. Tension around salary differentials, especially relating to PT posts was noted.

Professional relationships were felt to have been enhanced by the award of CT status and while impact is greatest for the Chartered Teacher, Head Teacher respondents did indicate the extension of CT influence across the school community.

1. Introduction

This report presents the findings from research conducted on the impact of the Chartered Teacher initiative in Scotland. The research, based on an original proposal developed in 2006, was conducted between April and June 2007 and was funded by GTCS and SEED. The research complied with the ethical guidelines for educational research and was approved by the Ethics Committee, Faculty of Education, University of Glasgow.

The research was based on a questionnaire that was trialled with a focus group of Chartered Teachers (Focus Group 1, FG1, Appendix 4.1). Where there were significant changes to questions as a result this is noted in the body of the report. The revised questionnaire was sent out to all Chartered Teachers in Scotland and invited respondents to contribute to one of two further focus groups (Focus Groups 2 and 3, FG2 and FG3, Appendix 4.2 & 4.3). In addition, a small sample of Head Teachers of schools that had registered Chartered Teachers on their staff, was asked to complete a separate questionnaire (Appendix 1.3).

The return rate for the Chartered Teachers' questionnaire was 65.4% and for the Head Teachers' questionnaire the return rate was 46.5%. A small number of CTs (n=4) submitted responses by letter. A total of 37 Chartered Teachers participated in the focus groups.

2. Aim and objectives of the research

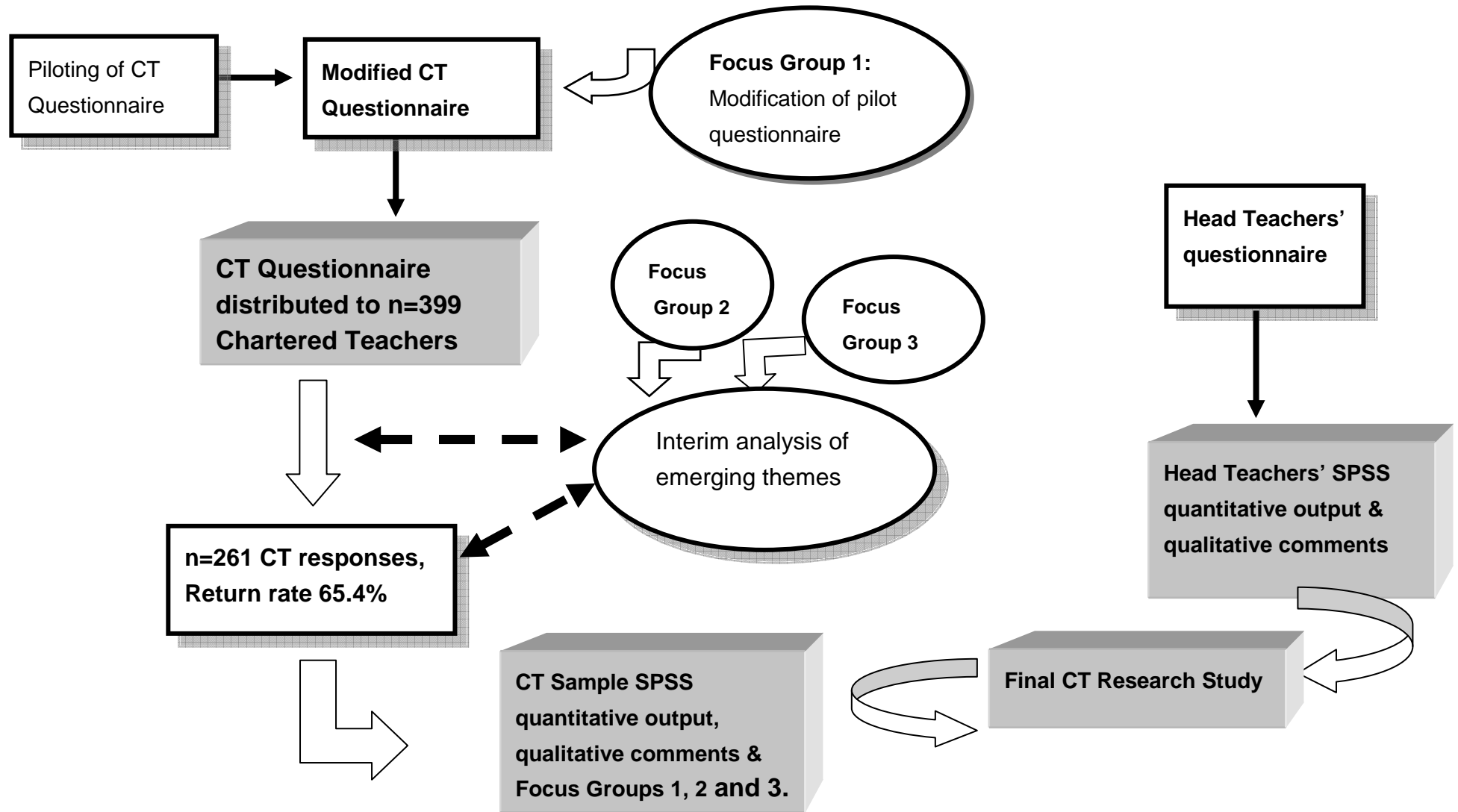
The aim of the research was to evaluate how teachers' roles have been altered by achieving Chartered Teacher status. Its specific objectives were

- to investigate if CT status has changed the types of activities that teachers are involved in in their professional lives
- to investigate the range of contributions that CTs are currently making in schools
- to identify both the opportunities and the barriers that exist to CTs making contributions in schools.

3. Research design and implementation

The research was conducted using a questionnaire sent to all Chartered Teachers in Scotland as the main form of data collection. The questionnaire contained a series of closed questions supplemented by the provision for respondents to make open-ended comments (schematic overview Figure 1; Appendix 1.3).

Figure 1: Schematic overview of the research design



The second strategy was the use of three focus groups of Chartered Teachers, one of which (FG1) was used to develop the survey instrument. The other two Focus Groups (FG2 and FG3) which were held after an initial scoping of the questionnaire results, were used to clarify the emerging issues. All focus groups were equally balanced as to sector and mode of qualification (programme and accredited route).

Finally, we conducted a survey of a small sample of Head Teachers which included schools that had that two or more Chartered Teachers on their staff. In addition, a number of Head Teachers of schools with a single CT were included in order to provide a balanced sample geographically, and in terms of education sector. This was done using a modified questionnaire for the Head Teachers that was based on the one circulated to the Chartered Teachers (Appendix 1.3 and schematic overview, Figure 1).

The pilot questionnaire was designed and circulated to a sample of Chartered Teachers (n=30) (Appendix 1.1). Respondents were invited to participate in a focus group (FG1). The purpose of this first focus group was to explore with Chartered Teachers the range of activities that they are involved in and the nature of their contributions.

This was used to formulate appropriate questions for the subsequent questionnaire of all CTs. This group was also asked to comment on the design of the questionnaire and also invited to make recommendations as to how to improve its effectiveness (Figure 1, previously).

The revised questionnaire was issued to all Chartered Teachers in April 2007, with the exception of those who had both completed the pilot questionnaire and participated in FG1 (the FG1 Report is provided in full in Appendix 4.1). A total of 399 questionnaires were issued and 261 (65.4%) completed questionnaires were returned.

Two focus groups (FG2 & FG3) were held in June 2007. One focus group was held in Aberdeen (North, FG2) and the other was held in Stirling (Central Belt, FG3). The

purpose of these focus groups was to explore, in more depth, the emerging themes from a preliminary analysis of the questionnaire data. Reports from each of these focus groups are available in Appendix 4.

In total, 43 Head Teachers of schools containing CTs were invited to complete a modified form of the questionnaire that had been issued to the Chartered Teachers (Appendix 1.2). The Head Teachers were drawn from a sample of schools with CTs across local authorities, from a list provided by GTCS.⁵ In total, 20 Head Teachers (46.5%) returned completed questionnaires.

The responses from the questionnaires were processed using the SPSS package for quantitative data analysis (version 14). The qualitative data from the questionnaire and focus groups was analysed by the research team on a thematic basis.

⁵ Heads of local authority support services for additional support for learning were not surveyed although these services employ a significant number of Chartered Teachers.

4. Key findings

The data are presented under a number of key headings. The three sources are generally presented separately:

- quantitative figures for closed questions in the questionnaire;
- comments made in the open sections of the questionnaire; and
- responses from the focus groups

The percentage figures given under the questions in the questionnaire headings represent the total number of responses given to each question.

Responses to the invitation to make comments varied – in each case a percentage figure indicates the proportion of the total respondents who made an entry in this section.

4.1.1: The Nature of the Chartered Teacher Sample : *Demographics*

Gender: The sample of Chartered Teacher respondents was predominantly female (87.3% of the total respondents were female) with a lower proportion (12.7%) of male respondents.

Age range: The majority of respondents were aged 50 or more (60.3% of the total respondents) with the largest group in the 50-54 age range (31.9%). In total, 39.7% of respondents were aged 49 or under (Table 1 and Figure 2).

