

# Teachers TV

# Second Stage Impact Study

Qualitative Research

Counterpoint Research



Research Report No  
DCSF-RW061

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# 1. Background to the Research

Teachers' TV was launched in February 2005, a digital channel / website with video streaming aimed at all teachers, schools managers, governors and support staff. It included Continuing Professional Development (CPD) programming for both Primary and Secondary schools professionals, as well as more general programming. It was targeted across the range of schools professionals, including Newly Qualified Teachers (NQTs) and more experienced staff. The channel was funded by the Department for Education and Skills (now Department for Children, Schools & Families - DCSF), but was editorially independent.

The specific objectives for the channel were given as follows:

- “To transmit and make available on the web accessible, innovative and practical CPD programmes based on proven models of effective practice and evidential research
- To offer school leaders, teachers, teaching assistants, support staff and governors the opportunity to see into the classrooms and schools of others in order to share and reflect on effective practice
- To offer teachers and teaching assistants practical ideas and televised classroom resources that enrich the curriculum and save them time
- To provide programmes for school leaders, teachers and governors that disseminate good practice and debate issues of leadership and school improvement
- To cast light on the important educational issues of the day by providing a weekly news programme dedicated to education, and a range of documentary and discussion programmes
- To embed the use of the channel's output in the work of the key agencies tasked with supporting CPD, school improvement, and raising standards of teaching and learning”

The programmes could be accessed via subscription TV, or could be downloaded or viewed on demand at [www.teachers.tv](http://www.teachers.tv).

Audience viewing data available early in 2007 was positive:

- An average of 20% of the schools workforce with cable or satellite television at home accessed Teachers TV for at least five consecutive minutes each month for the first two years that the channel has been on air.
- Approximately 88,000 members of the schools workforce watch the channel each month.
- 144,000 programmes were streamed or downloaded from the website in February 2007.
- Time well spent scores started and remain high, with 92% of respondents in February 2007 rating the channel as 6 or above on a scale of zero to ten for time well spent.

The channel's impact on behavioural change in schools, and the extent to which the learning, skills and confidence of all audiences had improved as a result of Teachers TV were assessed via research in summer 2006. The DfES highlight some key findings from that research in the brief:

- Few of the respondents (including CPD coordinators) thought of Teachers TV as part of their formal CPD, and therefore missed the potential benefits to raise skills.
- Thus, the involvement and importance of personnel involved in CPD and training delivery signposting and directing the wider workforce towards Teachers TV content was highlighted.
- Another issue was the different attitudes of NQTs and more experienced teachers towards Teachers TV. Whilst the former tended to be more active in sourcing input to their teaching from a variety of angles, and therefore tended to be more positive about Teachers TV, more experienced staff were sometimes less proactive, and could view Teachers TV as an intrusion into their own time. The exception to this was personnel taking on new responsibilities such as Head of Year, pastoral roles, and management responsibilities. It was felt that there was considerable scope for Teachers TV to deliver CPD and training to NQTs, less experienced teachers, and those taking on new responsibilities.

In Spring 2007, DfES/ DCSF commissioned Counterpoint Research to carry out a second research study, to build on the findings of this initial impact assessment. This report documents the findings of that research study.

## 2. Research Objectives

The overall objectives were given very clearly in the brief as follows:

1. “Based on the existing study, identify any changes and developments in the impact Teachers TV has had on the learning, skills and confidence of all audiences including, further to the previous study, trainee teachers.
2. Assess the attitudes and behaviour of intermediaries of CPD delivery, i.e. CPD co-ordinators, external providers and initial trainers, to enable an examination of the impact of Teachers TV on key gatekeepers in general CPD delivery and on the ‘heavier users’ who are more likely to be new members of the workforce”

The main objective of the previous research, which this research was to update and refresh, was to assess the extent to which the channel drives behavioural change in schools - particularly in classroom - and to understand whether the learning, skills and confidence of all audiences have improved as a result of Teachers’ TV”.

