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TEACHER WORKFORCE SURVEY

IN SCOTLAND (2017):

FINAL REPORT

June 2018

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Teacher Workforce Survey in Scotland (2017): Final Report

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1. Introduction

The Faculty of Social Sciences at the University of Stirling designed an online survey of teacher workforce to obtain a current picture of teachers' professional working across Scotland. This research project was funded by the NASUWT. We were interested in teachers' working patterns, workload, morale and their views on continuing professional development (CPD). We also investigated how teachers were experiencing changes to Scotland's educational policy landscape from 2010 to date, and the impacts that these changes had on their professional lives. We aimed to understand the variation in teachers' views and experiences across different characteristic groups, among teachers from different school phases, and with varying levels of experience and seniority.

The main stage of the data collection was carried out from April to June 2017. A second stage was conducted in August and September 2017. In total, nearly 1,400 teachers across Scotland responded to the survey. Teachers' responses have highlighted a number of important issues. This report will present the key findings from the survey data.

The report begins with an outline of the survey methodology, including details of sampling methods and designs of the survey questionnaire. It highlights some difficulties that we encountered while conducting the survey. In this section, we also provide some summary statistics of survey respondents.

Section 3 to 7 report on findings relating to working pattern and workload, CPD, teachers' morale, working environment and teachers' experiences of recent policy changes. We have made comparisons across some characteristics, such as gender, age, disability and school level, serving as examples.

Finally, Section 8 provides a brief summary of the key findings and concludes the report.

2. Methodology

2.1 Sampling & distributing method

Initially we selected a sample of local authorities to participate in the teacher workforce survey. The sample selection was guided by the following criteria:

- The selected local authorities include:
  - At least half of the school children population
  - At least half of the schools
  - At least half of the school teacher population
- These local authorities represent local authorities in Scotland according to their:
  - Size
  - North West/North East and South West/South East divide
  - Urban/rural divide.

Based on these criteria, we selected 14 out 32 local authorities (LAs), including Aberdeen City, Aberdeenshire, Argyll and Bute, City of Edinburgh, Dumfries and Galloway, Dundee City, Fife, Glasgow City, Highland, Midlothian, North Ayrshire, North Lanarkshire, Perth and Kinross, and West Lothian. The choropleth map in Figure 2.1 presents the selected LAs coloured in blue with shades in proportion to the size of teacher workforce in that LA.

LAs act as gatekeepers from whom we needed to gain permission to conduct the survey. Eventually, all of the selected LAs agreed to participate. Eleven of them took part in the first phase of data collection and the other three in the second phase.
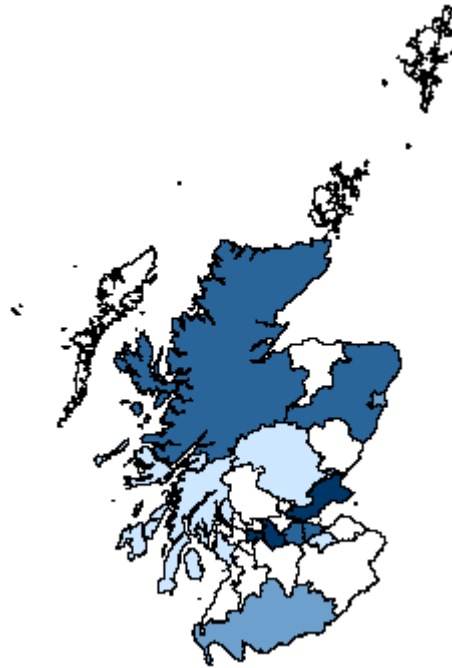

Figure 2.1 Selected local authorities across Scotland

According to the Annual Census of Pupils and Teachers, there were 50,970 publicly funded teachers working in Scotland in 2016[1]. Approximately 62% of them worked in the 14 selected LAs where about 63% of schools were located and where 64% of pupils were studying.

Participating LAs varied in the level of involvement. The scenarios include the following:

- LAs disseminated the survey invitation directly to school teachers;
- LAs disseminated the survey invitation to headteachers;
- LAs disseminated the survey invitation to headteachers of a randomly selected sample of schools;
- LAs provided headteacher contact information, letting researchers to disseminate the survey invitation;
- LAs did not provide school contact information. Researchers disseminated the survey invitation to headteachers using contact information that is publicly available

The dissemination method had a huge impact on survey returns. Figure 2.2 shows the percentage of respondents from each participating LA, in comparison to the percentage of
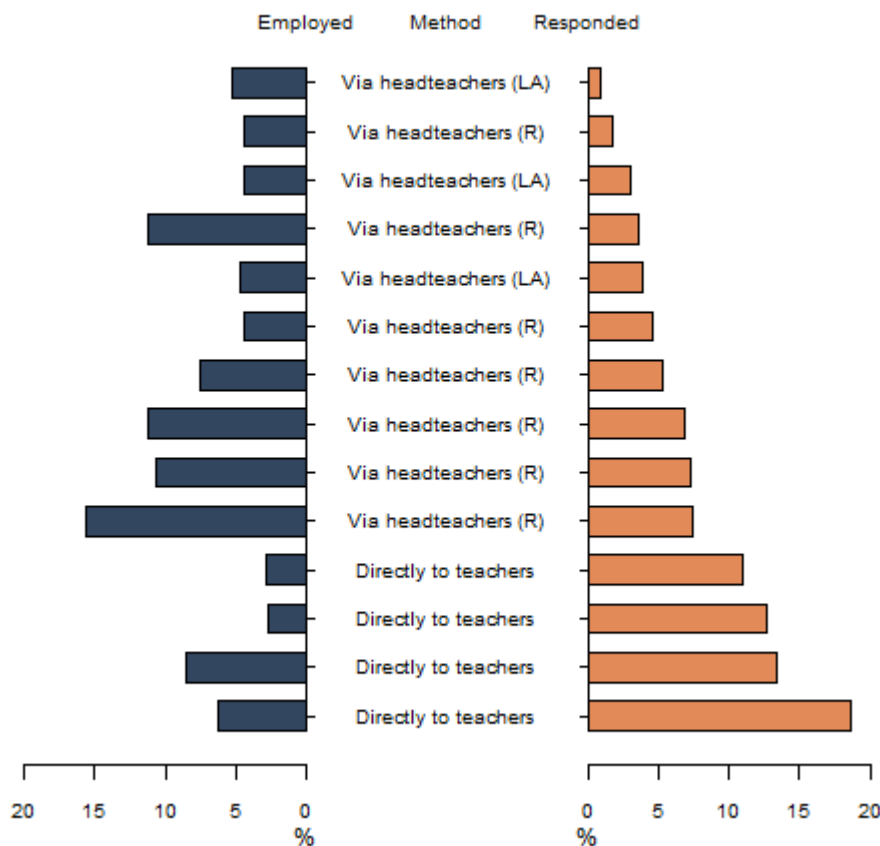
Figure 2.2 Survey returns in contrast to teacher percentage in each LA

teachers who worked in that particular LA. It is clear that we have much higher numbers of respondents from relatively 'small' LAs where survey invitations were circulated directly to teachers. In these four LAs, the survey response rates were 18%, 15%, 12% and 6% respectively. In other LAs, however, headteachers act as the second gatekeepers, significantly supressing the survey response rates, with an average of only 2.2%.

To maximise the number of survey returns, the survey invitation was also circulated through the NASUWT and some subject associations among their members. Therefore, our survey respondents were not restricted to the 14 participating LAs.

2.2 Online survey

The online survey was designed to collect data on the teacher workforce in Scotland, with a particular interest in teachers' views on recent policy changes. The questionnaire was developed by the University of Stirling, in collaboration with the NASUWT. At the early stage of its development, a focus group containing six school teachers was undertaken to help define the relevance of questions, appropriate attributes, and alternative options of choice sets. The input of the focus group participants was fully incorporated in the questionnaire. Before going live, the questionnaire was piloted with a small number of primary and secondary school teachers. Feedback and comments from the pilot respondents were collected and analysed. This was to help us detect potential problems and to refine the wording and layout of the questionnaire.

The online survey covered the following topics (see Appendix 2 for the survey questionnaire):

- Work patterns and workload;
- Teachers' views on their schools, including teacher shortage, overall teacher morale, support for students with ASN etc.;
- Professional development activities and experiences
- Experiences of recent policy reforms, for example, pay scale change for supply teachers, and the removal of the Annex E;
- Basic demographic information, including age, gender, ethnicity, education, etc.

The survey was launched using the Bristol Online Survey tool. The main phase of data collection was from 18 April to 30 June 2017. A second phase was conducted between 28 August and 29 September 2017 to bring in additional local authorities that were unable to take part in the first phase.

2.3 Features of survey participants

Overall, 1,395 teachers responded to the survey. The respondents have the following characteristics:

- About 80 per cent of respondents were women, 20 percent men;

- About 14 per cent of respondents were below 30 years old, 28 per cent were aged between 30 and 39, 25 per cent between 40 and 49, 28 per cent between 50 and 59, and about 5 per cent aged 60 or over;
- 91 per cent of respondents reported as heterosexual, around 3 per cent as LGBT, and 6 per cent preferred not to declare their sexuality;
- Less than 1 per cent of teachers were from minority ethnic backgrounds;
- About 16 per cent of reported having disability or long-term illness;
- About 51 per cent worked in nursery or primary schools, 45 per cent in secondary, and 4 per cent in special schools;
- The majority (96 per cent) had a Bachelor's degree, 28 per cent had a Master's degree and 2 per cent had a PhD degree;
- About 40 per cent took the undergraduate with teacher qualification route, and 60 per cent of them took PGCE or PGDE;
- About 90 per cent obtained their teaching qualifications in Scotland, 8 per cent from other countries in the UK, and 2 per cent from outside UK;
- About 93 per cent had permanent contracts

Despite not having a random sample, the features of our survey participants are very similar to the results obtained from the Teacher Census (2016). See Appendix 1 for the comparison of some key sample features.

3. Working pattern and workload

Overall, 83 per cent of respondents worked full time, and 17 per cent part-time. As shown in Figure 3.1, this appears to be related to gender, age, disability and school levels[2]. More specifically, female teachers are more likely to work part time compared with male teachers. Teachers aged 35 or over, those with disability and those who work in primary schools are more likely to work part time, compared with their counterparts.
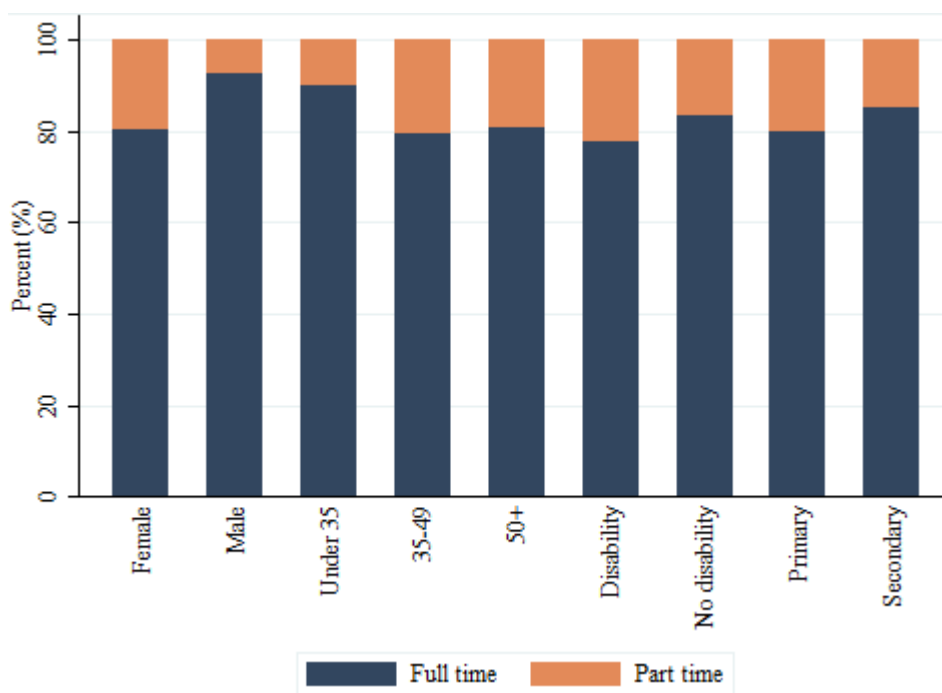

Figure 3.1 Full-time vs. Part-time working by different characteristics

Only 5 per cent of teachers had flexible working arrangements, which is more common among female teachers and teachers aged between 35 and 49. Composite teaching appears to be common among teachers in Scotland. The term 'composite' is understood in the primary sector to be a class with more than one year cohort in it, e.g. where a P2 and P3 class have been combined, and where the class consequently has a wider age range. This tends to be more common in small schools, especially in rural locations. In Secondary schools, composite teaching applies to situations where more than one level/course is being taught (e.g. National 5 and Higher). These classes are also described in secondary schools as 'multi-level classes.'

Overall, 75 per cent of teachers reported that they had been engaged in composite teaching. As shown in Figure 3.2, older teachers are more likely to teach composite classes, especially teachers aged 50 or over. Moreover, composite teaching is more common among secondary

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[2] In this study, we are unable to compare ethnic or sexual orientation differences as the small number of returns in the minority group may lead to unreliable results.

school teachers compared with primary school teachers, but it is unrelated to gender or disability.
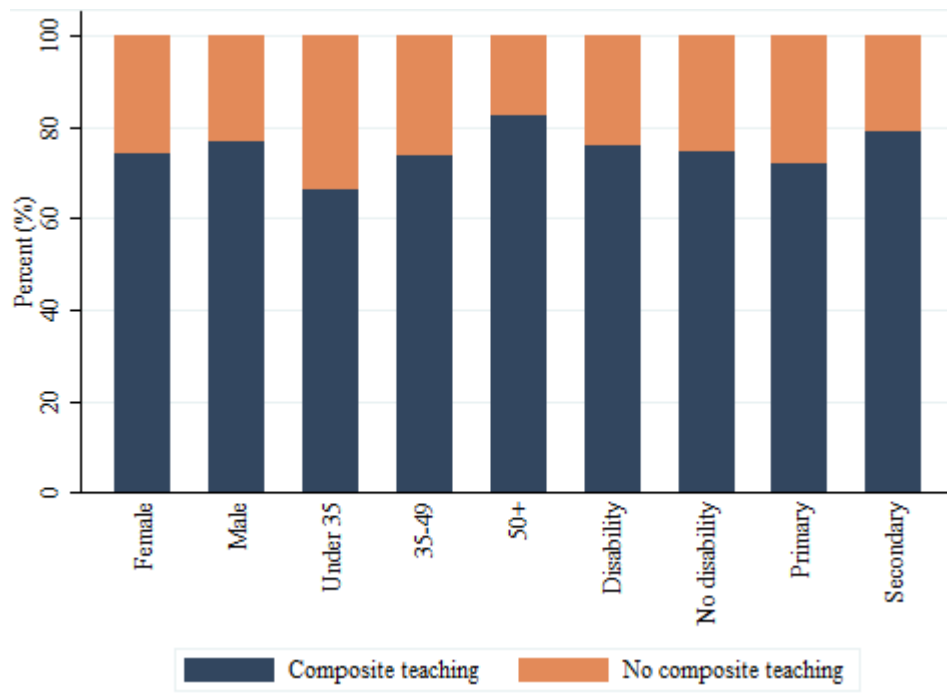

Figure 3.2 Engagement in composite teaching by different characteristics

In the survey, we asked teachers how many hours they spent on different tasks (other than teaching) in a typical calendar week. Figure 3.3 reports the results separately for primary and secondary school teachers. We see that on average, a primary school teacher spent about 11 hours per week on curriculum development, 6 hours on marking, 4 hours on pupil engagement and close to 2 hours on covering teaching for an absent colleague. A secondary school teacher spent roughly the same amount of time on marking and pupil engagement. However, they spent less time on curriculum development (8 hours per week).