Table 1: The age range of the Chartered Teacher respondents

Age Range	%
29 or under	0.4
30-34	3.5
35-39	5.4
40-44	10.0
45-49	20.4
50-54	31.9
55-59	23.8
60 or over	4.6

Figure 2: Age range of the Chartered Teacher respondents

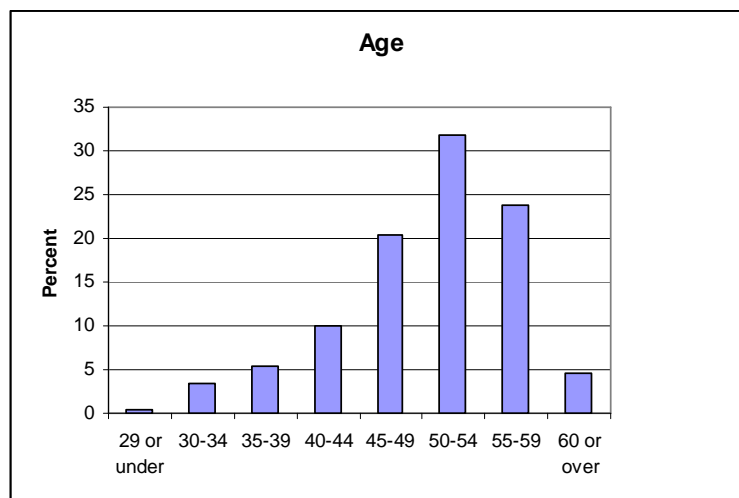
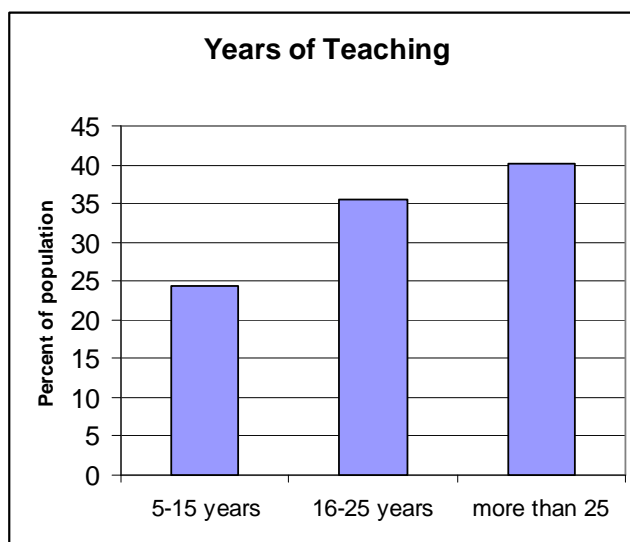


Figure 2, above illustrates the peak in the age of the Chartered Teacher respondents in the 50 – 54 age group.

Ethnicity: Most of the Chartered Teacher respondents identified themselves in the White-UK ethnic group (98.1%) with only a small number identifying themselves as White-other and Asian–Indian.

Teaching experience: A total of 40.2% of respondents have been teaching for more than 25 years while 35.5% of respondents have been teaching for between 16 and 25 years and 24.3% have been teaching between 5 and 15 years (Figure 3, below).

Figure 3: Years of teaching experience of the Chartered Teacher respondents

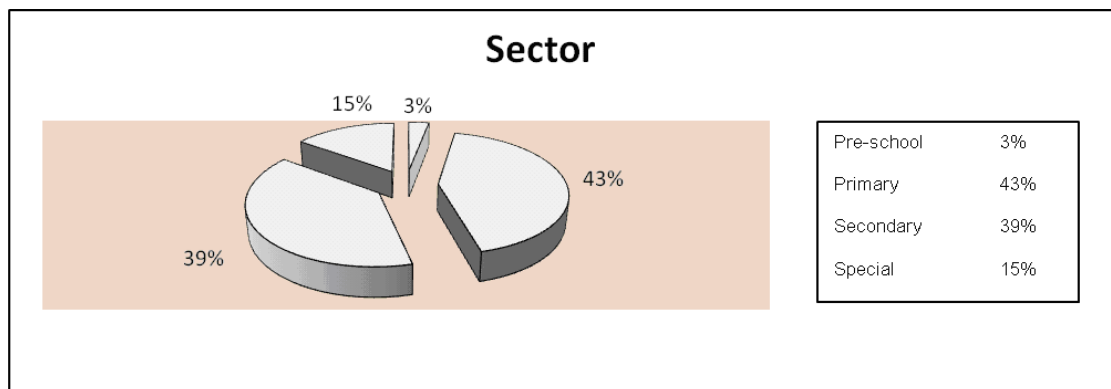


Sector of education: Chartered Teachers from the primary sector form the largest group among the respondents (42.7%) and teachers from the secondary sector form the second largest group, constituting 39.3% of the total sample (Table 2 and Figure 4). A significant proportion of respondents work in the Special sector (15%).

Table 2: Sector of education that the Chartered Teacher respondents work in

Sector	% of total
Pre-school	3.0
Primary	42.7
Secondary	39.3
Special	15.0

Figure 4: Summary of the sector of education that the Chartered Teachers work in



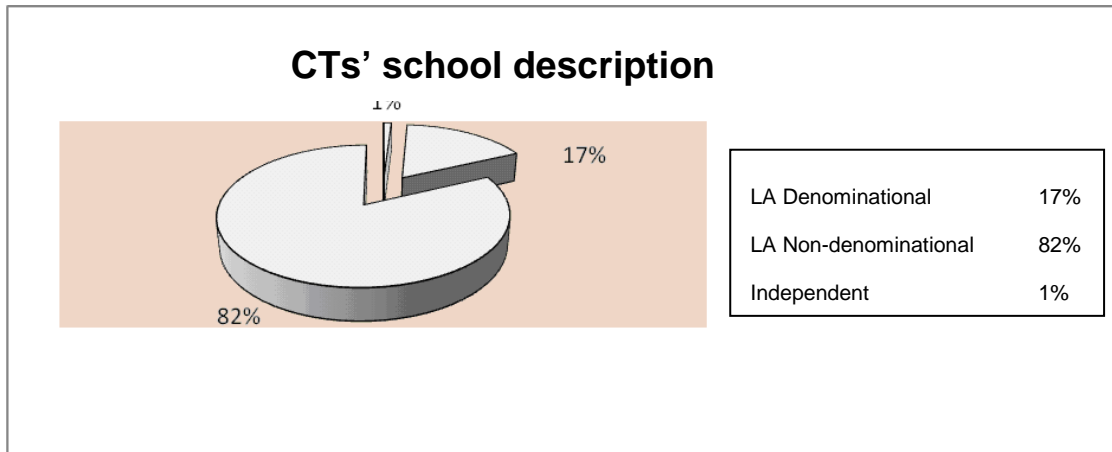
School roll: Chartered Teacher respondents worked in schools varying in size of pupil numbers as indicated in Table 3, below. The largest proportion of the CT respondents are working in schools with a pupil roll of between 71- 400 (Table 3).

Table 3: The roll of the schools that the Chartered Teacher respondents work in

Number of Pupils: School roll	% of total
Fewer than 70	9.6
71-400	42.2
401-800	18.7
800 -999	10.0
More than 1000	19.6

School description: The majority of Chartered Teacher respondents worked in Local Authority non-denominational schools (82.0%) whilst 17.1% of the CT respondents worked in Local Authority denominational schools and 0.8% worked in an independent school(s).

Figure 5: The description of the schools that Chartered Teacher respondents work in

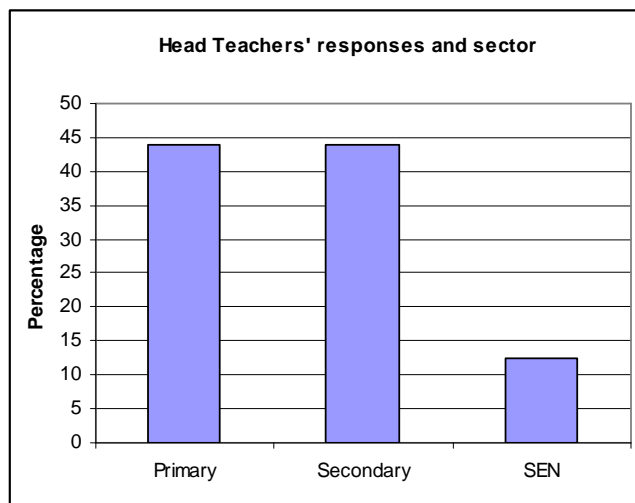


4.1.2: The Nature of the Head Teachers' Sample: Demographics

Of the total responses received from Senior Management (n=20) there were 19 returns (95%) from Head Teachers and one return (5%) from a Depute Head Teacher.

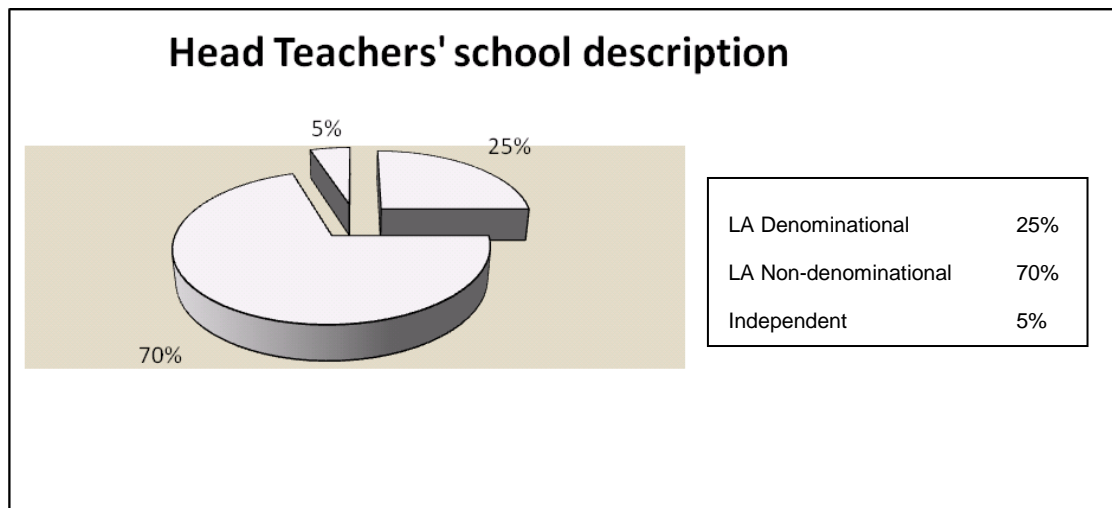
Sector of education (HT respondents): Responses came from Head Teachers across all education sectors: from primary (43.8%); from secondary (43.8%) and from the special school sector (12.5%) (Figure 6).