In addition, the brief outlined specific objectives to be explored with the two key audiences for this research, i.e. the schools workforce (including trainee teachers), and research with intermediaries (including both schools workforce CPD intermediaries and initial trainers). They were as follows:

### Research with general audiences

The research was to address five key questions amongst this audience:

- “Whether viewers have learned anything new as a result of watching the channel.
- Whether their behaviour or methods have changed as a result of what they have learned and the effect this has had on standards.
- The effect of Teachers TV on viewers’ motivation, their role as a teachers and their future career.
- How Teachers TV fits into wider CPD strategies.
- What are the barriers to increased usage of Teachers TV in schools/ trainee teacher institutions?”

There was also a particular interest in understanding how Teachers TV is used in schools and trainee teacher institutions, including the following:

- How the channel is consumed, e.g. watched on TV, on-demand through broadband at a PC or on DVD.
- Viewers’ use of programme material in practice.
- Colleagues’ recommendations of programmes of interest.
- Colleagues watching and discussing programmes together.
- Formal training materials or sessions.

## **Research with intermediaries: schools workforce CPD intermediaries and initial trainers**

For these groups, the following questions were to be answered:

- “Whether intermediaries have incorporated Teachers TV content in their delivery of CPD or initial training resources.
- How they have adopted and incorporated Teachers TV
- How Teachers TV fits into future plans for CPD delivery and initial training strategy”

### **3. Research Methodology & Sample**

#### **3.1. Schools Workforce**

##### **3.1.1 Classroom Teachers**

Group discussions were held with regular / moderate viewers, and individual depth interviews were held with more regular viewers (as they were more difficult to find, and therefore more difficult to recruit to group discussions). NQTs were also interviewed individually, since they were more difficult to find, and were more likely to be regular viewers.

The sample for Classroom Teachers was therefore as follows:

KS1/2 -	1 mini-group with regular viewers
	1 mini-group with moderate viewers
	2 depths with very regular viewers
	3 depths with NQTs, regular/ very regular viewers
KS3/4 -	1 mini-group with regular viewers
	1 mini-group with moderate viewers
	2 depths with very regular viewers
	3 depths with NQTs, regular/ very regular viewers

##### **3.1.2. Schools Leaders**

This sample was interviewed via depth interviews and comprised:

KS1/2 -	6 depth interviews
KS3/4 -	6 depth interviews

##### **3.1.3. Classroom Assistants**

This group was interviewed via paired depth interviews as follows:

KS1/2 -	2 paired depth interviews with
KS3/4 -	2 paired depth interviews with regular/ very regular viewers

##### **3.1.4. Students in Training**

Students were interviewed in groups as follows:

KS1/2 -	1 x group with regular/ very regular viewers
KS3/4 -	1 x group with regular/ very regular viewers

#### **3.2. Intermediaries**

This sample comprised those responsible for delivering and/ or coordinating CPD to the Schools Workforce from within as well as outside the Schools Workforce, as well as those in and outside Initial Teacher Training.

A total of 15 depths were held with intermediaries working with the Schools Workforce (6 depths with CPD coordinators, 2 depths with LA coordinators, 4 depths with CPD deliverers within commercial companies, and 3 depths with college and university personnel delivering CPD to schools), and 8 depth interviews with student trainers.

The Recruitment Questionnaire is included as Appendix One, and gives detailed descriptions of the criteria used in defining the sample, e.g. weight of viewing.



Fieldwork was held in May & June 2007, across a variety of locations in England, including Newcastle, Manchester, Leeds, York, Derby, Leicester, Birmingham, Cambridge, Norwich, Outer London, Inner London, Bristol, Poole/ Bournemouth, and Brighton/ Hove.

#### **4. Stimulus and Outline Structure of Discussion Guide**

The discussion guide is included as Appendix Two, but covered the following:

- Spontaneous description of useful resources for participants' work & CPD
- Perceptions and awareness of Teachers TV
- Use of Teachers TV (platforms, regularity, purpose)
- Implementation of Teachers TV
- Distinctiveness / value of Teachers TV
- Value of Teachers TV from a CPD point of view
- Impact of Teachers TV
- Recommendations for the evolution of Teachers TV

## **5. Summary & Conclusions**

### **5.1. Overall Summary**

From this Impact Study, it was clear that Teachers TV (TTV) was having a significant impact on this sample of the school's workforce (N.B. It should be remembered that this study was a qualitative one and that the sample was not a representative one of the Schools' Workforce and intermediaries). Those who had viewed and used TTV had all learned something new or been reassured by what they had seen. Where the programme had contained relevant, targeted ideas and suggestions, it was likely to have been implemented - although on most occasions this implementation would have been informal rather than formal. In contrast, where a programme had been used as part of a group discussion, then it was more likely to have been implemented formally and evaluated as such.