Variations in time spent on different activities also appear to be related to gender and age. On average, female teachers reported longer hours spent on curriculum development compared with male teachers (see Figure 3.4). Figure 3.5 presents the age difference. There is a tendency for younger teachers to spend longer hours on marking; whereas relatively older teachers spend long hours on covering for a colleague.
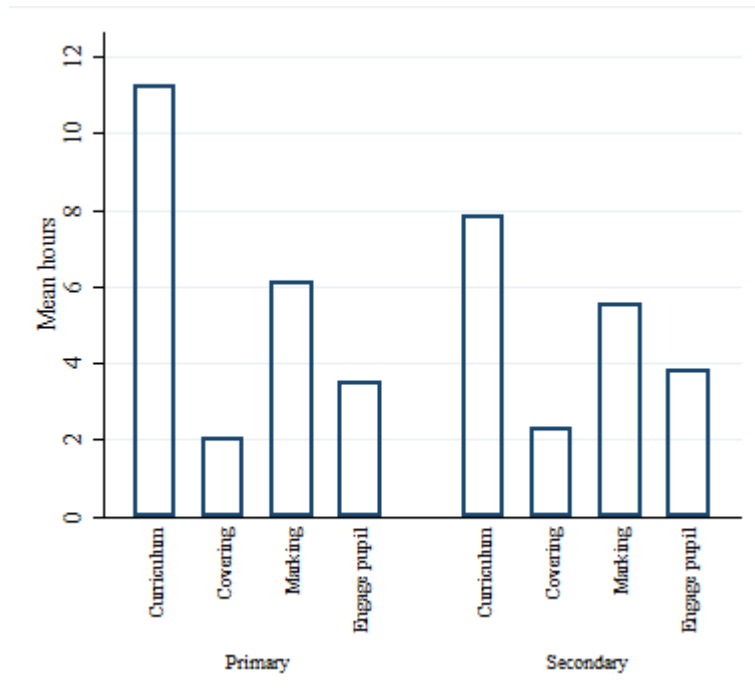
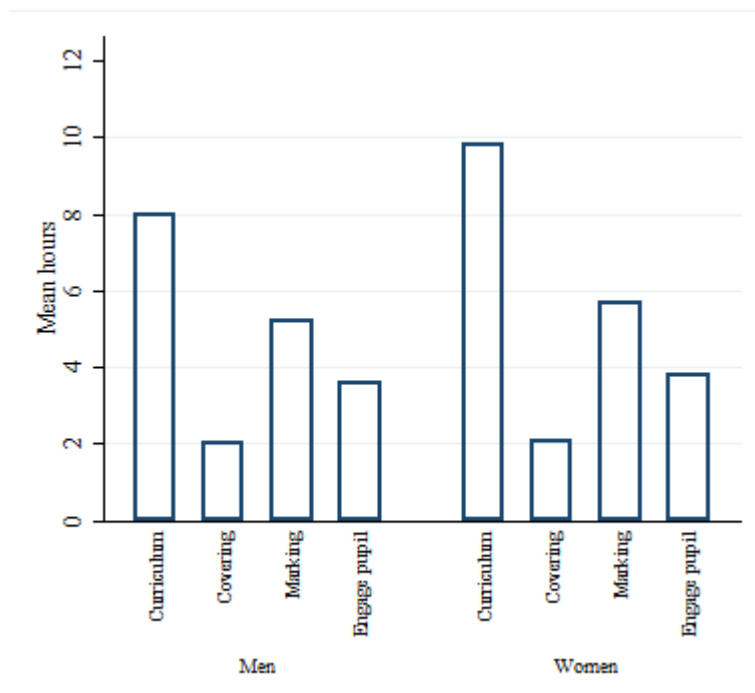Figure 3.3 Time spent on different activities by school levels

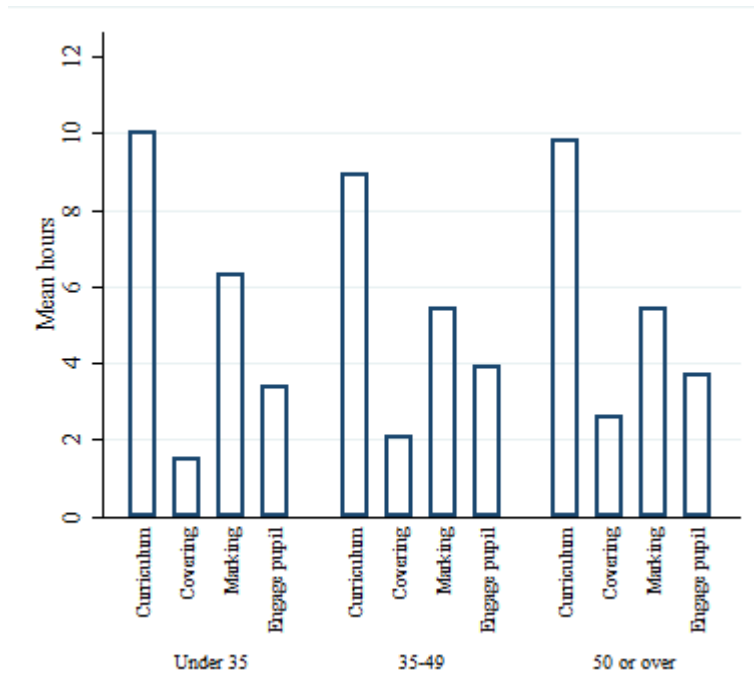Figure 3.4 Time spent on different activities by gender

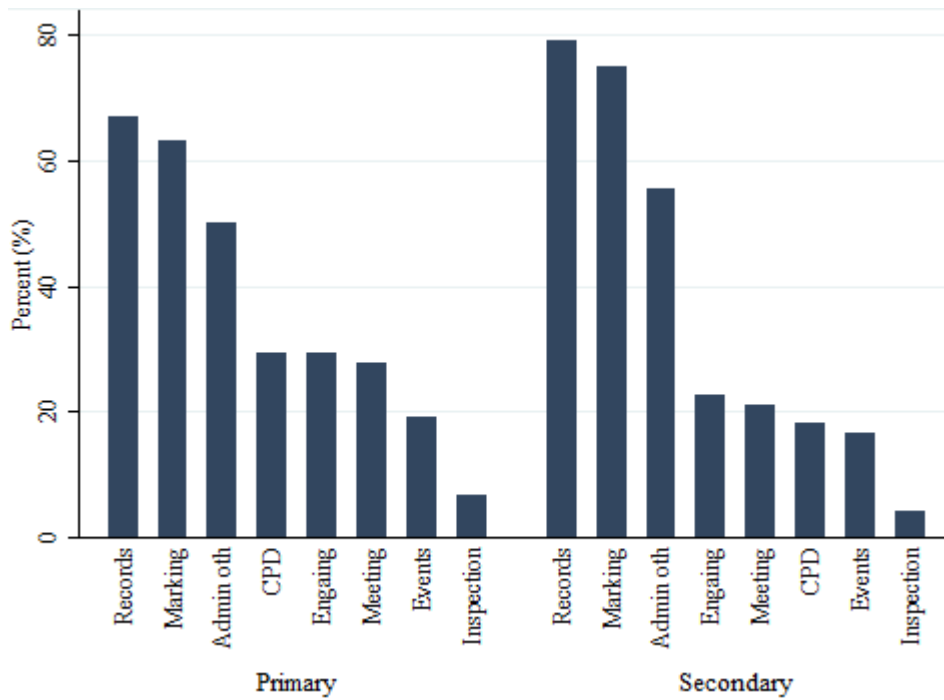Figure 3.5 Time spent on different activities by age groups

Figure 3.6 Most time-consuming activities by school levels

In addition, we also asked teachers to name three tasks that took the most time of their non-contact hours. Figure 3.6 shows the percentages of teachers who chose each activity. Three of the most named activities are marking, maintaining records and other administrative and support work for both primary and secondary school teachers.

Significant working outside school hours is common among teachers, for example nearly 63 per cent of teachers reported they took work home 3 times or more a week; and around 58 per cent of them reported they had after school meeting almost every week. As shown in Figure 3.7, teachers who reported high frequency of taking work home were also very likely to report having frequent after school meetings. Among teachers who took work home 3 times or more a week, approximately 61% of them also reported having after school meetings every week.
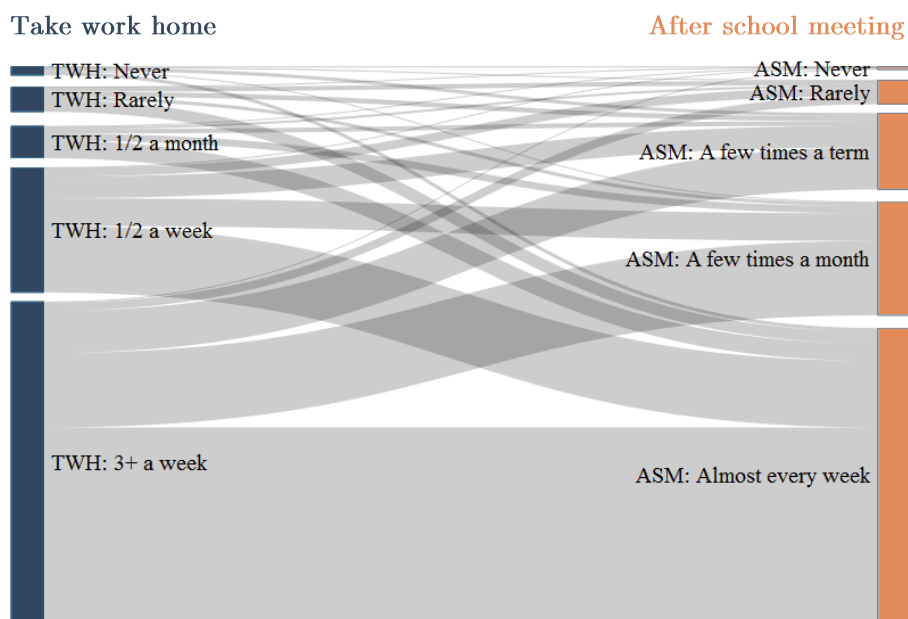

Figure 3.7 Taking work home and having after school meetings among teachers

Figure 3.8 presents how taking work home is related to different teacher characteristics. Women, older teachers, teachers with long-term illness or disability and primary school teachers are more likely to take work home (or to report taking work home) compared with their counterparts. A similar pattern could also be found in the reported of after school meetings: a higher percentage of women, older teachers, teachers with long-term illness or disability and primary school teachers reported having frequent after school meetings (see Figure 3.9).
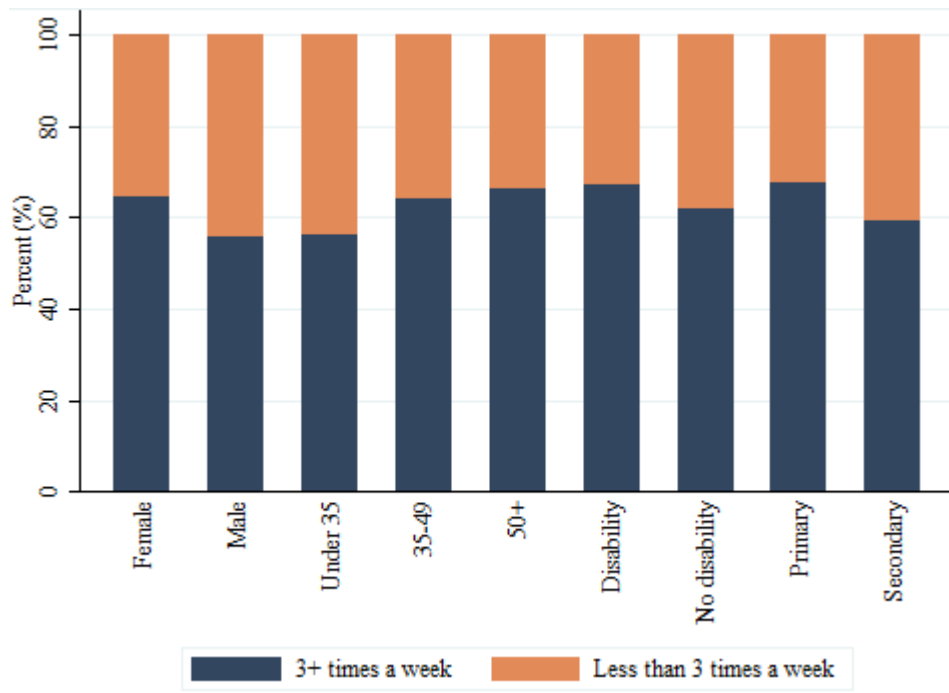
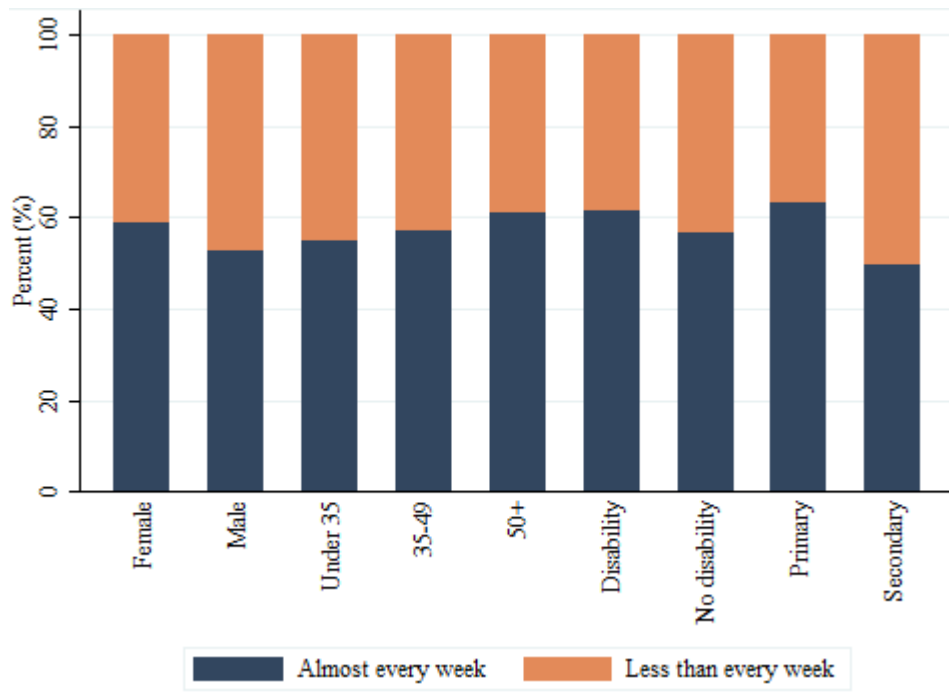Figure 3.8 Taking work home by different characteristics