Figure 6: Education sectors that the Head Teacher respondents work in



School description (HT respondents): The majority of returns came from Head Teachers in Local Authority non-denominational schools (n=14; 70%), whilst 5 returns were from Head Teachers in Local Authority denominational schools (25%) and one was from a Head teacher in the independent sector (5%) (Figure 7, below).

Figure 7: The description of the schools that Head Teacher respondents work in



School roll (HT respondents): Head Teachers and / or school managers worked mainly in schools with a roll of between 71-400 pupils (Table 4) which corresponds with the returns received from the Chartered Teacher respondents.

Table 4: The roll of the schools that the Head teacher respondents work in

Number of Pupils: School roll	% of total
Fewer than 70	5.0
71-400	45.5
401-800	10.0
800 -999	10.0
More than 1000	30.0

Summary of Demographics of Research Sample

The demographic profile of the sample of Chartered Teachers is broadly consistent with the current profile of the teaching profession in Scotland.

The majority of Chartered Teacher respondents are female (87.3%), reflecting the national profile (75% female; 25% male).⁶ This also corresponds with data from the GTC Register of Chartered Teachers in September 2007, where 357 of CTs were female (86.4%) and 56 CTs were male (13.5%).⁷

Most Chartered Teachers have identified themselves as White-UK (98.1%), which also reflects the national profile. There is a lower percentage representation of minority ethnic teachers than for the whole teacher population.

The average age of teachers in Scotland is 43.6 years, with a major peak in the age profile at 53 years of age. In the present sample of Chartered Teachers, 60.3% of respondents were aged 50 or more.

In terms of sector, teachers in special education are over-represented compared with the overall number of teachers of special education in Scotland (2075 or 4% of overall teaching work force, SEED, 2006). Teachers from the secondary sector (39.3%) are slightly under-represented in comparison to the number of secondary teachers registered with GTCS (currently 50% of all registered teachers).⁸

⁶ SEED, *Teachers in Scotland 2006*

Edinburgh:HMSO<http://www.scotland.gov.uk/Resource/Doc/172747/0048226.pdf> (accessed 13th July 2007)

⁷ Chartered Teacher Statistics as of 15 March 2007, provided by GTCS

⁸ Data provided by GTCS, 13 September 2007

4.2 Chartered Teachers' Questionnaire: Summary of responses

4.2.1 Changes in Classroom Practice

Quantitative Questionnaire Data

Question 1(i) of the questionnaire sent to all Chartered Teachers asked participants to respond to a series of statements relating to classroom practice since becoming a Chartered Teacher.⁹ Responses were recorded using a scale ranging from 'strongly agree' to 'strongly disagree'.

Responses are summarised in Table 5, below and represent those who recorded agreement (i.e., 'Agree' or 'Strongly agree') with the statement. A full breakdown of responses is provided in Appendix 2.2.

Table 5: Classroom practice of Chartered Teachers

Category/ descriptor	% of total who replied 'Strongly agree' or 'Agree'
I feel I have greater knowledge to apply in the classroom	85.2
I have a greater repertoire of learning and teaching approaches	82.8
I use techniques I did not use before	74.8
I have greater awareness about the needs of learners	78.3
Being a learner again has changed my attitude to other learners	75.9
I am more flexible in my responses	75.6
I listen to learners more	72.0
I have greater self confidence	84.5
I am more adaptable	71.4
I enjoy teaching more	61.8
My reflections are more structured and systematic	82.6

⁹ This question was substantially changed as a result of FG1 where participants indicated that what had changed were various aspects of practice. These were incorporated into revised questionnaire.

These responses fall broadly into three main themes relating to (1) professional knowledge and understanding, (2) confidence and (3) attitudes and behaviour. The responses seem to indicate significant changes to, or enhancement of, practice since becoming a Chartered Teacher.

Questionnaire Comments

Further comment in relation to this first question was provided by 46.7% of respondents. Indicative examples of comments are provided below with a fuller list of summary of comments provided in Appendix 2.3.

The main issues arising from the qualitative comments were:

- that a substantial number of CT respondents felt they were already meeting these aspects of classroom practice before becoming a CT;
- that postgraduate studies had played a key role in many instances, in enhancing practice prior to qualifying as a CT ¹⁰and
- that their practice has continued to develop since becoming a CT.

The following comment was typical of those who view the award of CT status as recognition that they were already meeting the criteria in the statements and already working at an enhanced level:

“Becoming a CT made no difference and didn’t make me change my practice. I had already done that before becoming a CT.”

Some respondents indicated that completion of the reflective portfolio for the accredited route contributed to their continuing development. For instance, one

¹⁰ Examples given include BA (Social Science), ITQ (Infant Teacher Qualification), various Masters qualifications (MA, MA PSE, MEd, MSc, MPhil); PG Diplomas in Inclusive Practice, Special Educational Needs, Autism, Support for Learning and Deaf Education.

respondent felt that the process of reflection and evidence gathering, theorising and analysing teaching and learning had enhanced his/her classroom practice. Other examples of continuing development provided in the comments include:

- being more receptive to adapting practice in the light of new initiatives;
- having a more systematic approach to reading, research and revision of practice and
- doing the same things they did before becoming a CT, but the depth and quality have increased and improved.

Respondents cited work they had undertaken that was a significant element in their professional development. This was related to learning from practice-related projects in their own schools in the context of engagement in postgraduate studies.

Focus Groups 2 & 3 (FG2 and FG3)

Overall, both groups agreed that the descriptors in Question 1 of the questionnaire were a reasonably accurate reflection of what they would regard as enhanced practice which is, and should be, displayed by Chartered Teachers. Both groups also suggested that another feature of CTs' classroom practice was their inclination to be innovative and creative and an openness to considering new ideas.

The view that changes to practice and the attainment of enhanced practice had occurred prior to becoming CT, and not so much as a result of it, was further explored in the focus groups. Participants were asked to consider when practice develops to meet the Standard for Chartered Teacher; for example, is it:

- before setting out to become a CT (from experience, pursuing a course of postgraduate study etc);
- during the process of completing a reflective portfolio and commentary for the accredited route;
- as the result of completing a CT programme of study or
- when CT status is awarded?

Transcription and analysis of the discussion in the FG2 (Appendix 4.2) suggests that for many of those teachers who had attained CT status through the accredited route, the award of CT status does not necessarily make a difference as an accredited CT is already reflective, has confidence and credibility. This was articulated by some in the focus group as a perception that:

‘the change is within us before we start CT.’

In FG3 the view was that a CT was a:

‘different type of teacher’.

Those on the programme route felt that this had built their knowledge and skills, based on attitudes and dispositions which they already had. The majority of those who had followed the accredited route said they had already invested in their professional development by undertaking further qualifications. In FG3, eight out of the eleven participants had gained postgraduate qualifications before gaining CT status.

For this group, having undertaken study at this level, especially the acquisition of research skills, was seen as being instrumental in their path to ‘meeting the CT Standard’, in particular, by becoming more aware of the experiences of learners, by

enhancing their analytical skills and by extending their knowledge and understanding (Appendix 4.3).

Summary of Classroom Practice

Overall, Chartered Teachers agree that their practice in classrooms is typified by generic approaches to teaching that characterise expertise: the confidence and knowledge to support the exercise of professional judgement, greater empathy, flexibility and responsiveness towards learners; the capacity to draw on a wider repertoire of teaching approaches and a creative approach to practice.

Many of those who followed the accredited route felt they had already acquired these characteristics prior to applying to become a Chartered Teacher. According to focus group participants who followed this route, the status has a value as a form of recognition, but gaining it had not generally had any significant influence on their practice.

This raises the issue of whether the response to the closed section of Question 1 was answered as ‘this is characteristic of my practice as a CT’ rather than ‘this has become characteristic of me as a result of becoming a CT’. The evidence in the comments and from the focus groups would tend to indicate the former may be the case.

There are indications in the questionnaire comments that a number of CTs have engaged in postgraduate courses of study. The focus groups indicated that many participants believe that engagement in postgraduate studies, in particular structured practitioner research, has markedly affected the development of their classroom practice.

4.2.2 The Contributions of Chartered Teachers

Question 2 of the questionnaire asked participants about the contributions Chartered Teachers might make in schools, local authorities and at national and international level.¹¹

a) Appropriateness of Contributions

Quantitative Questionnaire Data

In **Question 2(i)**, CT participants were asked to consider the appropriateness of a series of contributions using a five point scale ranging from '*highly appropriate*' to '*highly inappropriate*'. The responses noted below represent those who recorded agreement (i.e., as '*Highly appropriate*' and '*Appropriate*') with the particular statement. A full breakdown of responses is provided in Appendix 2.2.