Individuals who had become more regular or deeper users reported it to have had a significant impact on their motivation, self-esteem, effectiveness and feelings about teaching.

In contrast to the types of implementation encountered with individual teachers, TTV was being implemented rather narrowly in formal CPD, with most activity taking place around short clips from TTV. Individuals were more likely to take a broader view.

Two significant barriers to deeper or further use of TTV were encountered: lack of understanding of how to use TTV, and unsuccessful searching for programmes or support.

### **5.2. Platform**

The platform on which TTV was viewed tended to dictate the type of usage of the service made. Those viewing it via the digital television channel tended to have a much more relaxed, 'dipping in and out' approach to the service, and had a broader idea of what the 'whole' of output encompassed. Those using the internet streaming site tended to use the service only to answer specific problems or queries, and thus they had a more narrow idea of TTV. The heaviest and most enthusiastic users of TTV tended to use both: the internet to answer specific queries and give defined input; the channel to explore, 'fish' for ideas, and to generally raise their awareness of pedagogy and educational debates.

### **5.3. Key Differences & Similarities from First Impact Study**

There were some significant differences in uptake and usage of TTV compared with the first impact Study (It should be noted that the sample for this impact study was much more heavily weighted towards regular viewers and excluded non-viewers, so it is difficult to determine whether these differences were down to sample, changes in viewing or in the wider CPD environment). They were as follows:

- Technological provision and sophistication within schools had improved
- There had been key policy changes which the Schools Workforce were aware they needed systematic help with, and thus were looking for input on
- Most significantly, the way CPD was thought about and executed within schools had changed, and it was definitely becoming an integral part of school planning, essential for every teacher, and accepted as a much broader activity than external courses
- Teachers were much more open to having their classrooms viewed, and interested in seeing into others' classrooms

There were also some similarities with the first Impact Study

- The Schools Workforce still felt under a great deal of pressure from paperwork
- The more established the teacher, the less likely they were to feel they needed 'extra' or new input - and vice versa
- The earlier in the process they started using TTV, the more likely it was to become an integral part of their regular planning and thinking

Interestingly, the reasons TTV was valued were very similar to the first Study:

- Accessibility
- Relevance and authority
- Practicality
- Teacher-oriented
- Problem-solving
- Outward-looking

Viewers and users were using it in the same way : using ideas, resource and suggestions; it had reassured them about their own practice; it had helped them understand and deal with children's behaviour more effectively; it had helped them get across ideas more effectively/ successfully and thus, they felt, helped raise standards.

Some of the criticisms of the service still applied too, specifically that if TTV was viewed simply as a digital television channel, it implied too much of an imposition into teachers' leisure time.

#### **5.4. Types of Viewers / Users**

It became clear that unlike the first Impact Study, different types of viewers existing in the sample. Their responses, viewing habits, uses, and opinions of Teachers TV were analysed, and a number of 'types' were identified.

##### **5.4.1. 'Individual Reluctant Dippers'**

The profile of this group tended to be experienced, older, and comfortable with their core practice. They held a good work/ life balance to be very important, and argued that there was enough pressure on them in schools already. They had a traditional view of CPD, i.e. that it comprised external courses, which gave them a break from school and was demonstration that the school valued them and was prepared to invest in them.

Usually they had been prompted to watch TTV, and used it as a TV channel, watching it at home, semi- or unplanned, and saw it as an imposition rather than a resource. They had low expectations of its usefulness, and were quick to criticise it. They did however, pick up hints, tips and insights, but they were not systematic in the way they put these into practice.

TTV gave them a sense of being better informed generally, however because they were not regularly nor self-consciously implementing those ideas, they didn't see that it was having much impact.

##### **5.4.2. 'Individual Serendipitous Viewers / Users'**

The profile of this group was extremely diverse in terms of age, experience and ambition. They tended to be open-minded, and positive about how CPD was evolving at the time. They had come across TTV in a variety of ways. Some had come across it accidentally, whilst others had heard of it and had looked explicitly for it. They tended to see TTV as a TV channel, which (possibly) had a website attached.