Figure 3.9 Having after school meetings by different characteristics

In addition to questions about outside school hours, teachers were also asked to rate their workload on the scale from 1 to 10, with 1 being the lowest and 10 the highest. As shown in Figure 3.10, the majority of teachers rated their workload as 7 or above, which is true for both primary and secondary school teachers. There is a tendency, however, for secondary school teachers rate their workload relatively higher: 60 per cent of secondary teachers gave a rate of 9 or above, in comparison with 50 per cent for primary teachers. No gender, age or disability difference is found here.
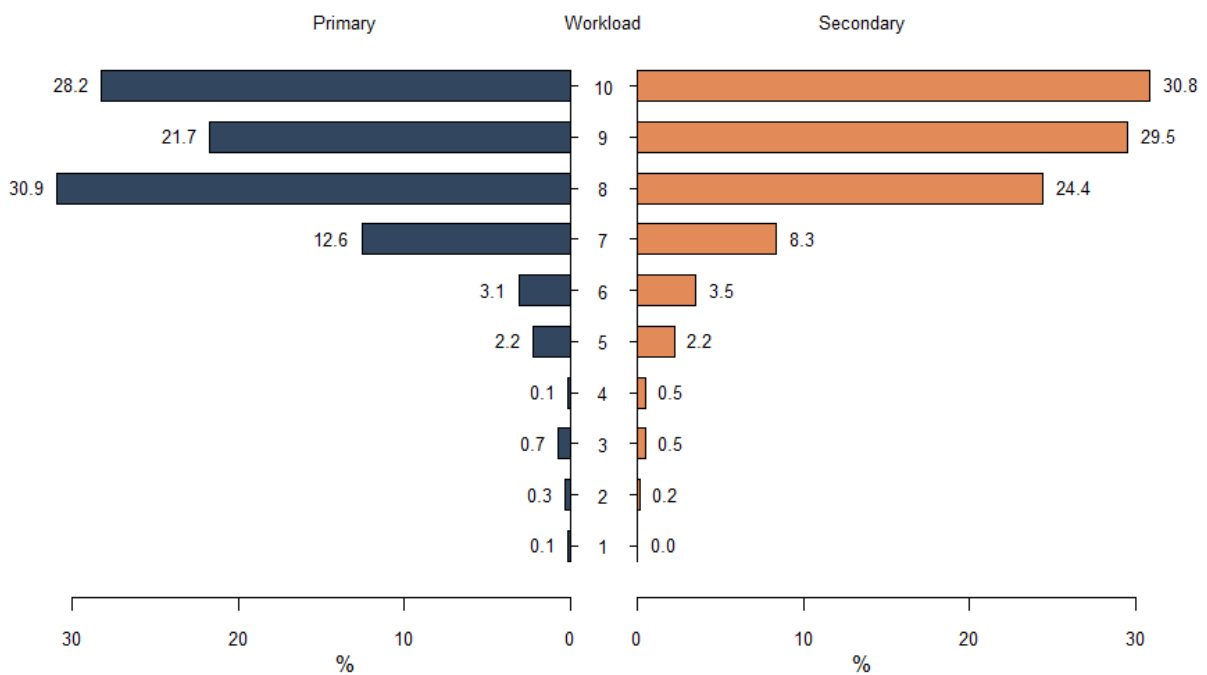

Figure 3.10 Overall workload on a scale of 1-10 by school levels

4. Continuing Professional Development

Since 2000, the Scottish government has developed a national framework for Continuing Professional Development (CPD). This is intended to help teachers to identify and access relevant and high-quality development opportunities, hence to enhance the quality of teaching and learning in schools. *A Teaching Professional for the 21st Century*, published in 2001, introduced an additional mandatory 35 hours of CPD per annum, in addition to the five days pre-existed already, for all school teachers. This section will examine CPD provision in practice and teachers' views in particular.

About 29 per cent of teachers expected to have CPD for less than 35 hours in the 2016/17 school year. 62 per cent of them expected to have 35 hours, and 9 per cent more than 35 hours. Overall, about 20 per cent of teachers thought the allocated CPD hours are more than they needed. For 36 per cent of them, the CPD hours were not enough, and about right for 44 per cent of them. Figure 4.1 shows how the objective CPD hours relate to teachers' subjective needs. It is interesting that among teachers who expected a high volume of CPD hours, more than a third of them demanded more; whereas among those who expected to receive the least hours, about 17 per cent of them felt that those were more than they actually needed.
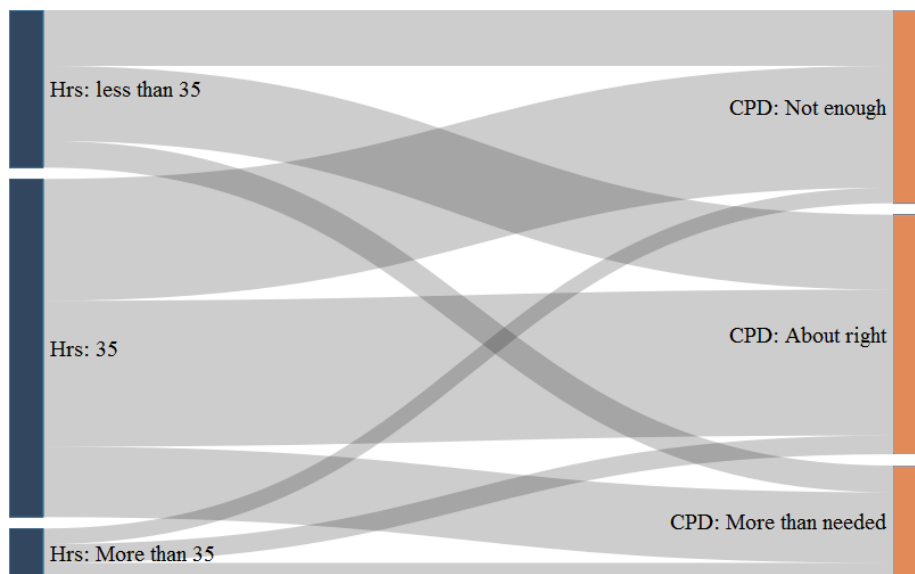

Figure 4.1 Expected CPD hours in relation to subjective needs

As shown in Figure 4.2 the expected CPD hours do not differ by different characteristic groups, except for gender. Female teachers were more likely to have CPD less than 35 hours compared with male teachers. If we restrict the sample to respondents who expected the same amount of CPD (35 hours), we see significant differences in teachers' subjective evaluation between different characteristics, expect for gender (Figure 4.3). Older teachers, teachers with long-term illness or disability, and secondary school teachers tended to feel that their CPD hours were not enough in relation to their needs.
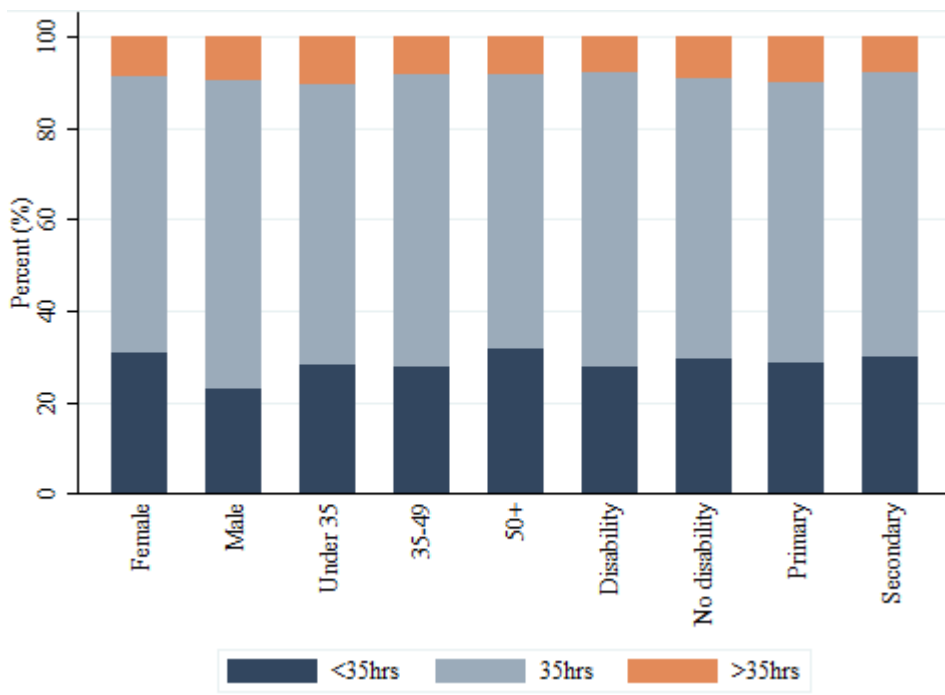
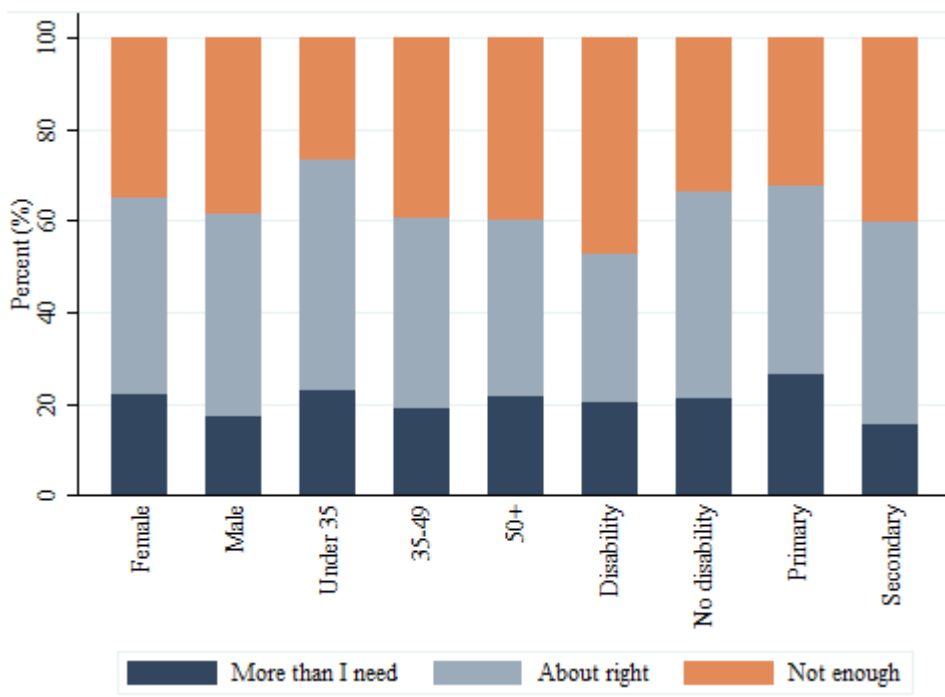Figure 4.2 Expected CPD hours by different characteristics

Figure 4.3 Subjective evaluation of expected CPD hours by different characteristics

87 per cent of teachers had already achieved or surpassed the expected CPD hours even before the school year finished by the end of June; 89 per cent if responses from July to September were included. Figure 4.4 presents the distribution of surpassed CPD hours (the differences between the achieved CPD hours and the expected hours), separately for primary

and secondary school teachers. We see, for example, nearly 21 per cent of secondary school teachers had 35 hours or more of CPD than expected; and about 16 per cent for primary school teachers. Only 10 per cent of secondary teachers did not achieved their goals and 12 per cent for primary teachers.
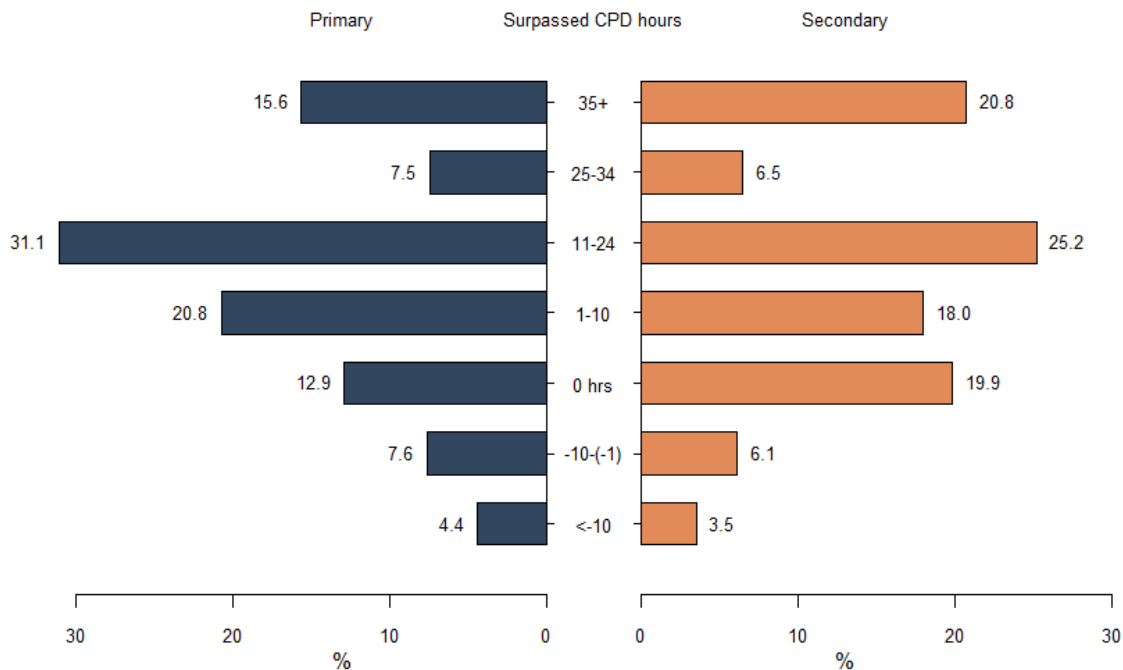