Table 6: Appropriate contributions for Chartered Teachers in school

Appropriateness of Contribution	% age of Total Highly appropriate / appropriate
Contributing to CPD	93.7
Leading working parties and teams	82.1
Mentoring and coaching other teachers	92.2
Involvement in extra-curricular activities	51.6
Team teaching and demonstrations	86.1
Co-opted to management teams	41.8
Practice-based research	88.2
Formal contributions e.g. writing a paper	70.5
Informal contributions e.g. voicing opinion & providing information	96.1

¹¹ This question remained much the same as on the original pilot questionnaire. The main change was in the nature of contributions where the category national/international was added.

According to the Chartered Teacher respondents, the key contributions felt to be the most appropriate, were informal contributions, contributing to CPD and mentoring and coaching other teachers. The least appropriate contributions were felt to be involvement in extra-curricular activities and being co-opted to management teams.

Questionnaire Comments

The opportunity to add to the above list of *appropriate* contributions was provided in **Question 2(ii)** and 35.6% made further comment. The main areas summarised below are indicative of the responses given by Chartered Teachers as being appropriate areas of contribution – a broader list is provided in Appendix 2.3.

Mentoring Support

- Mentoring and teaching student teachers
- Mentoring senior pupils.

Collaboration

- Working with a ‘research buddy’ or critical friend.

Dissemination of practice

- Sharing of practice through co-operative teaching
- Presenting information to colleagues
- Providing information and ideas to management teams.

Liaison/ outreach work

- Primary/ Secondary liaison
- Further Education liaison
- Liaison with external agencies including health board and social services professionals.

Research

- Involvement in research projects – SoA, AifL, FLaT
- Further study (Ed.D) and further research.

Participants also had the opportunity to comment on any contribution that they felt to be *inappropriate* or *highly inappropriate* for Chartered Teachers in **Question 2 (iii)**. 48.7% provided additional comments to this open-ended question.

The most *inappropriate* contributions for Chartered Teachers were felt to be management tasks, leading working parties and extra-curricular activities – generally consistent with the quantitative responses in Question 2(i) above (Table 6, previously).

A small number of participants did indicate that co-option to management teams might be acceptable if the role was as a consultant or an adviser and if the contribution was negotiated and agreed.

b) The Nature of Chartered Teachers' Contributions

In Question 2(iv), participants were asked to indicate which of the contributions previously listed in Question 2(ii) they had become involved with at school level, at local authority level and at a national / international level since becoming a Chartered Teacher.

Quantitative Questionnaire Data: The percentage of the Chartered Teacher respondents that were involved in these professional activities is summarised in Table 7.1. The greatest percentage are making informal contributions, as indicated under the category, informal contributions, e.g., voicing opinion and providing information (82.1%), followed by contributing to CPD (80.8%). The activity in which they are least involved is being co-opted to management teams (9.2%) (summary Table 7.1).

Table 7.1: The percentage of Chartered Teacher respondents contributing to each activity at any level (i.e., at school, Local Authority or national and international level).

At any level	%age of total
Contributing to CPD	80.8
Leading working parties and teams	43.3
Mentoring and coaching – other teachers	68.2
Involvement in extra-curricular activities	49.0
Team Teaching and demonstrations	54.8
Co-opted to management teams	9.2
Practice based research	30.7
Formal contributions e.g. writing a paper	24.9
Informal contributions e.g. voicing opinion & providing information	82.1

Table 7.2: Contributions Chartered Teachers make at school level

In school	%age of total
Contributing to CPD	69.3
Leading working parties and teams	37.9
Mentoring and coaching – other teachers	59.8
Involvement in extra-curricular activities	44.8
Team Teaching and demonstrations	50.2
Co-opted to management teams	7.3
Practice based research	26.8
Formal contributions e.g. writing a paper	15.7
Informal contributions e.g. voicing opinion & providing information	75.9

Table 7.3: Contributions Chartered Teachers make at Local Authority Level

At local authority level	%age of total
Contributing to CPD	37.5
Leading working parties and teams	7.3
Mentoring and coaching – other teachers	16.9
Involvement in extra-curricular activities	8.8
Team Teaching and demonstrations	12.6
Co-opted to management teams	1.9
Practice based research	6.9
Formal contributions e.g. writing a paper	6.9
Informal contributions e.g. voicing opinion & providing information	28

Table 7.4: Contributions Chartered Teachers make at national or international level

At national / international level	%age of total
Contributing to CPD	15.3
Leading working parties and teams	3.1
Mentoring and coaching – other teachers	6.9
Involvement in extra-curricular activities	4.2
Team Teaching and demonstrations	1.9
Co-opted to management teams	0.4
Practice based research	2.7
Formal contributions e.g. writing a paper	7.7
Informal contributions e.g. voicing opinion & providing information	16

Responses to **Question 2 (iv)** indicate that the main areas of activity and / or contribution for Chartered Teachers at school level, are in informal contributions such as voicing opinion and providing information, contributing to CPD and mentoring and coaching other teachers (Table 7.2).

Chartered Teachers are also engaged in these activities at local authority level (Table 7.3). While contributions or activity at national and international level are relatively small in comparison to school and / or LA contributions, (Table 7.4) nevertheless, they may indicate an emerging field of activity for experienced classroom practitioners at this level.

Questionnaire Comments and Focus Groups

In the qualitative comments for Question 2, a theme among respondents was that contributions should be made on a voluntary basis. This was explored further in the focus groups. In the main, while there appears to be a willingness to contribute, particularly in relation to supporting and mentoring colleagues and sharing practice, there is a strong view that this should be on a voluntary basis and negotiated rather than imposed.

Commitment to the notion of pro-active engagement is evident in both the responses to the questionnaire and the focus group discussion, presenting the view that a Chartered Teacher should engage, and should do so on professional grounds, as an aspect of making a contribution to learning and teaching but not as part of a defined remit.

While there is a strong sense of willingness to contribute, in some instances there appears to be resentment at not being invited to contribute. This was often linked to comments about school management's level of awareness and understanding of the Chartered Teacher initiative.

In FG 2 and FG 3 factors facilitating contributions from CTs were identified as:

- personal attributes: pro-active, time, energy and commitment;
- knowledge and recognition of 'value-added' attributes of CT – particularly school management's understanding and valuing of CT, as well as wider professional recognition;
- time: opportunities in the working week for thinking and developing practice and
- collegiality - opportunities to have dialogue about/share learning and teaching experiences with colleagues.

Although these facilitating factors were not thought to be universally available or accessible, their absence did not prevent participants from striving for, and attaining, excellence in their work, but made it more difficult to do so in a fully supported way.

Additional factors that were cited as contributing to educational excellence included innovation, evaluating and adapting practice, action research and contributing to CPD. The voluntary nature of the contributions that Chartered Teachers make is felt to be

strength of the CT initiative and, in particular, negotiated agreement, rather than mandated contributions was regarded as preferable.

There was debate within the groups about the term ‘contribution’. The CT participants viewed themselves as being both “contributors” (i.e. contributing to existing activities in school) and ‘initiators’ (being innovative and pro-active), depending on the context of the project, action or idea.

There was a difference of view between those who felt they needed to be invited to contribute and a minority who felt they should be taking ideas to colleagues and managers because this was a key aspect of the kind of professionalism that Chartered Teachers should display.

c) **Barriers to Making Contributions**

Questionnaire Comments and Focus Groups

Question 2(v) in the Chartered Teachers’ questionnaire provided participants with the opportunity to comment on any factors which they thought prevented them from making the contribution they might wish to make as a Chartered Teacher. A total of 55.6% of CT respondents provided responses. The main factors identified were:

- a lack of awareness and understanding from school managers;
- a lack of recognition;
- a lack of opportunity;
- a lack of support;
- a sense of isolation and
- the lack of a CT Network.

Analysis of these comments and the focus group discussion suggests that the barriers to Chartered Teachers’ contributions are:

- ***cultural*** – in the hierarchical nature of schools, classroom teachers are generally at the bottom of the hierarchy, with an assumption that innovation is led from the top;
- ***theoretical*** - in so far as in-depth knowledge in relation to pedagogy and practice may not be sufficiently recognised by managers, with a lack of value given to a teacher’s perspective and
- ***structural*** - in so far as there is no time for the operation of influence except where special arrangements are made through the SMT and / or the LA. Participants pointed to the lack of a framework for professional dialogue and interaction amongst teachers and attribute this to management and local authorities.

In the two ‘post-questionnaire’ focus groups, barriers to developing and promoting CT excellence included:

- the Teachers’ National Agreement – which underlines (though does not specify) the voluntary nature of CT;
- the lack of a clear role for CT related to lack of understanding about the role of CT;
- misperceptions related to the ‘cost’ to the school of having a CT on the staff;
- lack of support from the independent schools sector due to potential cost to school;
- time constraints since CTs are class committed with a full workload;
- financial constraints within the school;
- CT-led initiatives, or projects, are dependent on alignment with the school’s development plans and SMTs’ vision for excellence. SMTs are not always aware, or appreciative of, ‘learning-focused’ and ‘classroom-derived’ approaches to improvement.