These viewers tended to watch occasional programmes they came across, some of which were relevant to them, but they tended to wish they could watch more programmes, and search more effectively for relevant programmes.

Unlike the 'reluctant dippers' this group were very happy to try out any ideas they found relevant: from behaviour management, through classroom organisation, to teaching styles or presentation. Interestingly, they didn't see this as CPD activity, just *"doing your job"*. They too, would love to watch more, but finding what they were looking for tended to be *"like looking for a needle in a haystack"*

#### **5.4.3. 'Need Driven' Users**

The third group too, comprised a wide variety of the schools workforce, who had a wide variety of needs from CPD resources and TTV. They tended to have started using TTV only on discovering TTVi, and as an internet resource, available in school, on demand, they felt it had become part of the teachers' toolkit, rather than a 'nag' to take work home.

This group used TTVi alongside other 'websites', but they saw TTVi as a unique resource for reasons given above.

Their usage of TTVi was quite specific - they were using it as a database to solve issues they'd identified. They tended to be implementing those ideas very regularly, and felt that it was having an impact on their teaching and their classroom.

However, they had very little idea of what the whole TTV service offered and encompassed, and were accessing it in a very piecemeal way.

#### **5.4.4. Proactive / Planning Users**

This group tended to be younger and used both platforms. They were incredibly positive about TTV, praising it for being:

- Contemporary
- Expert
- Relevant
- Challenging
- Accessible

It tended to be one of the first resources they turned to. Interestingly, unlike other groups, they tended to have a reasonable idea of the 'whole' of the service, so their searching tended to be more successful. This group found it difficult to imagine being a teacher without TTV, even though they tended to be using it for quite practical, implementable ideas, rather than to access debates on current educational thinking etc.

This group saw TTV almost as a 'mentor', but an expert one, who kept their identity anonymous.

#### **5.4.5. CPD Co-ordinators**

In comparison with the first Impact Study, CPD co-ordinators had really begun to embrace TTV pro-actively, and had begun to integrate it within the fundamentals of their planning. However, their usage tended to be fairly limited:

- Sourcing individual programmes / clips for staff
- Organising discussion sessions around specific clips

Many felt they were inexperienced at sourcing clips for the latter, and so were 'wasting' time finding and editing clips. Thus, it was difficult for this group to afford the time to explore TTV in a more expansive, less focussed way, and thus they often had a very poor idea of what the service offered.

#### **5.4.6. 'External' Intermediaries**

This group were aware of TTV, but only sketchily. They felt that TTV was a resource that teachers/ the Schools' Workforce had to take on and master themselves rather than have it 'recommended' to them in training.

This group were extremely time-poor and not particularly technologically savvy, therefore their grasp of TTV, what it offered and how it could be used could be rather limited, and they tended to judge its output by the feedback they received on it from their trainees, course attendees or colleagues who were responsible for accessing clips and building it into their own ITT/ CPD offer.

### **5.5. Recommendations for Further Developing TTV**

#### **5.5.1. 'What is TTV?'**

There is still a need to make the 'whole' of the TTV offer clearer to current and potential users, and how users might extend and / or deepen their use of it. Part of the confusion is that it is a unique resource offered via two platforms, each of which has a slightly different 'offer'.

- As a database / resource (however it is accessed, it has the quality of a 'bank' of programmes - either the listings on the website, or the schedule itself) it comprises an incredible number of programmes - too many to give a coherent sense of identity to TTV;
- How it's used is still not clear enough to offer a recognisable pattern, i.e. example routes;
- A better understanding of the 'database' itself would help those searching just on TTVi to get a better sense of what's where and what to input to be successful;

Too often respondents were asking what TTV's 'mission statement' was, partly out of a desire to use it more effectively themselves, but partly to cut out their struggle to understand what it could and could not be expected to provide and be used for.

Some of the more expert users and CPD coordinators questioned whether it was trying to cover all issues in all schools at all Key Stages or whether it intended rather to provide an introduction to all issues, along with some problem-solving for the most common issues.