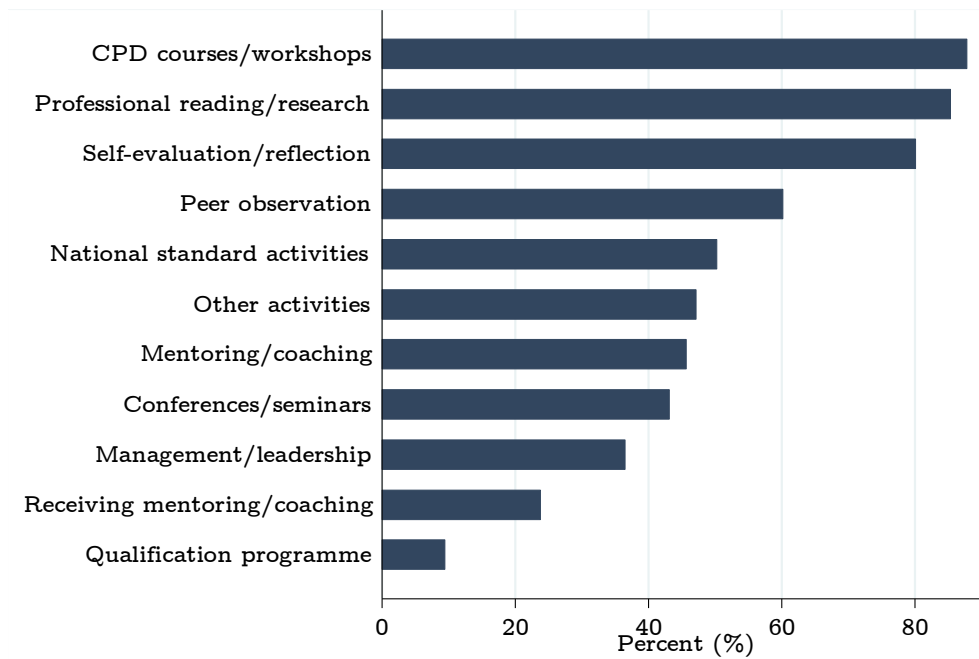Figure 4.4 Surpassed CPD hours by school levels

Figure 4.5 Prevalence of different CPD activities

Figure 4.5 shows the prevalence of various CPD activities. Over 80 per cent of teachers participated in CPD training courses or workshops, professional reading or research and self-evaluation or personal reflection, which are the three most prevalent CPD activities. The least taken activities are qualification programmes, receiving mentoring or coaching from a colleague, and management or leadership development activities. Figure 4.6 presents the percentage of teachers who participated in different numbers of different CPD activities listed in Figure 4.5. The majority of teachers (97 per cent) participated in more than one type of activities. 55 per cent of teachers participated in more than five types.
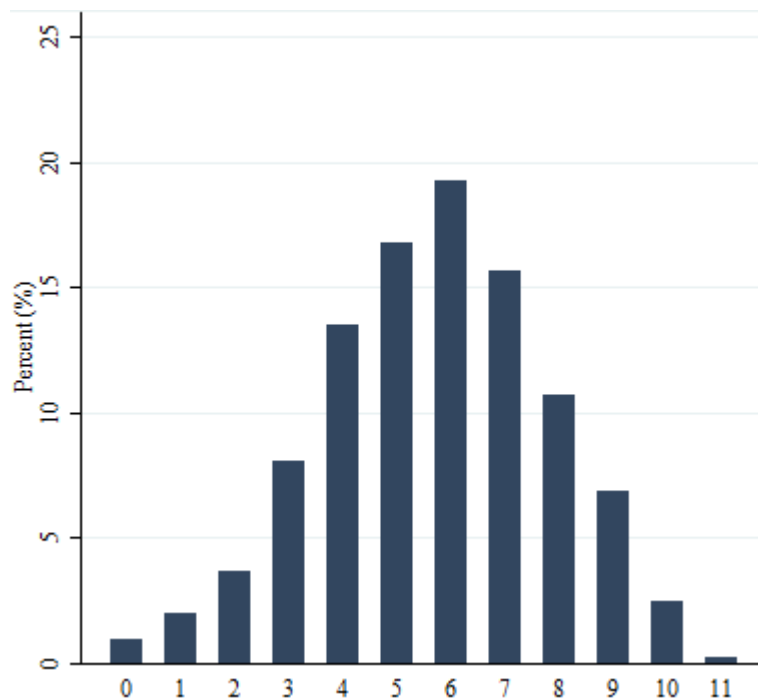

Figure 4.6 Percentage of teachers who participated in different numbers of CPD activities

Teachers were also asked about what topics their CPD activities covered. The results are presented in Figure 4.7. We see that CPD activities are most commonly curriculum related, followed by topics related to subject-specific knowledge or teaching methods, general teaching methods, student evaluation or assessment and so on. The least covered topics are those about student and parental communication. Only about 17 per cent of teachers reported having taken each of these two topics. In terms of diversity, about 92 per cent of teachers took more than one topic (see Figure 4.8). 72 per cent of teachers took 2 to 5 topics and 18 per cent more than 5.
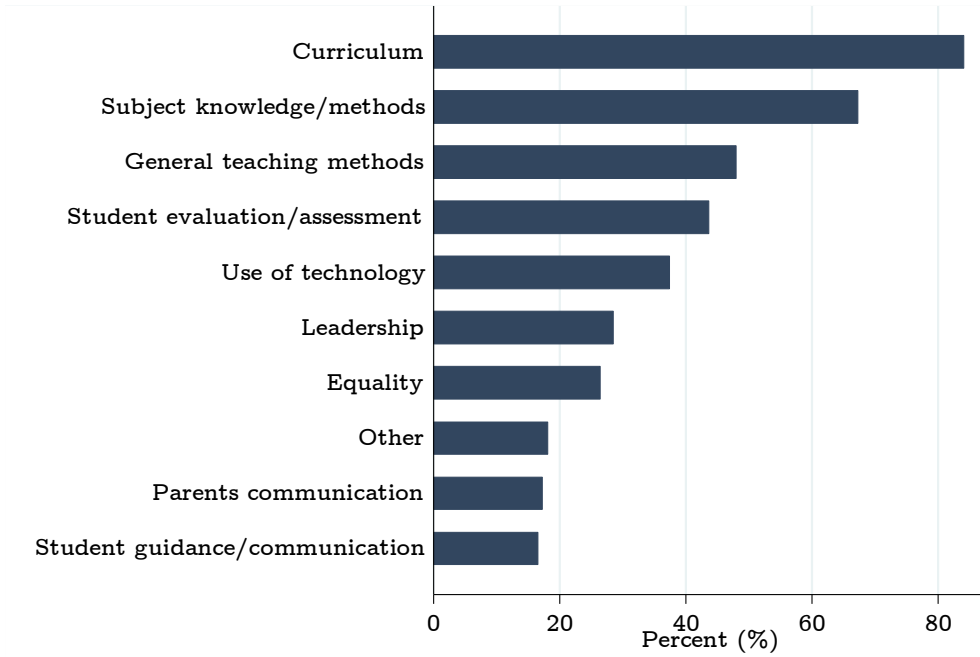
Figure 4.7 Prevalence of different CPD topics

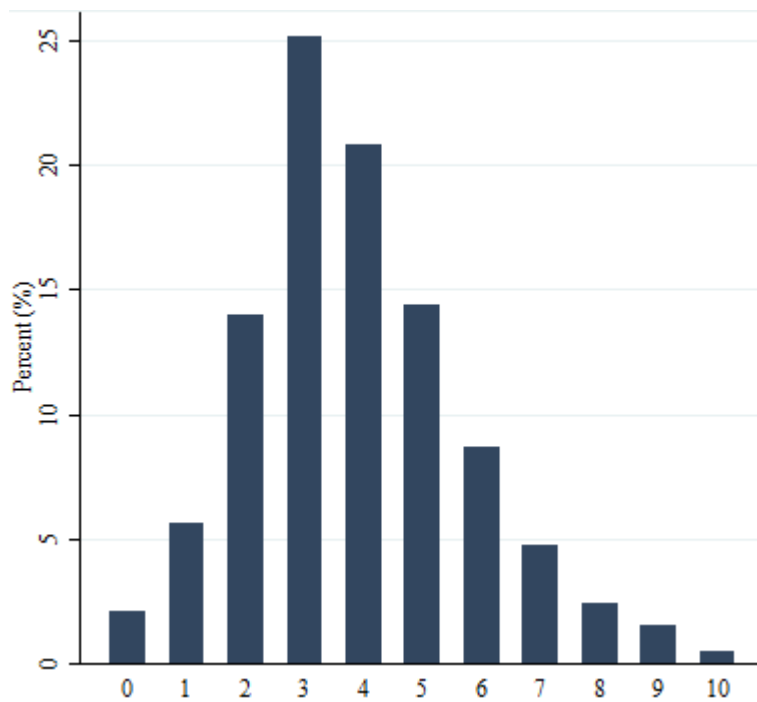Figure 4.8 Percentage of teachers who took different numbers of CPD topics

Most of teachers (76 per cent) reported that their CPD costs were fully covered. About 14 per cent of them reported that they needed to pay personally for a quarter or less, and 10 per cent of them for more than a quarter. There is little evidence that the payment of CPD differs by gender, age, disability, or school level.
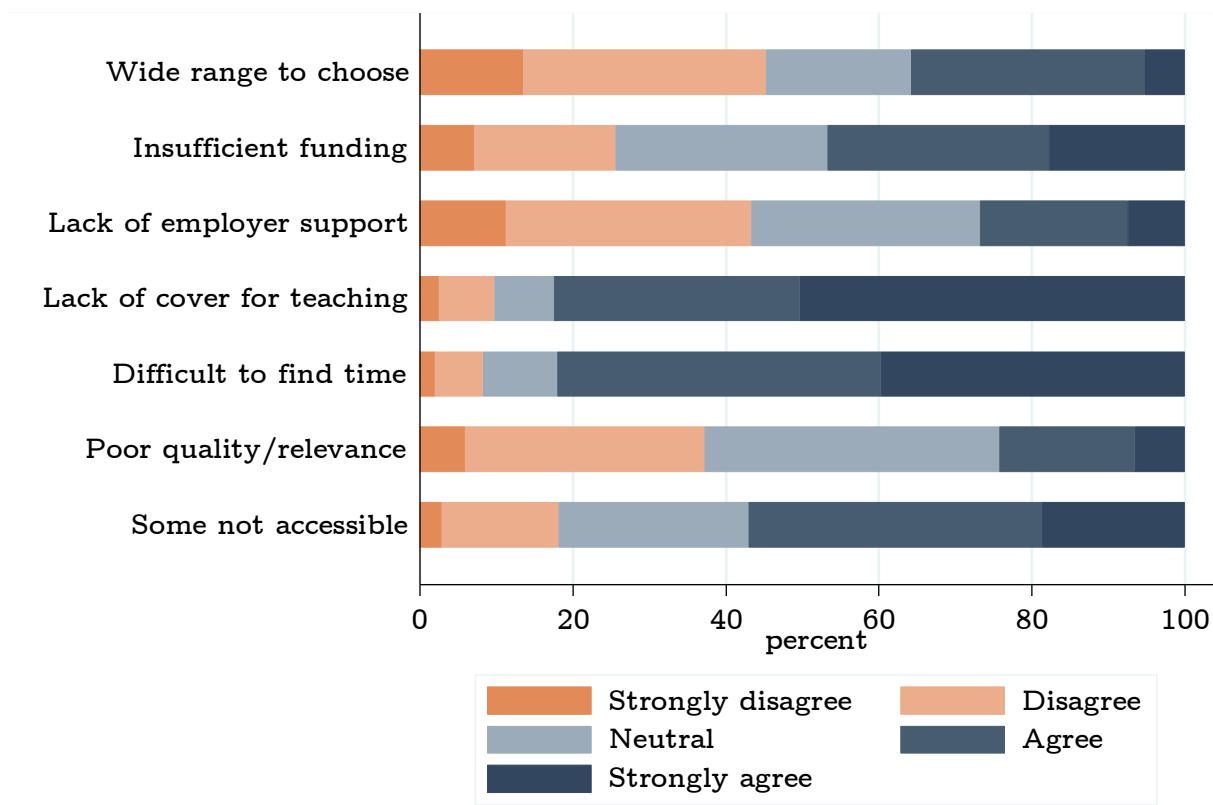
Figure 4.9 Teachers' views on CPD activities

Figure 4.9 shows teachers' views on the provision of CPD activities. The most striking finding here is that the lack of time and cover appear to be major barriers to CPD. About 82 per cent of teachers reported it was difficult to find time for their CPD. 82 per cent of teachers thought there was a lack of cover for teaching, with over 50 per cent of them expressing this strongly. Another barrier is accessibility. About 57 per cent of teachers reported that some desirable activities are not accessible to them. In addition, teachers also pointed out some issues with funding and the range of activities which they could choose from. About 47 per cent of them thought the funding was insufficient, and 45 per cent of them thought their choices were limited for different reasons. Relatively speaking, teachers are happy with the quality or relevance of the CPD activities and the level of support they got from their employers.

Figure 4.10 shows the proportions of teachers agreeing or disagreeing with the statement 'there is not sufficient funding for my CPD' by different characteristic groups. Only the difference between primary and secondary school teachers is statistically significant. Secondary school teachers are more concerned about the issue of insufficient funding compared with primary school teachers. Figure 4.11 shows teachers' views on employer support by different groups. Again, we see that secondary school teachers are more likely to report that there is a lack of employer support. In addition, teachers aged 50 or over are more likely to report this issue. The gender and disability differences are not statistically significant.
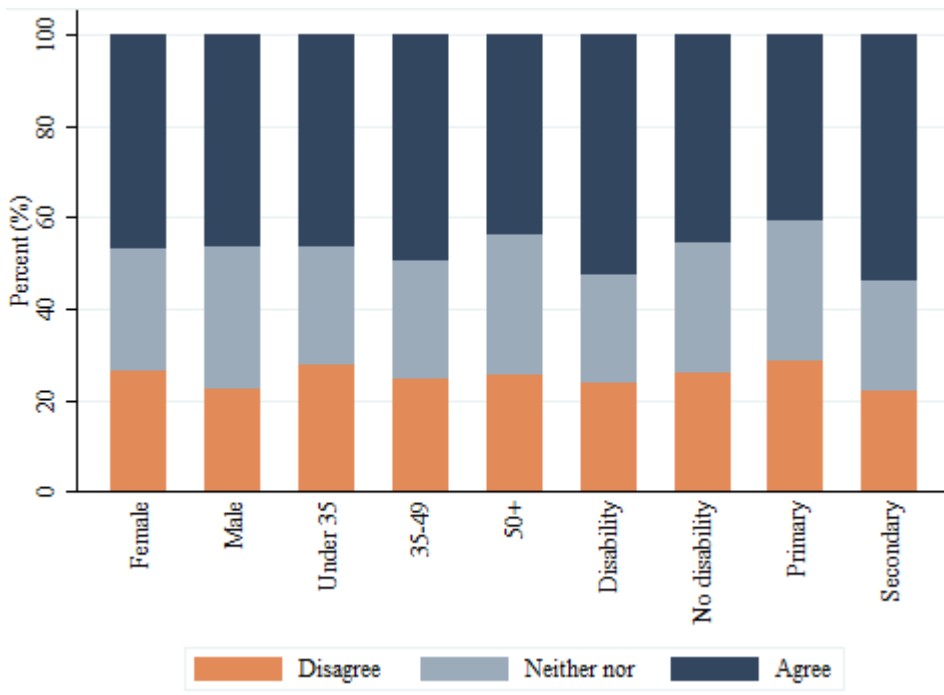
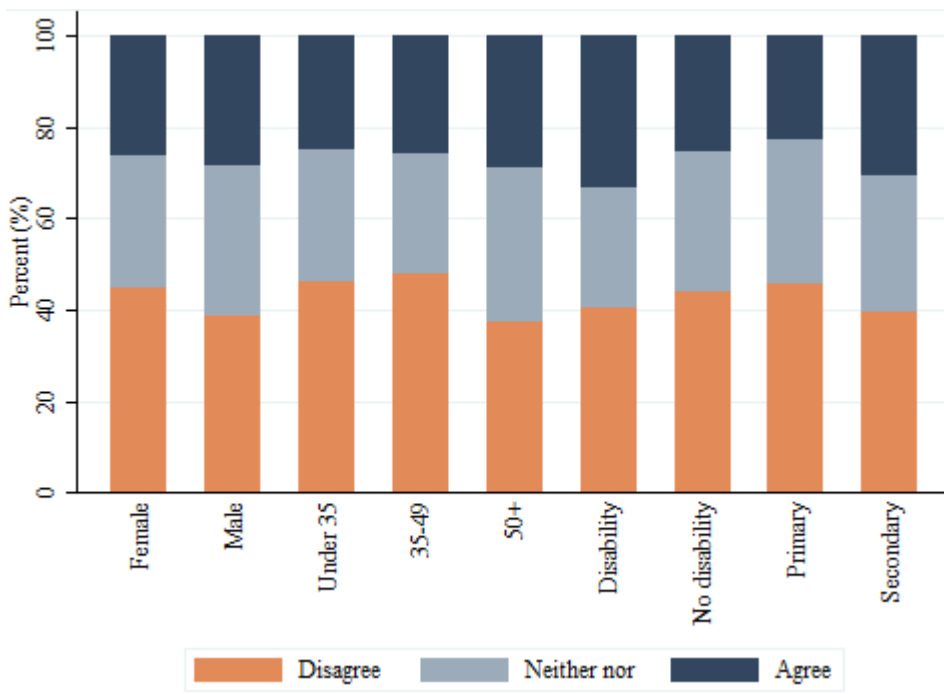Figure 4.10 Teachers' views on 'there is not sufficient funding for my CPD' by different characteristics