Summary of Contributions

Contributions

The data indicate that a significant majority of Chartered Teachers believe that they should contribute to supporting the development of learning and teaching in their schools – a very small minority indicate they do not believe this to be the case. Generally, Chartered Teachers do not see taking on management roles as an appropriate contribution for CTs, although the focus groups indicated that they do see close liaison with managers and contribution to decision-making processes with regard to teaching and learning as being very appropriate activities for Chartered teachers.

Most believe that the contributions they make should be voluntary rather than part of a formal remit. There is evidence that the term ‘voluntary’ is interpreted in two ways. A substantial number of CTs indicate that ‘voluntarism’ is dependent on an ‘invitation’ to contribute by managers whereas others believe it is a central aspect of CT professionalism that they come forward ‘without having to be asked’ to support and promote initiatives that will contribute to a better service for learners.

Overall, Chartered Teachers claim to be making a wide range of contributions in schools. The only comparative figures known to the team, on leading working parties and teams, would indicate that involvement in this activity is at a significantly higher level than that given by classroom teachers in a questionnaire of all staff in one local authority.¹² This would lend credence to the claim that CTs are generally the type of teachers who are actively engaged in the wider life of the school.

¹²Reeves, J., Boreham, N., Remedios, R., and Simpson, J., (2007) *Monitoring the Implementation of Succeeding Together and the Post-McCrone Restructuring in West Lothian* Final Report Stirling: University of Stirling

Chartered Teachers' contributions in schools seem to be largely informal and at the teacher-to-teacher level. The most common formal contribution that CTs make in school is to CPD. Chartered Teachers also cite mentoring and coaching but in many cases the comments indicate that this is in regard to providing support and advice in relation to obtaining CT status.

Team teaching and demonstrations also appear to be significant activities – this may however, be inflated by the relatively high proportion of special education teachers included in the current sample.

Whilst proportionately small, the contribution of CTs at local, national and international level is interesting as a possible indicator that a widening sphere of influence for teachers is being created through the CT initiative.

Barriers to Contributing

The barriers to contributions that Chartered Teachers cited are largely related to a lack of understanding on the part of school managers and this was linked with a lack of support from local authorities. The nature of this barrier was developed in the focus groups to include:

- the hierarchical structure of schools where:
 - decisions are habitually '*top-down*' and class teachers are therefore not expected to contribute to generating ideas and initiatives;
 - certain roles, e.g. mentoring probationers, often being reserved for managers;
- a lack of value, and hence time, given to professional dialogue and interaction on the part of teachers linked to a general lack of value within the system for

teacher knowledge and expertise (at both school and local authority level) and also;

- a wariness on the part of managers to place ‘demands’ on CTs which could be interpreted as ‘illegitimate’ given the terms in which the initiative had been developed.

4.2.3 Professional Relationships

Question 3 in the CT questionnaire, addressed the professional relationships that the Chartered Teachers have with others and how they (i.e., others) relate to them (as Chartered Teachers). This question had two parts, both of which were open sub-questions.

Questionnaire Comments

Part One of Question 3, asked Chartered Teachers if their professional relationships with their colleagues had changed in any way since becoming a CT and if so, how? A total of 77% of participants responded to this question. A summary of responses is provided in Appendix 2.3.

Many respondents to this question indicated that their relationships with their colleagues have not changed, primarily because these relationships have always been good. Some respondents indicated that relationships had not changed because their colleagues were unaware that they were a CT.

A small number of respondents commented on a negative impact where they had experienced ‘slight resentment’, ‘jealousy’ or ‘cynicism’. In some instances, this was linked to salary differentials, particularly relating to the Principal Teacher salary scale.

However, many respondents commented on positive changes in their professional relationships where they sensed greater respect from colleagues and managers as well as admiration and acknowledgement. From the range of comments and examples provided, it appears that other teachers, and in some instances school managers, turn to CTs as source of consultation, advice and guidance. This may relate to specific aspects of pedagogy, such as formative assessment, in which the CT is recognised as having expertise, or may be related to more general aspects of learning and teaching.

Respondents indicated that they also serve as channels of support and advice for other teachers engaging with CT and in some instances they have become critical friends. Some respondents indicated that they have become a source of first-line advice, especially when a Principal Teacher is not available. Many respondents also mentioned beginning teachers and student teachers approaching them for advice.

In general respondents appear comfortable with a supportive / consultative role though some respondents commented that being seen as more of an expert in some instances fostered heightened expectations from school managers and other teachers - both in terms of contribution and expertise.

The emerging role of Chartered Teachers as sources of advice and guidance does not appear to be limited to immediate colleagues and beginning teachers and in some instances extends across the whole school. Some respondents commented on approaches being made to them by teachers with whom they would not usually work.

Several respondents referred to greater professional discussion and dialogue with colleagues relating to learning and teaching. Some respondents also felt that CT status afforded them more respect in external forums and from the wider education community and inter-agency colleagues.

Part Two of Question 3 focussed on professional relationships with line managers or school managers and Chartered Teacher participants were asked if their relationship

with their line manager (or school manager) has changed in anyway since becoming a Chartered Teacher. A total of 65.1% of participants responded to this question.

Many respondents commented that their relationships with their school managers had not changed because these relationships had always been good. Much the same proportion of respondents indicated that relationships had improved in positive ways. They felt they were respected more by management and that their opinions and advice were sought more often and appeared to be valued. Some respondents referred to the school's pride in having a Chartered Teacher(s) on their staff. They had become more involved and were asked to contribute to in-service and CPD and had a greater input into the school development plan. They were asked to contribute more, for example, by leading working parties in school or by contributing to forums at local authority level and in some instances were delegated to organise events and meetings. Some respondents referred to greater interest from managers, with regard to both learning and teaching activities and also from teachers working towards the CT status. Enquires about the Chartered Teacher status were directed by managers to the CT in their school.

A number of respondents commented that the confidence they had gained as a result of CT had altered their relationship with managers. This was because they were more confident when engaging with the SMT, in providing critical comment on initiatives and expressing an opinion on educational matters. A small number indicated that they now attend management meetings.

However, a number of Chartered Teachers related less positive experiences. Reference was made to a lack of understanding about the CT status, a lack of acknowledgement, a lack of knowledge about what becoming a CT entailed and about possible roles for CT. In some instances, relationships were felt to have become strained or to have deteriorated. This deterioration was mainly related to enhanced qualifications and salary differentials.

Summary: Professional relationships

The data here add greater depth to the responses under the previous headings. Relationships appear to be enhanced by Chartered Teacher status, both in how CTs view themselves and in how they are viewed by others.

In this respect, changes can be detected in an emerging role as adviser / consultant, often related to learning and teaching, though not exclusively. Arguably, this may have been the experience of a number of respondents before becoming a CT, although the indications are that, if so, then this is further strengthened by achieving the status.

Responses also indicate a growing role for Chartered Teachers as ‘CT Champion’ within their schools and with their peers, varying from being a source of information to providing advice or being a ‘critical friend’.

It appears that professional relationships are not generally adversely affected by becoming a Chartered Teacher. Where experiences are less positive, as before, this seems to be related to partial or limited understanding about the CT status and the role of CTs.

The most commonly cited area for friction lies between CTs and middle managers on the grounds that Chartered Teachers earn much the same as Principal Teachers without any additional responsibilities. Some respondents feel this is also a source of tension with senior managers.

4.2.4 Impact of Becoming a Chartered Teacher

a) Professional Impact

Quantitative Questionnaire Data

Question 4 of the questionnaire asked respondents to consider the professional impact of becoming a Chartered Teacher. Respondents were asked to respond positively or negatively to a series of statements. Responses are recorded in Table 8.

Table 8: Professional impact of becoming a Chartered Teacher

Professional activities	% Yes	% No
I regularly keep a learning journal	39.8	60.2
I engage in professional dialogues	96.8	3.2
I am involved in networks associated with Chartered Teacher	48.2	51.8
I am <i>more positive</i> about the value of CPD	82.7	17.3
I am <i>less positive</i> about the value of CPD	7.4	92.6
I have changed my attitude towards inclusion	13.3	86.7
I have changed my attitude towards social justice and citizenship	18.4	81.6
I am more open to using ICT and innovative technology	55.8	44.2
I am more confident about varying the curriculum	75.3	24.7
I have changed my attitude towards class discipline	28.6	71.4

The responses to Question 4 of the questionnaire completed by the Chartered Teachers, appear to indicate a high level of professional engagement (e.g., professional dialogues, involvement in CT Networks, keeping a learning journal) (table 8, above). There is also a strong sense of the value of continuing professional development.

The focus groups however did point to a sense of professional isolation for many Chartered Teachers where they were the only CT in a school and there was a lack of local authority support. Whilst there was a strong commitment to the value of professional growth and development, there was criticism of CPD being pitched at too low a level of expectation and challenge.

While responses relating to changing attitudes towards inclusion, social justice and citizenship and class discipline may appear low, many respondents provided commentary relating to this and indicated that their practice in these areas was already enhanced.

This is generally consistent with the views expressed in focus groups about being a '*different type of teacher*' as the basis upon which they were motivated to develop their classroom practice and wider engagement within their schools in the first place.

b) Impact on Self, Pupils and School

Quantitative Questionnaire Data

Question 5 in the questionnaire asked participants to consider their perception of the impact of becoming a Chartered Teacher for (1) themselves, (2) their pupils and (3) their schools. Responses were recorded on a scale ranging from '*Highly Positive*' to '*Highly Negative*'. Responses to each component of Question 5 are summarised in Table 9.

Table 9: What do you think the impact of you becoming a Chartered Teacher has been for (i) you, (ii) your pupils (iii) your school ?

	You	Your pupils	Your school
<i>Highly positive</i>	53.7%	36.5%	24.2%
<i>Positive</i>	35.3%	31.7%	32.0%
<i>Neutral</i>	9.4%	30.9%	40.6%
<i>Negative</i>	1.2%	0.8%	2.5%
<i>Highly Negative</i>	0.4%	-	0.8%

Questionnaire Comments: Impact on self

A total of 88.5% of the Chartered Teacher respondents provided additional comment relating to the perceived impact on self. As for Question 1, a number of respondents indicated that becoming a Chartered Teacher had limited impact or made no difference because:

- a) they were already an accomplished practitioner and working at an enhanced level - CT status formally acknowledged this;
- b) their award of CT status had not been acknowledged in school or
- c) the change to their practice and progression towards enhanced practice occurred as a result of previous postgraduate study.

However, many did indicate areas where they felt becoming a Chartered Teacher had impacted on them. The main areas below are indicative examples of the responses given. A broader list of areas of impact is provided in Appendix 2.3.

- ***Confidence and self-esteem*** was thought to have been enhanced, particularly in relation to classroom practice; CPD; meeting parents; an increased sense of self-worth; a sense of achievement and greater respect from colleagues.
- ***Professional knowledge & understanding*** had extended, by being more informed; by being more willing to be innovative; being more positive generally (especially regarding discipline); being more willing to look at new approaches to learning and increased dialogue.
- ***Professional development*** was re-appraised and respondents commented on being more interested in professional development for self and others; also of being more aware of the benefits of planning their own CPD and reflection as a result; and motivation to undertake further learning such as Ed.D
- ***Engagement with Research*** was noted by several respondents, for example, using action research as an integral part of teaching and in publication of research in a leading journal.
- ***Work-life balance*** was commented on by some respondents, particularly the financial benefits: in some instances facilitating change in working hours through job-share or working part time. Less positive was the impact of studying on family life and a view that time spent on preparation for pupils was diverted to study or the formulation of a CT claim.

Focus Groups (Appendix 4)

There is a degree of variation relating to views on whether the Chartered Teacher status makes a difference.

For Chartered Teachers who completed the accredited route the change had happened previously and they were already reflective, confident and had credibility. The role of postgraduate study, especially acquiring research skills was seen as being instrumental in the path to '*meeting the CT standard*'.

For CTs who had undertaken both the accredited route and the programme route, being a CT was felt to make teachers more reflective on their practice; more secure in their abilities; and more able to justify their own work and approach. Being a CT was also thought to make a difference in several other ways to classroom practice, collegiality, promoting confidence, and the awareness and use of skills.

Professional recognition of Chartered Teacher status by colleagues, management and local authorities is seen as important and experiences ranged from formal recognition, to informal recognition, to no recognition at all of CT status (FG3).

However, Chartered Teacher status was thought to be a worthwhile achievement. Developing the attributes of a Chartered Teacher enables teachers to be open to new ideas; encourages research and application of research in teaching and learning; encourages professional dialogue; and engenders a different way of talking and thinking about education.

A Chartered Teacher was thought to be a 'value added' teacher and the CT initiative is a valuable way of demonstrating how the job can be done well. However, it was thought that the profession as a whole, needed to be persuaded of the validity of the CT status and the experience of CTs using it effectively in schools to contribute to

teaching and learning would further validate the status and the role of teachers more generally.

Being a Chartered Teacher was felt to have impacted on participants particularly in relation to enhanced confidence, greater self-esteem and a sense of achievement. Impact is linked to each individual's experience and context, so while some felt becoming a CT was refreshing and revitalising, for others it was exhausting and draining.

The former group perceived changes where more risks were being taken (trying new methods of learning and teaching). They had become more adventurous and more motivated to try different approaches and/or to try and motivate others to try different approaches and they were more valued by the wider professional community and felt they were receiving more respect from others.

Questionnaire Comments: Impact on pupils

A total of 80.8% of CT respondents provided additional comment relating to the perceived impact on pupils.

A number of respondents indicated that impact was limited as pupils are not aware of Chartered Teacher status, or because the respondents were working at an enhanced level before becoming a CT. This may explain the distribution of responses for this question, with 30.9% recording a neutral impact (summary Table 9, previously). In some instances however respondents did record that pupils were aware of CT status.

A large number of participants offered a range of examples of the perceived impact for pupils which again largely matched with responses to Question 1 of the questionnaire. Indicative examples are outlined below and a full list is provided in Appendix 2.3.

General impact

- more enthusiastic, adaptable, innovative and creative
- more empathy.

Specific areas of impact

- more focussed and structured in delivering the curriculum
- more aware of where to look for examples of good practice
- more adept at noting pupils' patterns of difficulties and finding strategies to help them;
- more adventurous in trying out new approaches
- have more confidence in dealing with indiscipline and making their own decisions
- foster a greater involvement of pupils, such as more dialogue and discussion and greater ownership of the pupils' learning.

Teacher as learner and/ or role model

- impact of application of learning from reading and research
- model of lifelong learning / leading by example.

Transference

- raised self confidence – positive effects on pupils
- better at self evaluation and reflecting and secure in professionalism to evaluate and make changes
- skilled in critical self evaluation of teaching, preparation, reporting - helpful in being more effective in meeting the needs of pupils.

Working with others

- more positive about working with other non teaching professionals
- collaborate with a broader range of colleagues
- contribute to networks.

Questionnaire Comment: Impact on school

A total of 83.9% Chartered Teacher respondents provided additional comment relating to the perceived impact on school. The nature of the comments reflects the distribution of responses on a positive – negative rating, where 40.6% recorded ‘neutral’. A number of respondents commented that they felt they had an impact on their school through their work prior to becoming a Chartered Teacher and that this had continued.

Responses indicated a variety of ways in which schools respond to CT, ranging from no acknowledgement being made, to recognition and celebration in the school and beyond.

A lack of recognition and acknowledgement may constrain impact, though some respondents felt they did have an impact, with benefits to the school. Indicative examples are outlined below and a full list is provided in Appendix 2.3.

Formal recognition

- Attaining CT status being announced at staff meeting mentioned in newsletters, annual reports etc
- Given higher status within the staff – high profile for CT encouraged
- Encouragement from school and local authority

Response of school managers/ colleagues

- Positive and enthusiastic
- Views of CTs sought more
- CTs highly respected for commitment and workload in gaining CT status. Asked to join various groups
- Colleagues and Head Teacher - proud of the CTs in their school.

Knowledge and impact

- Research linked to the CT – beneficial for school

- Sharing expertise with colleagues and mentoring teachers
- Leading a working party on play
- Contributing to CPD in a more positive way
- Modelling a community of inquiry across Departments
- Piloting approaches within Department and supporting Departments with behaviour and thinking skills.

Impact on other teachers

- Providing encouragement
- Supporting others towards CT
- Source of information for colleagues
- Source of inspiration
- Colleagues more likely to ask a CT for advice; first person staff will come to for advice on curricular/ behaviour matters
- A 'role model' for other teachers.

Parents

- Additional Support Needs – parents reassured that teacher has undergone extensive training
- Developing action research project leads to positive reactions from parents and engenders greater involvement.

General

- Career 'revitalised' – greater motivation and more involved in organizing school events
- Better informed through reading and research - taking a lead role in developments
- Show initiative and feel more confident with SMT
- Requests for talks from CTs raises school profile.

Some respondents did relate different experiences where their status as CT is neither recognised nor acknowledged or is only known to a small group. Some CTs working in a peripatetic role felt that the managers in the schools they worked in were unlikely to be aware of their status.

Requests from some CTs to have their status recognised on a name badge or in documentation were unsuccessful. A number of respondents felt that their school was not optimising the contribution they could make as a CT and was unsure how to use their skills effectively. In the absence of any response from the school or any opportunities, one Chartered Teacher created his/her own opportunities '*as a CT should do*'.

Focus Groups

It was thought that the sphere of influence for CTs is extending or widening as Chartered Teachers progress and become more established, although this does depend on the individual's role, school context and school culture.

Participants in schools where there are several teachers who have either achieved or are working towards the CT status do feel they have more support and influence. However, participants may also have been influential before attaining CT status.

Initially, CT influence may be restricted to the CT's own classroom. However, the CT sphere of influence widens as the CT becomes a role model for other colleagues and is involved with other teachers in a variety of ways such as supporting colleagues interested in becoming a CT and mentoring probationer and student teachers. The CT's influence can extend to parents, other departments, whole school and the wider profession.

Barriers to influence were thought to be limited opportunities for professional dialogue and discussion with other teachers and with schools managers and there was perceived lukewarm support from school managers for projects initiated by Chartered Teachers.

Impact for pupils was perceived to derive from the CTs' confidence to apply new or different approaches; involvement in new initiatives; greater effectiveness in meeting the needs of pupils; greater consultation and dialogue with pupils and more awareness of different learning styles.

Further areas of impact include 'pupil-centred' learning; pupils being more engaged; the CT's classroom practice being more informed and CTs being better able to relate to their pupils.

Summary of impact

Again, the evidence in this section confirms and adds depth to the strands which have emerged under earlier thematic headings. The quantitative and qualitative responses to Question 5 of the questionnaire indicate that being a Chartered Teacher has a positive impact for teachers and as a consequence, for pupils and often colleagues. Impact for the school overall is less evident, and depends on the culture and ethos in relation to CT and also on whether the Chartered Teacher(s)' involvement and contribution is encouraged, invited and facilitated.