Figure 4.11 Teachers' views on 'there is a tack of employer support' by different characteristics

In the survey, teachers were also asked about their opinions on career development. The findings are shown in Figure 4.12. Generally speaking, teachers appear to be happy about the school leadership opportunities that are available to them and about the equality of these opportunities. However, it seems to be a common issue that schools do not have a clear policy or guideline on career development. Another issue is that there is a lack of career pathways for teachers who want to progress as practitioners.
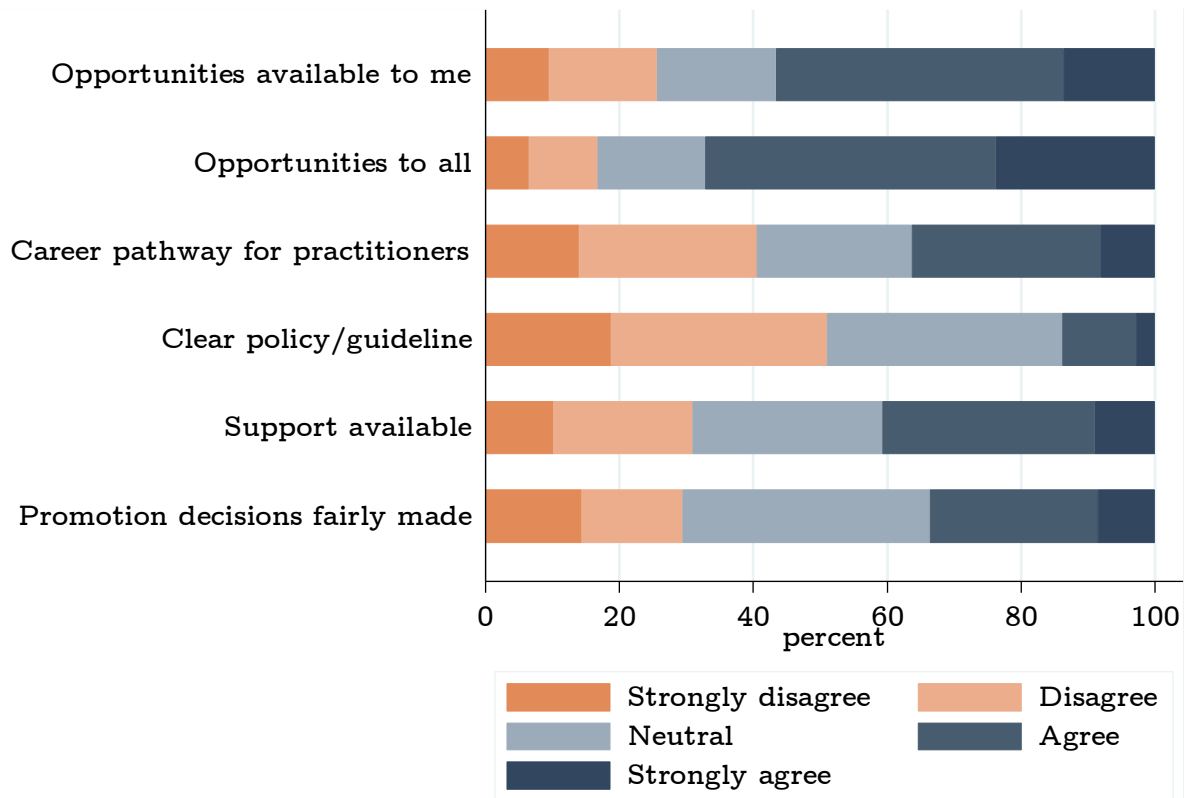

Figure 4.12 Teachers' views on career development

We can explore further teachers' views on the equality of leadership opportunity. Figure 4.13 shows the proportions of teachers agreeing or disagreeing with the statement that 'the opportunities to leadership are available to all teachers regardless of gender, disability, ethnicity, etc' by different characteristic groups. We see little difference between women and men, but there is clear tendency that older teachers are more likely to disagree compared with younger teachers. Teachers with disability or long-term illness and secondary school teachers are also more likely to disagree compared with their counterparts. In other words, teacher at an older age, teachers with disability or long-term illness and secondary school teachers are more likely to have doubts about the equality of leadership opportunities.
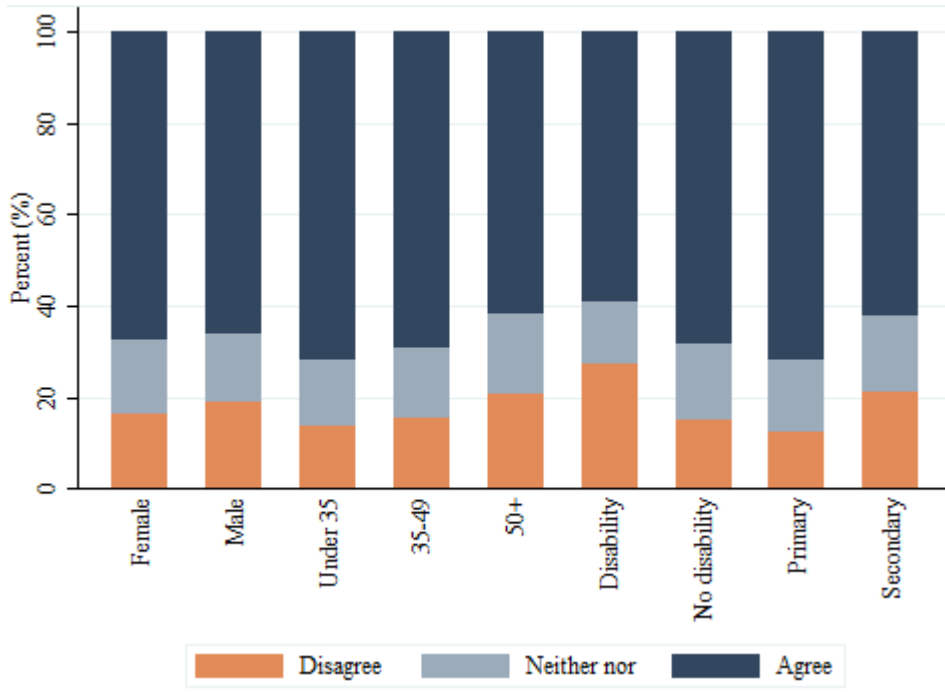
Figure 4.13 Teachers' views on equality of opportunity by different characteristics

Teachers were also asked to rate the value of the professional update process on a scale from 1 to 10 with 10 being the most valuable. Figure 4.14 (a) shows how the rates are distributed. Generally speaking, the value of professional update processes is not highly regarded by teachers. Nearly 50 per cent of teachers rated it as below 5; about 23 per cent gave a value of 5; and only 27 per cent rated as 6 or above.

We can further examine whether teachers with different characteristics rate their professional update processes differently. Here we could have plotted the percentages of teachers who rated each value from 1 to 10 by different characteristics (as in Figure 3.10), but it would be difficult to read when the differences are small. Therefore, we have plotted the percentage differences between groups instead. Figure 4.14 (b) presents the percentage differences between primary and secondary school teachers. The blue dots indicate that a higher percentage of secondary school teachers rated a particular value compared with primary school teachers, and orange dots otherwise. For example, relatively more secondary school teachers gave values of 10, 9, 5, 4 and 2 compared with their primary counterparts, with the absolute differences labelled respectively. Overall, we see that most of the dots are close to 0, indicating teachers from different school levels tend to rate their professional update processes similarly. In Figure 4.14 (c), the blue dots indicate that a higher percentage of female teachers gave a particular value; orange dots otherwise. We see that female teachers tend to give higher values (5 or above); whereas a higher percentage of male teachers rated their professional update process very low (1 or 2). In addition, we could see some systematic differences in Figure 4.14 (d), showing that teachers under 40 are more likely to give a higher rating compared with teachers aged 40 or over.
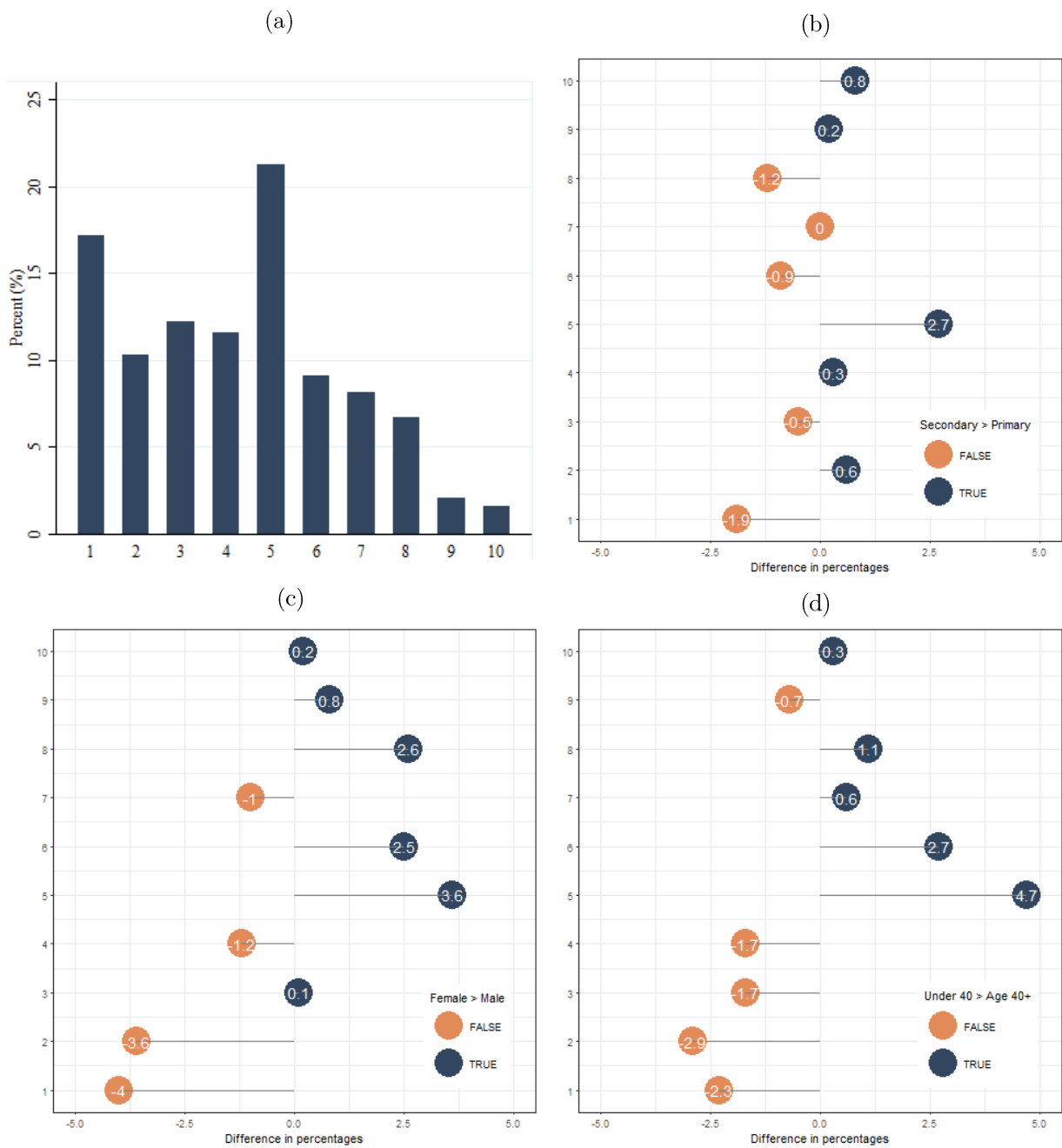
23

(a)

(b)

(c)

(d)

Figure 4.12 Teachers' views on professional update process

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5. Morale

In 2017, there has been a heated discussion about teacher morale in Scotland. As Mark Wilson, a biology teacher, put in his open letter to the Scottish First Minister, 'Today, right now in schools across Scotland, teachers are losing morale on a scale I've never seen'[3]. Mr Wilson spoke based on personal observation as a teaching professional. This section presents the empirical evidences on teachers' morale that emerged from the survey, which could potentially be generalised to the teacher workforce in Scotland.