Impact in school may become more evident and significant with time although potential impact may be constrained, less by the absence of a formal remit, but more by a deeper conceptual misunderstanding of the potential of the Chartered Teacher status.

4.2.5 Awareness and Understanding of CT status

Question 6 in the Chartered Teacher’s questionnaire asked participants about the general awareness of Chartered Teacher. The responses are recorded in Table 10.

Table 10: How well informed do you think the following groups are about Chartered Teacher?

	<i>Well informed</i>	<i>Some awareness</i>	<i>Very little awareness</i>
<i>Colleagues</i>	16.5%	62.7%	20.8%
<i>Middle Managers</i>	13.7%	58.5%	27.8%
<i>Senior Managers</i>	22.3%	48.2%	29.5%

These responses indicate that Chartered Teacher respondents feel that there is not a coherent understanding about Chartered Teacher, generally consistent with responses made to other questions in the questionnaire. This reflects a view that some teachers and school managers have only a partial understanding of what Chartered Teacher status is and how it is attained.

In response to Question 2 of the questionnaire, a number of respondents commented that they had now become the person in their school to whom enquiries about becoming a CT were directed and that they provided encouragement and support to colleagues contemplating working towards CT status. In effect, the Chartered Teachers appear to be taking on the role of ‘CT Champion’ in their school. Again this set of data underlines earlier feedback about the lack of understanding in relation as to what exactly CT status signifies and how it is attained.

4.2.6 Route to CT Status

Question 7(i) of the questionnaire sent to the Chartered Teachers asked participants to indicate the route they had followed to become a Chartered Teacher. The majority of respondents (82.1%) had undertaken the Accreditation Route and 17.9% had

undertaken the Programme Route. This broadly reflects the overall Chartered Teacher population where 82.5% of CT have attained the status through the Accreditation Route and 17.4% have attained through the Programme Route.¹³

Participants were also asked to indicate their CT Provider in Question 7(ii) of the questionnaire. Respondents were drawn from all providers (Appendix 2.2).

Participants were asked to record if they had changed provider in Question 7(iii) of the questionnaire, and a total of 20.7% of the CT respondents responded to this.

Most respondents indicated that having completed Module 1 with an accredited provider, they then changed to the GTCS for the completion of the accredited route. The instances of changing to a provider other than GTCS were small and movement across providers does not appear to have taken place. This, however, may be reflective of the large number of CTs who attained the status through the accredited route.

4.2.7 Changing Job or Remit Post-Qualification

Question 8 of the questionnaire asked whether participants had applied for or volunteered for a change in post since becoming a Chartered Teacher. A total of 27.7% of respondents responded positively to this question whilst 72.3% answered 'No'. In addition, 33% of respondents provided additional comment in response to 'If you have changed post, please give details?'

Respondents provided information relating to posts they had applied for since becoming a Chartered Teacher although, in a number of instances, they did not distinguish whether the application was successful or unsuccessful.

¹³ Chartered Teacher Statistics as of 15 March 2007, provided by GTCS

The range of posts applied for vary from seconded posts at local authority level or nationally or with Learning & Teaching Scotland (LTS). A number of Chartered Teachers also indicated that they have applied for or have been seconded to management posts ranging from Curriculum Leader, PT/Faculty Head and Depute Head Teacher.

Several CTs are involved with Higher Education Institutes (HEIs) as tutors, associate lecturers and teaching fellows and with GTCS as consultants or advisers. Other respondents indicated applications relating to Enterprise Development and CPD.

While the number of respondents applying for or volunteering for a change in post represents fewer than one third of the overall number of respondents, a degree of career mobility does appear to be associated with Chartered Teacher status. This is consistent with findings from other research, e.g., Connelly and McMahon (2007). In response to other aspects of the questionnaire, many respondents were very clear that the main function of the Chartered Teacher was to 'remain in the classroom'.

However, it does appear that for a number of respondents CT status does offer the potential for career mobility, both towards management posts and to posts in other educational bodies such as local authorities, HEIs, the teaching council and LTS.

Arguably, enhanced practitioners may have applied for new posts anyway. Nevertheless, when linked to participants' responses indicating the role Chartered Teacher status plays in raising confidence and professional and personal self-esteem, Chartered Teachers may feel better qualified and more confident about applying for posts '*beyond the classroom*'. In addition, it may be that the status is opening up new opportunities for teachers (see Tables 7.3 and 7.4 previously).

Summary of responses from Head Teachers' Questionnaire

The third component of the research study explored how Head Teachers view the role and impact of Chartered Teachers. A total of 43 Head Teachers were invited to complete a modified form of the questionnaire issued to the Chartered Teachers. The Head Teachers were drawn from a sample of schools with CTs on their staff across local authorities, from a list provided by GTCS. In total, 20 Head Teachers returned completed questionnaires, representing a return rate of 46.5%.

In the survey of Head Teachers the main focus was how school managers view the role and impact of CTs. Head Teachers were asked to respond to questions relating to:

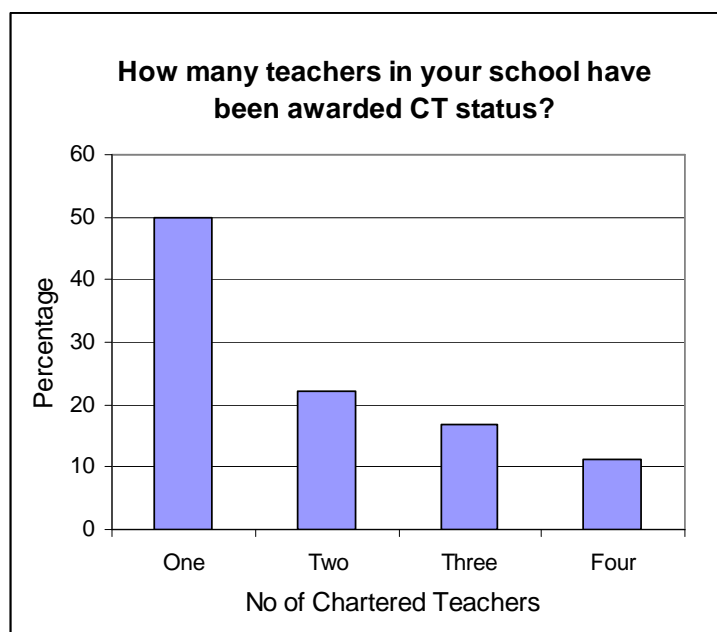
- number of CTs and teachers working towards CT status;
- contributions of CTs;
- barriers to contributions;
- professional relationships and
- perceptions of impact.

Head Teachers were not asked to comment specifically on the professional practice of Chartered Teachers (Question 1, CT Questionnaire). However a number of HT respondents did refer to changes to practice when providing qualitative comments.

Quantitative and qualitative questionnaire data

Question 1(i) of the Head Teachers' questionnaire asked participants to record the number of Chartered Teachers in their school. A total of 50% of respondents had only one CT; 22.2% had two CTs; 16.7% had three CTs and 11.1% had four CTs on their staff. (Figure 8, below)

Figure 8: How many teachers in your school have been awarded CT status?



In Question 2 (i) participants were asked to indicate how many teachers in their school were working towards Chartered Teacher status. Responses from the Head Teachers are recorded in Table 11, below.

Table 11: How many teachers in your school are working towards CT status?

Number of teachers working towards CT status	% age
1	57.1
2	7.1
3	14.3
4	14.3
5 or more	7.1

Questions 1(ii) and 2(ii) provided the opportunity for respondents to add further comment in relation to the number of teachers awarded or working towards CT status in their school. Responses included ‘no other teachers currently undertaking CT’ or that the respondents did not know. One Head Teacher noted that undertaking CT was

under ‘serious consideration’ by a member of staff. In another school four teachers had been awarded CT status with another seven working towards it. One respondent indicated that the school contributes to the cost of undertaking Chartered Teacher studies but that teachers may find the work load daunting. Another HT commented that one Chartered Teacher was retiring and that there had been little benefit for the school.

Question 3 of the Head Teachers’ questionnaire asked participants about the general awareness of Chartered Teacher. Their responses are recorded in Table 12.

Table 12: How well informed do you think the following are about Chartered Teacher?

	<i>Well informed</i>	<i>Some awareness</i>	<i>Very little awareness</i>
Head Teacher respondents	60.0%	40.0%	-
Middle /senior managers	21.1%	78.9%	-
Class teachers	15.8%	68.4%	15.8%

According to the Head Teacher respondents, the majority (60%) consider themselves to be well informed about Chartered Teacher and consider that middle managers / senior managers (78.9%) and class teachers (68.4%) have some awareness.

Contributions

In Question 4(i) of the HTs’ questionnaire, the Head Teacher participants were asked to consider the appropriateness of a series of contributions for Chartered Teachers using a five point scale ranging from ‘*highly appropriate*’ to ‘*highly inappropriate*’.

The responses noted below represent those who recorded agreement with the statement (as ‘highly appropriate’ or ‘appropriate’. A full breakdown of responses is provided in Appendix 3.2).

Table 13: Please indicate the extent to which you (as Head Teacher) think these are appropriate contributions for a Chartered Teacher to make?

Contributions	%age recording <i>Highly appropriate / appropriate</i>
Contributing to CPD	100
Leading working parties and teams	95.0
Mentoring and coaching other teachers	100
Involvement in extra-curricular activities	63.1
Team teaching and demonstrations	100
Co-opted to management teams	55.0
Practice-based research	95.0
Formal contributions e.g. writing a paper	80.0
Informal contributions e.g. voicing opinion & providing information	94.4

For Head Teacher respondents contributing to CPD, mentoring and coaching other teachers and team teaching and demonstrations are seen as very appropriate areas to which Chartered Teachers may contribute.

Additional areas of contribution (as recorded under Question 4(ii) of the Head Teachers' questionnaire) suggested by Head Teacher respondents included working with parents, input into student teacher programmes and support for probationer teachers, contributing to the learning needs of ASN pupils and training of non-teaching ASN staff (Appendix 3.3).

From the quantitative data, 55% of HT respondents felt that co-option to management teams was an appropriate area of contribution for Chartered Teachers. From the Head Teacher respondents who provided additional comment to Question 4 (iii), which asked what they considered to be '*inappropriate*' or '*highly inappropriate*' activities for Chartered teachers, co-option to management teams was recorded as inappropriate and comments referred to possible tension associated with CT involvement in management while CT status does not carry management responsibility. It was noted that CTs could be a source of information for management.

Views varied in relation to involvement in extra curricular activities. From the quantitative data, 63.1% of HT respondents felt this was to be an appropriate area of contribution. In the additional comments relating to this question (Question 4 (ii) & (iii)) one respondent felt involvement in extra curricular activities was appropriate as Chartered Teachers should be involved in every aspect of school life while another noted that extra curricular activity is not contractual.

Question 4 (iv) of the Head Teachers' questionnaire asked participants to record the involvement of Chartered Teachers in their school in the list of professional activities as provided in Question 4(i). They were asked to record these for (1) their school, (2) the local authority and (3) at national/ international contexts.

Table 14.1: Contributions that Head Teachers think that Chartered Teachers make at school level

In school	%age Yes	%age No
Contributing to CPD	80.0	20.0
Leading working parties and teams	30.0	70.0
Mentoring and coaching – other teachers	45.0	55.0
Involvement in extra-curricular activities	45.0	55.0
Team Teaching and demonstrations	50.0	50.0
Co-opted to management teams	20.0	80.0
Practice based research	40.0	60.0
Formal contributions e.g. writing a paper	35.0	65.0
Informal contributions e.g. voicing opinion & providing information	80.0	20.0

Table 14.2: Contributions (that Head Teachers think that) Chartered Teachers make at Local Authority Level

In school	%age Yes	%age No
Contributing to CPD	30.0	70.0
Leading working parties and teams	-	100.0
Mentoring and coaching – other teachers	10.0	90.0
Involvement in extra-curricular activities	5.0	95.0
Team Teaching and demonstrations	15.0	85.0
Co-opted to management teams	-	100
Practice based research	-	100
Formal contributions e.g. writing a paper	10.0	90.0
Informal contributions e.g. voicing opinion & providing information	20.0	80.0

According to the Head Teacher respondents, Chartered Teachers are not involved in any of the activities listed in Table 14.1 and 14.2 at a national or international level, except for involvement in mentoring and coaching other teachers (n=1; 5%).

For the Head Teacher respondents the main areas in which Chartered Teachers are involved are contributing to CPD and making informal contributions in school and to a lesser extent at local authority level.

The final section in **Question 4(v)** asked the Head Teacher participants about factors that might affect the contributions of Chartered Teachers. Factors suggested include: time, money to provide cover, relationships with other staff and willingness of the SMT to recognise the potential of the Chartered Teacher.

It was recognised that Chartered Teachers do have a role in promoting collegiality and providing support and leadership for colleagues. The CT's role as a 'leader' or 'leading teacher' should be further highlighted.

It was felt that Chartered Teachers need to have appropriate expertise, good communication skills and interpersonal skills, to be held in high regard by their colleagues and to demonstrate their credibility and their worth to their colleagues. The need for all staff to be aware of the highly skilled nature of the CT was noted. A lack

of focus on any outcomes and the personal motivation of some for becoming CT (linked to earning and pension) were also seen as limiting the potential for contribution.

Professional Relationships (Question 5)

In general Head Teacher respondents indicated that their professional relationships with teachers who had become Chartered Teachers had not changed, as these relationships had always been good.

A number of respondents did however comment that these good relationships had been enhanced and strengthened, particularly where school managers had the opportunity to work more closely with CTs and become more aware of their contribution. Pride in the achievement of CT by staff and recognition of the effort required to become CT was noted. Changes noted since a teacher was awarded CT status related to a more strategic approach to development and willingness to voice opinion. However, the limited impact of CTs in schools was also noted, linked to completion of accredited route or completion of only a small number of modules.

The Impact of the Chartered Teacher initiative: Head Teachers' views

Question 6 of the Head Teachers' questionnaire, asked participants to consider the impact of becoming a Chartered Teacher for (i) the Chartered Teacher; (ii) pupils, (iii) other teachers and (iv) school managers. Responses were recorded on a scale ranging from '*Highly Positive*' to '*Highly Negative*'. Responses to each component of Question 5 are summarised in Table 15.

Table 15: What do you think the impact of a teacher(s) in your school becoming a Chartered Teacher has been for: (i) the Chartered Teacher (ii) pupils (iii) other teachers (iv) school managers?

	CT	Pupils	Other teachers	School managers
<i>Highly positive</i>	27.8%	12.5%	17.6%	29.4%
<i>Positive</i>	55.6%	31.3%	29.4%	23.5%
<i>Neutral</i>	16.7%	56.3%	41.2%	29.4%
<i>Negative</i>	-	-	5.9%	17.6%
<i>Highly Negative</i>	-	-	5.9%	-

Some Head Teacher respondents felt that the impact for pupils of a teacher becoming a CT was limited as pupils are not aware or do not understand, although in some instances the award of Chartered Teacher status is publicly acknowledged and celebrated.

Other respondents provided examples of impact such as the important role a Chartered Teacher played in the introduction and development of Framework for Intervention (FFI) or the effect of leading practitioner research which has impacted on learning and teaching. However, it was also recognised that many Chartered Teachers were already strong teachers and would already have a positive impact for pupils.

Generally, the responses from Head Teachers indicate a positive impact for other teachers when a teacher becomes a Chartered Teacher. This relates to the activities in which CTs are involved such as, mentoring and providing support for other colleagues, supporting innovative practice, leading workshops and training and action research for other staff.

Chartered Teachers are also sought by other teachers for advice and assistance and CTs provide encouragement for teachers interested in becoming CTs. They are also role models for other teachers.

The impact is not always seen as positive however, particularly in relation to how Chartered Teachers relate to other staff.

The areas where the impact of Chartered Teacher has been positive for school managers were identified by the Head Teacher respondents as:

- mentoring for beginning teachers;
- providing CPD;
- leadership responsibility leading to improved collegiality and
- constructive contributions to discussion on improvement and innovation.

Several Head Teacher respondents' commented that Chartered Teachers were respected and valued for their depth of knowledge and how CTs have become the *'face of professionalism'*. For some, however, there was no significant difference, because the Chartered Teachers exhibited high levels of professionalism before becoming a Chartered Teacher, with specific mention of learning support and the peripatetic services.

Head Teacher respondents noted that in their role as school managers they have no focus or influence on the process of accreditation and are uncertain about what a Chartered Teacher can be asked to do. Tension around salary differentials, especially relating to Principal Teacher posts was also noted.

Summary of key points from Head Teachers' Questionnaires

The quantitative and qualitative responses from the Head Teacher respondents suggest that the Chartered Teacher initiative is beginning to have a positive impact.

The responses made and issues identified are generally consistent with those from the Chartered Teacher respondents.

Both Chartered Teacher and Head Teacher respondents agree that co-option to management teams is not appropriate for CTs. Contributing to CPD, mentoring and supporting other teachers, and team teaching and demonstrations are seen by both groups as key areas of activity for Chartered Teachers.

Professional relationships were felt to have been enhanced by the award of Chartered Teacher status and while impact is greatest for the Chartered Teacher, Head Teacher respondents did indicate the extension of CTs' influence across the whole school community.

Conclusion

This report has presented data relating to the types of activities Chartered Teachers in which are involved, the range of contributions that they are making and perceived barriers to making contributions as Chartered Teachers.

Chartered teachers believe that their practice is enhanced and for many the award of Chartered Teacher status recognized and affirmed this. Post graduate study, and in particular, practitioner research, was seen as important contributory factor leading to enhanced practice.

Chartered Teachers are making a range of contributions primarily at school level but also at local authority level and for some, at national and international level. The main areas in which CTs contribute are CPD, mentoring and coaching other teachers and through informal contributions. A willingness to contribute is evident but this can be constrained by structural and cultural barriers. The contributions made by Chartered Teachers and their growing influence was supported by the data from the small survey of Head Teachers.

Sources of tension appear to be primarily related to uncertainty regarding the role of Chartered Teacher and salary differentials between middle management posts and Chartered Teacher.

As the number of Chartered Teachers grows, their contribution and influence will extend across school communities. The data suggests that this is already happening in an informal way. Frameworks for supporting this, particularly for facilitating professional interaction and dialogue, may become important in enabling Chartered Teachers to contribute more fully in leading initiatives in learning and teaching and supporting colleagues in developing their practice. The data from this research has shown that even at this early stage in the development of the Chartered Teacher

Initiative in Scotland, many Chartered Teachers are recognised as experts in learning and teaching and are increasingly coming to be seen as the 'face of professionalism'.

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