As shown in Figure 5.1, 44 per cent of teachers agreed that 'the advantages of being a teacher clearly outweigh the disadvantages'; whereas 30 per cent disagreed and 26 per cent neither agreed nor disagreed. About 54 per cent of teachers would still choose to work as a teacher if they could decide again. More than a third (33 per cent) of them would choose a different profession. It is very clear that teachers collectively felt being undervalued: 72 per cent of teachers disagreed with the statement that 'teaching profession is valued in society', which
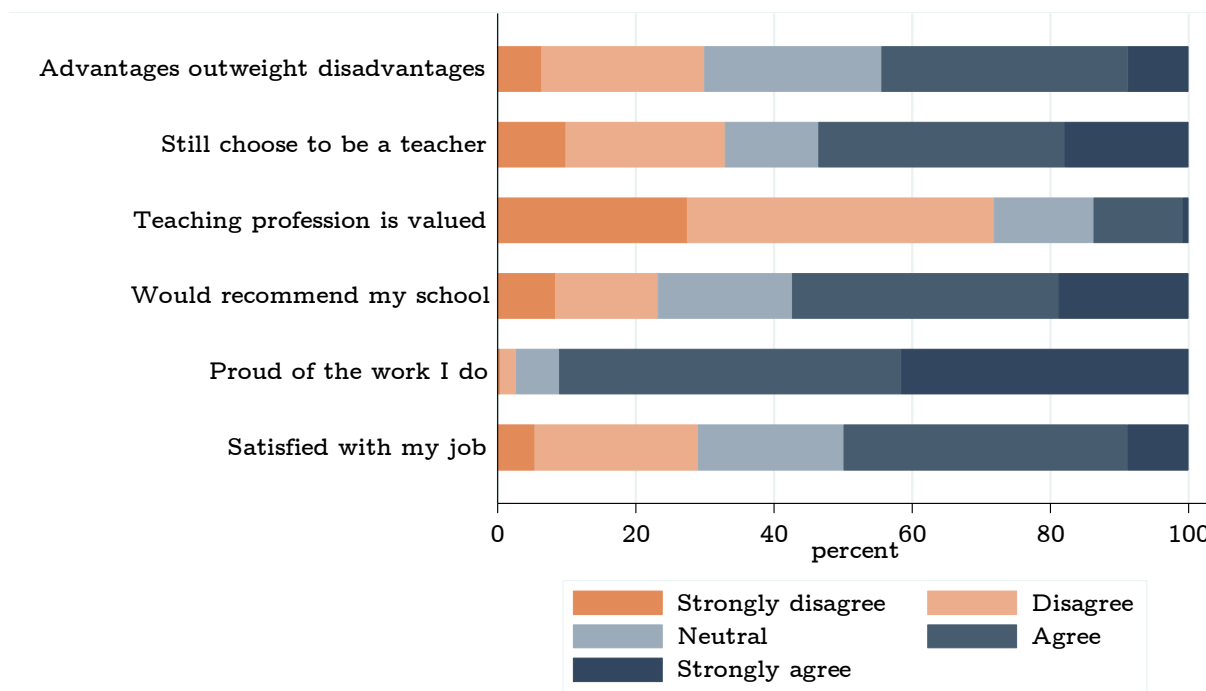

Figure 5.1 Teachers' responses to morale items

only 14 per cent agreed with. Despite the feeling of not being valued, the majority of teachers are proud of the work they do. Their job satisfaction, however, is not particularly high: only 50 per cent of them were feeling satisfied. In addition, 54 per cent of teachers were happy with their schools and would recommend it as a good place to work.

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[3] https://markwilsonbooks.com/2017/09/15/an-open-letter-to-nicola-sturgeon-from-a-teacher-desperate-to-love-his-job-again/

Taking teachers' responses to all these six items into consideration, we have generated a continuous score of teachers' overall morale. Figure 5.2 (a) presents the distribution of the morale scores for all teachers. Figure 5.2 (b)-(d) shows how the distributions differ across groups. Starting with Figure 5.2 (c), we see the density lines for men and women almost overlap, meaning that there is little gender difference. However, we do see some differences between primary and secondary school teachers, and between teachers under 40 and those aged 40 or above. As shown in Figure 2.5 (b), there are more secondary school teachers having high morale scores compared with primary school teachers. Similarly, teachers under 40 are more likely to have high morale compared with older teachers (Figure 5.2 (d)).
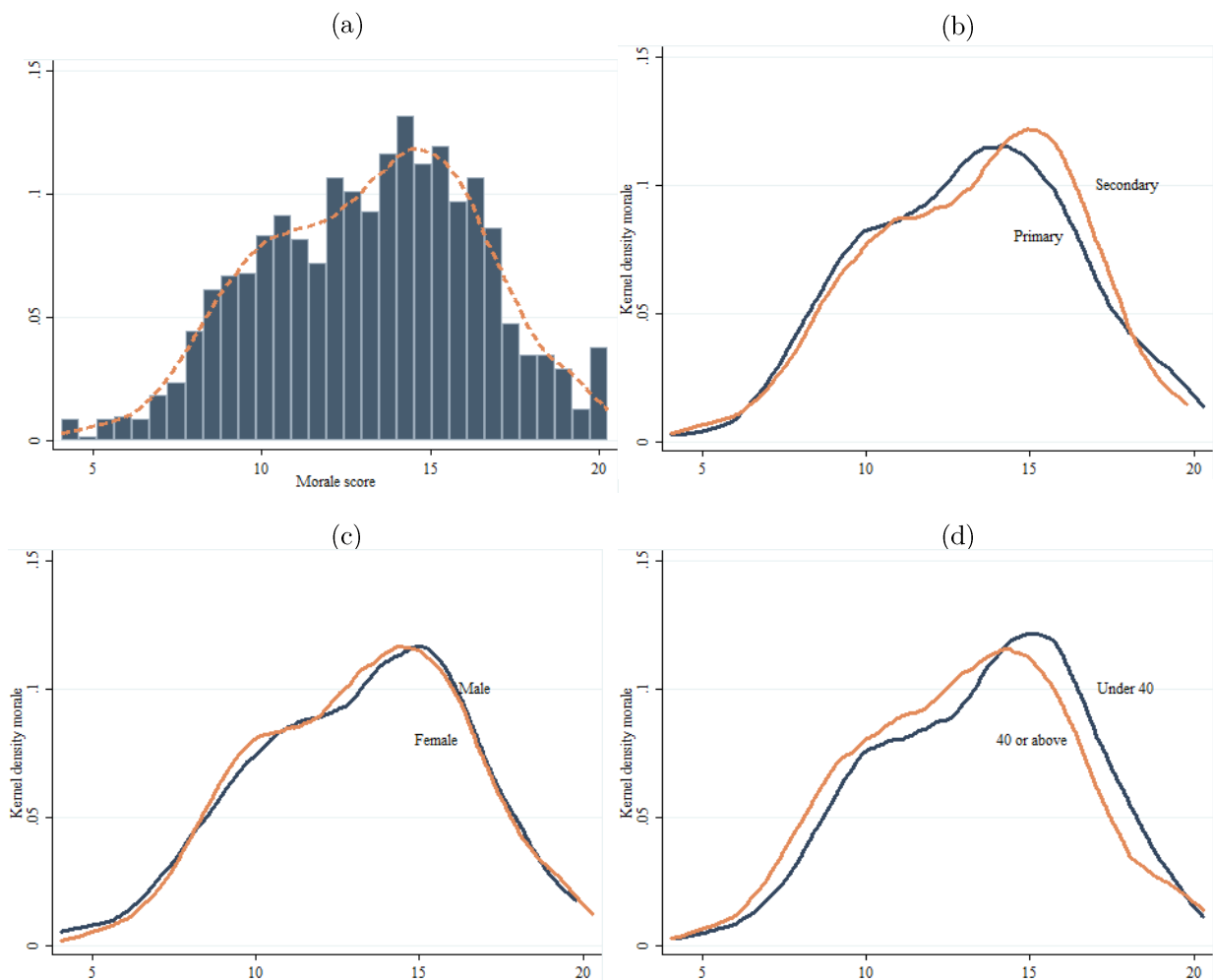

(a)

(b)

(c)

(d)

Figure 5.2 Distribution of the overall morale score

In additional to their own morale, teachers were also asked to rate the overall morale at their own school on a scale of 1 to 10, with 10 being the highest. Figure 5.3 (a) shows how the rates are distributed, which is roughly similar to the distribution of teachers' own morale scores in Figure 5.2 (a). Again, we have plotted the percentage difference on each value of the morale scale from 1 to 10 between different groups. As shown in Figure 5.3 (b), secondary school teachers are more likely to give low ratings (1 to 4); whereas higher percentages of primary school teachers gave high ratings (5 or above). This is interesting given that secondary

teachers tend to rate their own morale higher as discussed above. A potential explanation is that secondary teachers used their own morale as the reference when rating the morale level at their schools. Therefore, those with high morale are more likely to give a lower rating when it comes to evaluating others' morale. Figure 5.3 (c) shows that female teachers are more likely to give higher ratings (7 to 10) than male teachers. As for age difference, teachers under 40 tend to give medium scores (4 to 6) and are less likely to give either low or high ratings compared with teachers aged 40 or over (Figure 5.3 (d)).
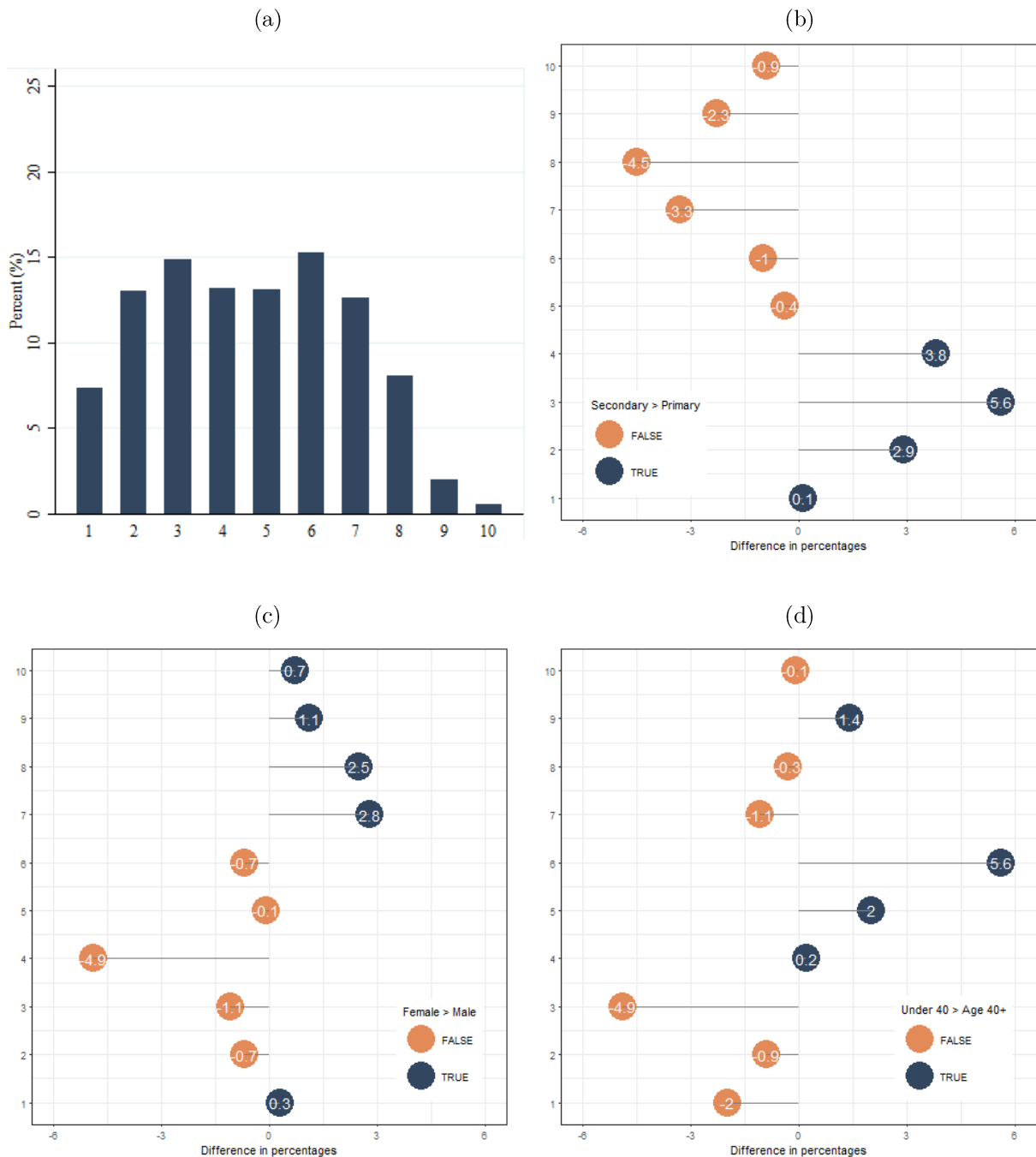

Figure 5.3 Teachers' rating on morale at their school

How teachers rate the morale level at their schools in relation to their own morale could be a complicated process. However, generally speaking, teachers' own morale is positively associated with the rating they gave at the school level. As shown in Figure 5.4, the horizontal axis indicates how teachers rate the overall morale at their own school on a scale of 1 to 10 and the vertical axis shows the average moral score for each group. It is clear that teachers who gave higher scores on teachers' morale at school level are more likely to have high morale themselves. For example, teachers who gave a 10 at school level had an average morale score of 17; whereas teachers who rated 1 had an average score of 10.
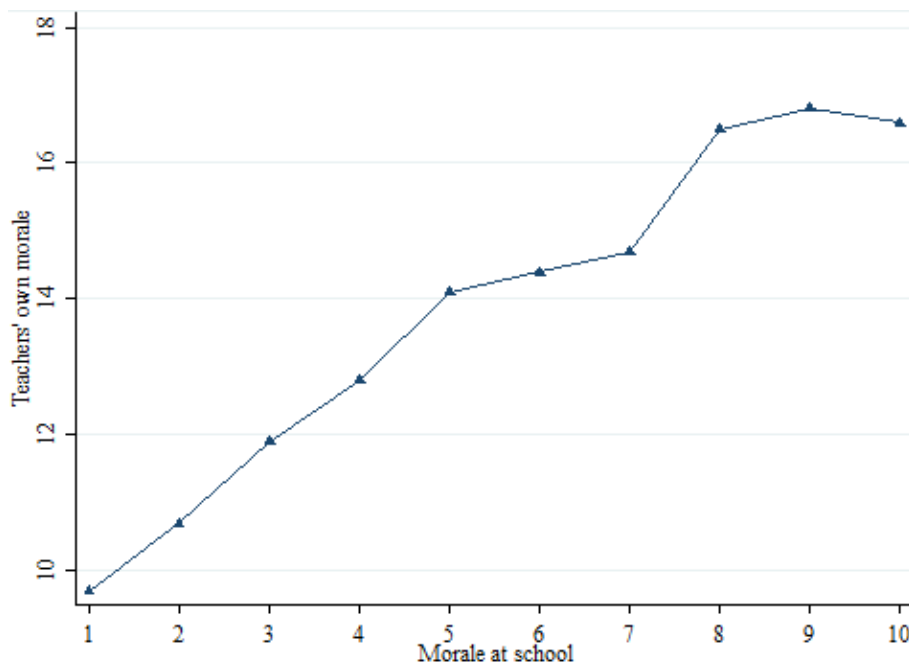

Figure 5.4 The relationship between teachers' own morale and morale at school level

6. Working environment

As shown in Figure 6.1, about 53 per cent of teachers reported that there was a teacher shortage in their subject area at their own school, among whom, 83 per cent of them felt that the teach shortage had influenced their own workload. However, there are also 38 per cent of teachers reported there was no teacher shortage and 9 per cent reported not knowing.
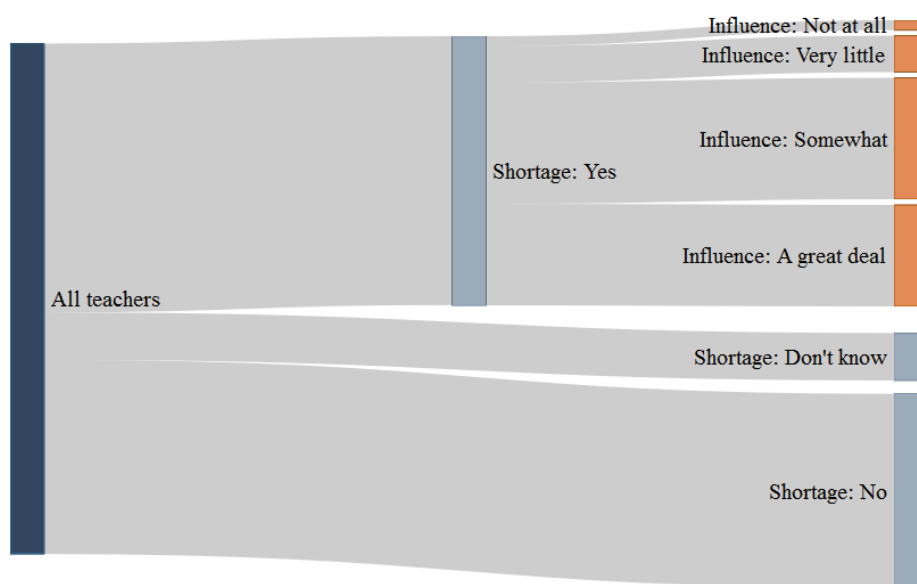

Figure 6.1 Teacher shortage at school and its influence on teachers' workload

The Scottish Government is dedicated to provide support for children with additional support needs (ASN). The Education (Additional Support for Learning) (Scotland) Act 2004 provides the legal framework for the provision of additional support, which has been amended in 2009 and 2016 to extend the rights of children with ASN. Figure 6.2 presents how well different kinds of supports are being provided in practice in teachers' views. Relatively speaking, most schools are doing a good job in providing services such as making special exam and transport arrangements, less well but a fair job in adapting physical environment, teaching materials, equipment and technologies. In teachers' views, however, still a lot needs to be done in personnel related types of support, for example additional support workers and training for teachers to support students with ASN.
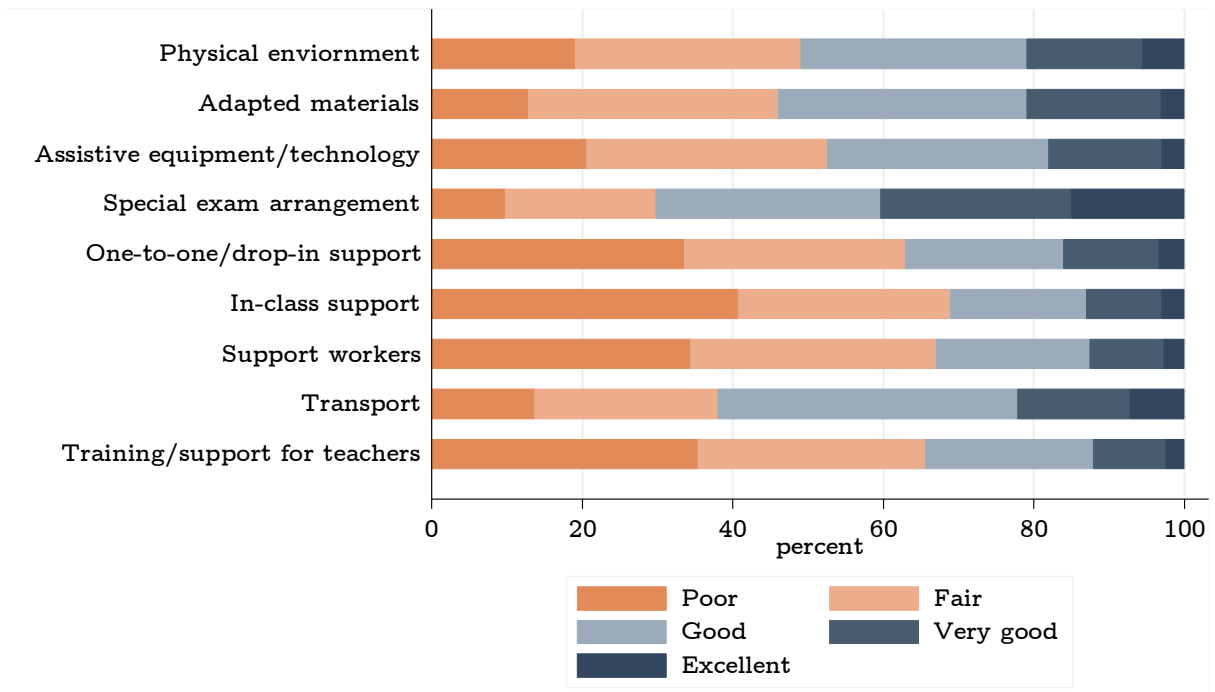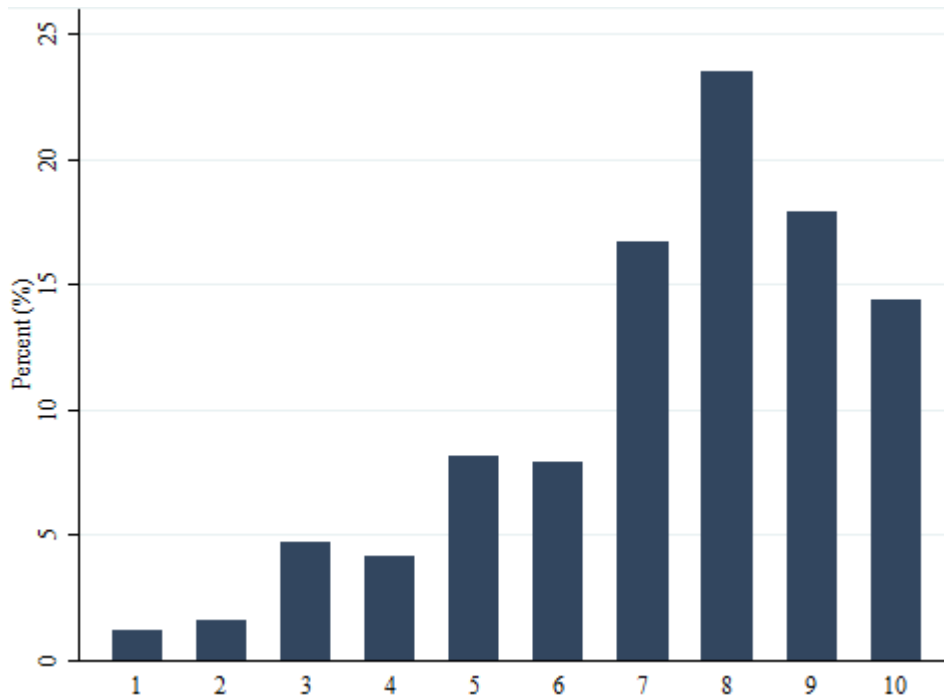
Figure 6.2 School support for students with ASN

Figure 6.3 Level of inclusive education at school rated by teachers

Teachers were also asked to rate the overall atmosphere of inclusive education[4] at their schools on a scale of 1 to 10 with 10 being the most inclusive. The results are shown in Figure 6.3. We see that teachers are generally very positive about the level of inclusion. About 80 per cent of teachers gave a score above 5 and 66 per cent of gave a score of 8 or above.

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[4] In the survey questionnaire, inclusive education is defined as schools are devoted to create an accessible and welcoming learning environment for all students, irrespective of ethnicity, disability, gender, sexuality or background.

7. Experiences of policy reforms

Over recent years, Scottish government has implemented a series of reforms relating to teachers' pay and conditions. In the survey, a series of questions were asked about teachers' awareness of some of the reforms and how they influence their professional working.

In 2011, the Scottish Negotiating Committee for Teachers (SNCT) agreed to change the pay scales for supply teachers. This has been amended so that for the first two days of any short-term supply teaching, teachers will be paid at point 1 (point 0 if not fully registered) of the main grade scale. Around 25 per cent of teachers were unaware of this policy change, which even includes some supply teachers.

Annex E (Appendix 2.6) in the SNCT handbook is a list of administrative and clerical tasks that should not routinely be carried out by teachers. However, it was removed from the handbook in 2014. Only 17 per cent of teachers were aware of this change. Among them, 72 per cent of teachers said this influenced the time that they spent on administrative and clerical tasks; 74 per cent of them said it influenced their morale.

In 2014, the SNCT handbook introduced some flexibilities in teachers' working time, allowing schools to 'develop an alternative approach to working hours'. It also allows schools to increase class contact time from 22.5 hours per week to 25 hours per week. Only 20 per cent of teachers were aware of this change. And about 48 per cent of them reported this had influence on their working hours or overall workload.
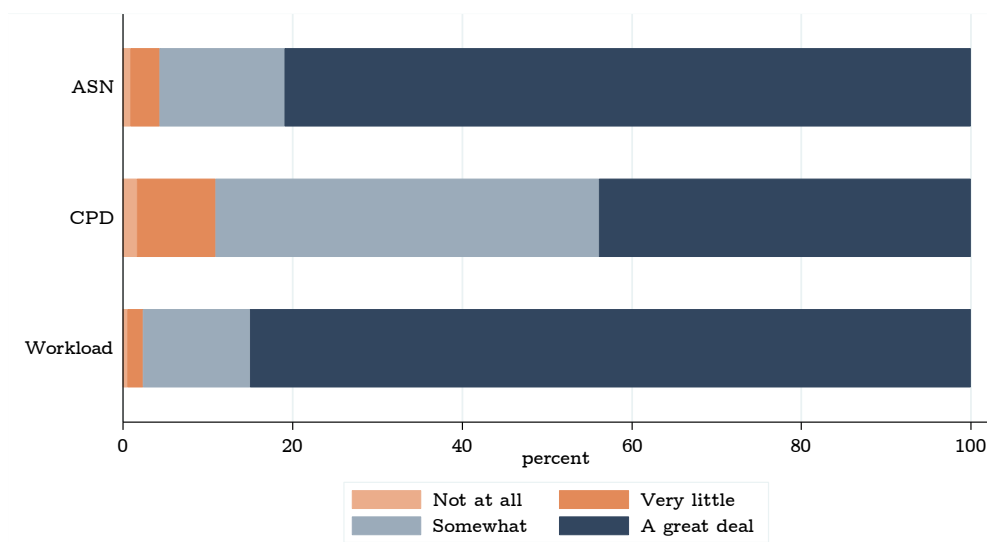

Figure 7.1 The influence of introducing funding cuts

Since 2010, there have been substantial cuts in education spending in Scotland. Teachers were asked how the cuts influence the ASN provision at their school, their CPD and workload. As shown in Figure 7.1, over 80 per cent of teachers reported that this had influenced the ASN provision and teachers' workload to a great deal. Only a small per cent of them thought this

had no or little influence in these two aspects. The funding cuts also influenced teachers' CPD, but not to the same extent as ASN or workload. About 44 per cent of teachers thought this influenced their workload to a great deal, and somewhat for 45 per cent of them.

Finally, the survey also asked how the public sector pay freeze has influenced teachers' pay. About 65 per cent of them reported it had influenced them to a great deal, somewhat for 30 per cent of them. Only 5 per cent of teachers thought this had no or little influence.

8. Summary

1,395 responses were obtained through two phases of data collection. Based on the survey data, a number of important findings were revealed:

- Part-time working among teachers is related to gender, age, disability and school levels;
- Teachers reported high levels of workload, especially teachers in Secondary schools;
- Teachers' morale is generally low. In particular, teachers felt their profession was undervalued. However, teachers scored highly on the item of being proud of their own work;
- Activities that take the most of non-contact hours are marking, maintaining records and other administrative and support work;
- The lack of time and cover were reported as major barriers to teachers' CPD;
- Teachers reported that there is a lack of clear policy or guideline on career development;
- The value of the professional update process was not highly regarded, which is related to gender and age;
- Teachers were very positive about atmosphere of inclusive education at their own schools;
- Levels of awareness of policy changes relating to pay and conditions among teachers were generally low;
- Funding cuts in educational spending significantly influenced the ASN provision and teachers' workload

Appendix

Appendix 1: Sample descriptive statistics

		Teacher Workforce Survey (2017)	Teacher Census (2016)
Gender	Woman	79.7%	77.1%
	Man	20.3%	22.9%
Age	<30	13.6%	18.6%
	30-39	28.3%	27.7%
	40-49	24.8%	24.4%
	50-59	28.4%	23.1%
	60+	4.9%	6.1%
Ethnicity	White	99.1%	98.9%
	Black and minority ethnic (BME)	0.9%	1.1%
School level	Primary	50.1%	50.3%
	Secondary	45.0%	45.9%
	Special	4.0%	3.9%
Working mode	Full-time	82.5%	84.4%
	Part-time	17.5%	15.6%

Appendix 2. Survey Questionnaire[5]

Section: Working pattern and workload

1. Which of the following best describes your current working status as a teacher?
    - ☐ Part-time (less than 50% of full-time hours)
    - ☐ Part-time (50-99% of full-time hours)
    - ☐ Full-time

2. What kind of employment contract do you have <u>at your current school?</u> (If you work in more than one school, please answer based on the school email account used to receive the survey link.)
    - ☐ Permanent contract (an on-going contract with no fixed end-point before the age of retirement)
    - ☐ Fixed-term contract for a period of more than 1 school year
    - ☐ Fixed-term contract for a period of 1 school year or less
    - ☐ Other (please specify)_____

3. Flexible working is an alternative way of working, which allows for arrangements such as flexible start and finish time, compressed hours, and job sharing etc. Do you <u>currently</u> have flexible working arrangement?
    - ☐ Yes
    - ☐ No (skip to Q5)

4. There are different ways of working flexibly. Which of the following flexible working arrangements apply to you? (please tick as many as apply)
    - ☐ Job sharing
    - ☐ Flexitime (employee chooses when to start and end work but work certain core hours)
    - ☐ Compressed hours (working normal hours but over fewer days)
    - ☐ Annualised hours (working a certain number of hours over the year but having flexibility about the time)
    - ☐ Staggered hours (having different start, finish and break time from others)
    - ☐ Phased retirement
    - ☐ Other

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[5] The questionnaire used for the online survey was slightly different in some local authority. A few questions were removed as requested.

5. Have you ever applied for flexible working while <u>at your current school</u>? (If you work in more than one school, please answer based on the school email account used to receive the survey link.)
    - ☐ Yes
    - ☐ No (Skip to Q8)

6. What was the outcome of your last flexible working application?
    - ☐ Approved (Skip to Q8)
    - ☐ Declined by the school
    - ☐ Declined by the local authority

7. If your application was declined, please provide the reason(s) you were given for this. (please tick as many as apply)
    - ☐ Not eligible under flexible working legislation
    - ☐ Unable to re-organise work amongst existing teaching staff
    - ☐ Unable to recruit additional teachers to cover
    - ☐ It would cause resentment amongst colleagues
    - ☐ No reason given
    - ☐ Other

8. Have you been engaged in composite teaching <u>at your current school</u>? *Composite teaching is teaching students from more than one grade level.*
    - ☐ Yes
    - ☐ No (Skip to Q10)

9. What type of composite teaching have you been engaged in?
    - ☐ Primary composite
    - ☐ S1-S3 composite
    - ☐ N3-N5 composite
    - ☐ N4-higher composite
    - ☐ Higher/advanced higher composite

10. <u>In a typical calendar week</u> of the third school term (January to April 2017), approximately how many hours do you spend on the following tasks? (Please write in the number of hours)
    - a) _____ Curriculum developing/planning/preparing
    - b) _____ Covering teaching for absent colleagues
    - c) _____ Providing learning support in colleagues' classes
    - d) _____ Marking/correcting of student work
    - e) _____ Engaging pupils (counselling/supervising/disciplining)

11. Of the following activities, which **THREE** take the most time of your non-contact hours?
    - ☐ Marking/verifying assessments
    - ☐ Pupil/parents engaging
    - ☐ Inspection/school self-review
    - ☐ Continuing professional development (own CPD or supporting colleagues)

- ☐ Maintaining records, e.g. on pupil performance, departmental records
- ☐ Attending or arranging in-school events/other extracurricular activities
- ☐ Staff meetings
- ☐ Other administrative or support tasks

12. Thinking about the third school term (January to April 2017), how often did you need to take work home?
    - ☐ Never
    - ☐ Rarely
    - ☐ Once or twice a month
    - ☐ 1-2 times a week
    - ☐ 3 or more times week

13. Thinking about the third school term (January to April 2017), how often did you have after school meetings?

14. Never
15. Rarely
16. A few times a term
17. A few times a month
18. Almost every week

19. On a scale of 1-10 with 10 being the highest level, how would you rate your workload in the 2016/17 school year (so far)?

Very low									Very high
1	2	3	4	5	6	7	8	9	10
☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

20. To what extent, do you agree or disagree with the following statements?

	Strongly disagree	Disagree	Neither Nor	Agree	Strongly agree
a) The advantages of being a teacher clearly outweigh the disadvantages.	☐	☐	☐	☐	☐
b) If I could decide again, I would still choose to work as a teacher.	☐	☐	☐	☐	☐
c) Teaching profession is valued in society.	☐	☐	☐	☐	☐
d) I would recommend my school as a good place to work.	☐	☐	☐	☐	☐
e) I am proud of the work I do as a teacher.	☐	☐	☐	☐	☐
f) All in all, I am satisfied with my job.	☐	☐	☐	☐	☐

21. On a scale of 1-10 with 10 being the highest level, how would you rate teachers' morale at your school?

Lowest									Highest
1	2	3	4	5	6	7	8	9	10
☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Section: School

22. To the best of your knowledge, is there a teacher shortage <u>in your subject area at your school</u>? (Note: If you work in more than one school, please answer based on the email account used to receive the survey link. If you work in more than one subject area, please answer based on your primary subject area.)

 - ☐ Yes
 - ☐ No
 - ☐ Don't know (skip to Q24)

23. To what extent, does the teacher shortage in your subject area influence your workload?

 - ☐ Not at all
 - ☐ Very little
 - ☐ Somewhat
 - ☐ To a great deal

24. How would you describe the level of support for students with ASN and their teachers in the following aspects at your school?

	Poor	Fair	Good	Very good	Excellent
a) Physical environment adaptations (e.g. buildings, classrooms etc.)	☐	☐	☐	☐	☐
b) Adapted teaching/learning materials	☐	☐	☐	☐	☐
c) Assistive equipment and/or technology	☐	☐	☐	☐	☐
d) Special examination arrangements (e.g. extra time, a separate room etc.)	☐	☐	☐	☐	☐
e) One-to-one/drop-in support by a specialist	☐	☐	☐	☐	☐
f) In-class support from additional specialists	☐	☐	☐	☐	☐
g) Other support workers (e.g. personal care/mobility assistant, communicator, signer, interpreter, reader, note-taker)	☐	☐	☐	☐	☐
h) Special school transport arrangements	☐	☐	☐	☐	☐
i) Trainings or support for teachers to support student with ASN	☐	☐	☐	☐	☐

25. On a scale of 1-10 with 10 being the most inclusive, how would you describe the overall atmosphere of inclusive education at your school? *(Inclusive education means that schools are devoted to create an accessible and welcoming environment of all students, irrespective of ethnicity, disability, gender, sexuality or background.)*

Least inclusive									Most inclusive
1	2	3	4	5	6	7	8	9	10
☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Section: Professional development

26. During the 2016/17 school year, did you participate in any of these continuing professional development (CPD) activities?

	Yes	No
a) Qualification programme (e.g. a degree programme)	☐	☐
b) CPD training courses/workshops (e.g. on subject matter/ methods or other related topics)	☐	☐
c) Attending educational conferences/seminars (where teachers/researchers present their research results and discuss educational issues)	☐	☐
d) Activity related to achieving national standards	☐	☐
e) Self-evaluation and personal reflection including preparation for the professional review and development	☐	☐
f) Mentoring/ coaching colleagues	☐	☐
g) Receiving mentoring/coaching from colleagues	☐	☐
h) Peer observation	☐	☐
i) Professional reading/research	☐	☐
j) Management and leadership development activities	☐	☐
k) Other CPD activity not mentioned above	☐	☐
l) None	☐	☐

27. Were the CPD activities that you received 2016/17, related to each of the following topics?

	Yes	No
a) Curriculum	☐	☐
b) Subject-specific knowledge/teaching methods	☐	☐
c) General teaching methods	☐	☐
d) Student evaluation and assessment	☐	☐
e) Use of technology in workplace	☐	☐
f) Leadership development	☐	☐
g) Student guidance and communication	☐	☐
h) Parents/carers communication	☐	☐
i) Equality issues	☐	☐
j) Other (please specify)	☐	☐
k) Not applicable	☐	☐

28. How many hours' CPD <u>are you expected to</u> undertake in the 2016/17 school year? (If none, please fill in 0) _____

29. In total, how many hours' CPD <u>have you undertaken</u> in the 2016/17 school year? (If none, please fill in 0) _____

30. How do you feel about amount of allocated CPD hours in the 2016/17 school year?
  - ☐ More than I needed
  - ☐ About right
  - ☐ Not enough to meet my need

31. For the CPD activities that you received in 2016/17, how much did you personally have to pay for? (Payment that was not reimbursable)
  - ☐ None
  - ☐ 1%-25%
  - ☐ 26%-50%
  - ☐ 51-75%
  - ☐ 76%-99%
  - ☐ All

32. To what extent do you agree or disagree about the following statements about the CPD activities?

	Strongly disagree	Disagree	Neither Nor	Agree	Strongly agree
a) There is a wide range of CPD activities to choose.	☐	☐	☐	☐	☐
b) There is not sufficient funding for my CPD	☐	☐	☐	☐	☐
c) There is a lack of employer support.	☐	☐	☐	☐	☐
d) There is a lack of cover for teaching.	☐	☐	☐	☐	☐
e) It is difficult to find time to attend.	☐	☐	☐	☐	☐
f) The activities offered are of poor quality/relevance	☐	☐	☐	☐	☐
g) Some desirable activities are not accessible to me.	☐	☐	☐	☐	☐

33. On a scale of 1-10 with 10 being the most valuable, how would you describe the value of the professional update process?

Least valuable									Most valuable
1	2	3	4	5	6	7	8	9	10
☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

34. Here we would like to ask a few questions about career development. Please rate to what extent you agree or disagree with the following statement.

	Strongly disagree	Disagree	Neither Nor	Agree	Strongly agree
a) There are school leadership opportunities available to me at my school.	☐	☐	☐	☐	☐
b) The opportunities to leadership are available to all teachers regardless of gender, disability, ethnicity, etc.	☐	☐	☐	☐	☐
c) There are career pathways for teachers who want to progress as practitioners at my school.	☐	☐	☐	☐	☐
d) My school has a clear policy/guideline on career development.	☐	☐	☐	☐	☐
e) My school provide support to help teachers in career development.	☐	☐	☐	☐	☐
f) The promotion decisions are made fairly at my school.	☐	☐	☐	☐	☐

Section: Experiences of recent policy reforms

Over recent years, Scotland has suggested or implemented a series of policy reforms. In this section, we would like to ask you a few questions about your own experiences and opinions on some of the policy changes directly related to teachers.

36. Are you aware that the Chartered Teacher Scheme has been closed to new entrants?
   ☐ Yes
   ☐ No

37. At your current school, is there any alternative career progression route for teachers who want to stay in classroom?
   ☐ Yes
   ☐ No

38. In 2011, the Scottish Negotiating Committee for Teachers (SNCT) agreed to change the pay scales for supply teachers. This has since been amended so that for the first two days of any short-term supply teaching, teachers will be paid at point 1 (point 0 if not fully registered) of the main grade scale. Are you aware of this policy change?
   ☐ Yes
   ☐ No

39. Are you a supply teacher?
   ☐ Yes
   ☐ No (Skip to Q41)

40. To what extent, did the pay scale change influence you in the following aspects?

	Not at all	Very little	Somewhat	To a great deal	Not applicable
Pay level	☐	☐	☐	☐	☐
Inclination to take supply work	☐	☐	☐	☐	☐
Morale/motivation	☐	☐	☐	☐	☐

41. Teachers' pay was frozen from 2011 to 2013 and has been subject to pay restraint which means that it has not increased by the rate of inflation since 2013. To what extent, does this influence your pay?
   ☐ Not at all
   ☐ Very little
   ☐ Somewhat
   ☐ To a great deal
   ☐ Not applicable

42. Since 2010, there have been substantial cuts in education spending in Scotland. In your own experience, to what extent does this influence the following aspects?

	Not at all	Very little	Somewhat	To a great deal	Don't know
ASN provision	☐	☐	☐	☐	☐
CPD	☐	☐	☐	☐	☐
Teachers' workload	☐	☐	☐	☐	☐

43. Annex E (Appendix 2.6) in the SNCT handbook is a list of administrative and clerical tasks that <u>should not</u> routinely be carried out by teachers. Are you aware that Annex E was removed from the SNCT handbook in 2014?
- ☐ Yes
- ☐ No (Skip to Q45)

44. To what extent, did the removal of Annex E influence in the following aspects of your job?

	Not at all	Very little	Somewhat	To a great deal	Don't know
The time you are spending on clerical and administrative tasks	☐	☐	☐	☐	☐
Your morale/motivation	☐	☐	☐	☐	☐

45. In 2014, the SNCT handbook introduced some flexibilities in teachers' working time, allowing schools to 'develop an alternative approach to working hours'. It also allows schools to increase class contact time from 22.5 hours per week to 25 hours per week. Are you aware of this policy change?
- ☐ Yes
- ☐ No

46. To what extent, did this introduction of flexibilities influence your working hours or overall workload?
- ☐ Not at all
- ☐ Very little
- ☐ Somewhat
- ☐ To a great deal
- ☐ Don't know
- ☐ Not applicable

47. Could you please elaborate how this introduction of flexibilities is implemented at your school?

Section: Background information

In this section, we would like to know a bit about you. This information is of great importance for us to compare teachers' experiences and opinions across different groups. We would like to emphasise that the information you provide here is not identifiable and all the data you provide is completely confidential.

48. What best describes your gender?
    - ☐ Female
    - ☐ Male
    - ☐ Non-binary
    - ☐ Intersex

49. In what year were you born (please fill in a year)_____?

50. What type of school are you currently working in?
    - ☐ Nursery or preschool (skip to Q52)
    - ☐ Primary school (skip to Q52)
    - ☐ Secondary school
    - ☐ Special school (skip to Q52)
    - ☐ Other

51. What is your main subject area as a teacher? (please tick one only which suits the best)
    - ☐ Mathematics
    - ☐ Physics
    - ☐ Chemistry
    - ☐ Biology
    - ☐ Science (general)
    - ☐ Computing
    - ☐ Home economics
    - ☐ Food science
    - ☐ Reading, writing and literature
    - ☐ French
    - ☐ Spanish
    - ☐ German
    - ☐ Other languages
    - ☐ Arts and design
    - ☐ Music
    - ☐ Drama and speech
    - ☐ Geography
    - ☐ History
    - ☐ Modern studies
    - ☐ Economics
    - ☐ Business studies
    - ☐ Media studies
    - ☐ Religion, Ethics or Philosophy
    - ☐ Social science other

- ☐ Physical education
- ☐ Practical and vocational skills
- ☐ Other

52. Where is your school?
- ☐ Aberdeenshire
- ☐ Aberdeen City
- ☐ Angus
- ☐ Argyll and Bute
- ☐ City of Edinburgh
- ☐ Clackmannanshire
- ☐ Dumfries and Galloway
- ☐ Dundee
- ☐ East Ayrshire
- ☐ East Dunbartonshire
- ☐ East Lothian
- ☐ East Renfrewshire
- ☐ Falkirk
- ☐ Fife
- ☐ Glasgow City
- ☐ Highlands
- ☐ Inverclyde
- ☐ Midlothian
- ☐ Moray
- ☐ North Ayrshire
- ☐ North Lanarkshire
- ☐ Orkney Islands
- ☐ Perth and Kinross
- ☐ Renfrewshire
- ☐ Scottish Borders
- ☐ Shetland Islands
- ☐ South Ayrshire
- ☐ South Lanarkshire
- ☐ Stirling
- ☐ West Dunbartonshire
- ☐ West Lothian
- ☐ Western Isles

53. How many years of working experience do you have? (please write in a number)
   _____year(s) working as a teacher <u>at this school</u>
   _____year(s) working as a teacher <u>in total</u>

54. What is the highest level of formal education you have completed?
- ☐ Qualification below the bachelor level
- ☐ Bachelor degree or equivalent

☐ Master degree or equivalent
☐ Doctoral degree or equivalent

55. Which of the following teaching qualification(s) do you hold (please tick as many as apply)?
☐ Nursery
☐ Primary
☐ Secondary
☐ Specialist

56. Which of the following routes into teaching did you take?
☐ Undergraduate degree with teaching qualification
☐ Postgraduate certification in education (PGCE)
☐ Other routes (Please specify)_____

57. Where did you obtain your teaching qualification?
☐ England
☐ Wales
☐ Scotland
☐ Northern Ireland
☐ Other country outside the UK (Please specify) _____

58. Which of the following best describes your role at your current school?

☐ Head teacher/principal
☐ Depute head teacher
☐ Head of department/faculty
☐ Assistant head of department/faculty
☐ Subject leader
☐ Chartered teacher
☐ Classroom teacher post-threshold
☐ Classroom teacher
☐ Newly qualified teacher
☐ Supply teacher
☐ Teaching assistant
☐ Other

59. Do you have any long-standing health problem or disability? Long-standing means any health problem that has lasted for longer than a year or that is likely to last for longer than a year?
☐ Yes
☐ No

60. Which of the following best describes your ethnicity?
☐ English

☐ Irish

☐ Scottish

- ☐ Welsh
- ☐ Other white background: Please specify
- ☐ White & Asian
- ☐ White & Black African
- ☐ White & Black Caribbean
- ☐ Other mixed background
- ☐ Bangladeshi
- ☐ Indian
- ☐ Pakistani
- ☐ Chinese
- ☐ Other Asian background
- ☐ African
- ☐ Caribbean
- ☐ Other Black background
- ☐ Prefer not to say

61. Which of the following best describes your sexual orientation?
- ☐ Heterosexual
- ☐ Homosexual
- ☐ Bisexual
- ☐ Other
- ☐ Prefer not to say

Thank you very much for your time and effort!