Certainly TTV's service seems to rely too heavily on the user finding their way around : given it's becoming so highly recommended and much more heavily used, any clarification would help both new and more seasoned users cut their time wasting

(which they feel is their own fault) to a minimum. This is true of both the digital channel and the web.

### **5.5.2. Need for 'zones' / pathways**

Most viewers felt overwhelmed by the volume of material - although it does provide reassurance that they will probably find something relevant to what they're looking for. It would be helpful if a way could be found to cut down, or refine what's on offer so that the user/ viewer is exposed to what's relevant in the first instance, and then can opt into more open-minded browsing if desired. Indeed, most were happy to browse more if they could browse within a narrower context (e.g. only the Key Stage of relevance to them, or the subject of relevance to them). This could apply to web-usage, but also to the way in which viewers who consulted the schedule 'browsed' through that. There were many users who didn't want to use the search function on the web because it was too blunt a tool; establishing zones or pathways would help them a great deal.

A series of pathways through the site and schedule, and ultimately through TTV's content, would help the user / viewer a great deal. Thus, when searching the database of video, or searching the schedule, the user could be asked 'what do you want to do today?', or 'who are you?' and thus given a manageable list of suggestions. .

### **5.5.3. Need to have clear(er) 'how to' section**

The service needs to acknowledge the relatively low knowledge base of the typical user - especially the new user, whether in relation to the digital television channel, or the website. Both audiences need a better understanding of how others have used TTV, particularly in relation to less reactive/ answering a need issues (e.g. examples of how other schools have used TTV for CPD; having Powerpoint templates to support busy CPD co-ordinators; training on CPD presentations for busy CPD coordinators).

This 'how to' should make clear the different types of programmes within TTV to help set realistic expectations. This section also needs to be integral to the programme/ programme area. So many users of TTVi are simply clicking through to the search function; they're not seeing or looking at the Home Page and thus are missing all of this. Perhaps there is potential for the weekly email / regular schedule leaflet to highlight this? Similarly a 'panic' / 'back to home' button might help when having problems.

### **5.5.4. Improving the search function on TTVi**

Many TTVi users in particular understand TTV principally via the search function, and thus it is crucial that the search is user-friendly enough for even the non-technologically savvy.

Many CPD co-ordinators and external intermediaries are using the search function to identify very short clips to stimulate very specific discussion. In order to cut down the time they waste (which is significant), there is a need for more support in identifying and editing such clips. Perhaps a series of programmes could demonstrate how to do this effectively, or story-boarding the content and meta-tagging the storyboards rather than the programme as a whole.

Certainly there is a need to play to the lowest common denominator and to improve the detail of the descriptions and meta-tagging of the programmes, along with improving the detail and descriptions on the schedules.

### **5.5.5. Extend coverage of support staff, governors & parents**

Whilst there is some coverage for non-teaching staff, most were missing this content, thus the signposting could be improved.

There is a particular need to address the challenges facing Teaching Assistants, since they feel they're taking on more and more teacher-type tasks. They feel they can have much more of a career path compared with the past, and are actively looking for support for that development.

Parents and governors also struggle to get a good idea of what happens in classrooms nowadays, and to raise the quality of their input, particularly where teaching staff in their child's school are not particularly accessible. TTV was felt to have great potential to help those in this position.

Administrative staff too were taking on more and more complex tasks, and needed support - TTV being an ideal platform for delivering this support.

### **5.5.6 More promotional activity**

Feedback on the TTV-led sessions held by regional staff was excellent and those exposed to them argued that others should have access to them. We would recommend videoing those sessions, or providing a virtual, interactive version of them to give users/ viewers more opportunities to take advantage of such sessions. Part of the appeal from TTV is 'seeing' something demonstrated, therefore they felt that seeing a session would really help teachers and others to begin to see the wider potential for the programmes.

### **5.5.7. Re-packaging / re-editing programmes**

If so much usage of TTV is based around short clips of classrooms, there may be argument for more programmes featuring this, showing how to conduct effective sessions using this resource. Further, there is a need for an 'archive' or themed folder/ files, so that users can access a collection of relevant clips, cutting down the searching and editing.

Questions were raised over whether every programme needed to be a 'sit down and watch' type programme, and whether there was a role for more heavily edited programmes, not based on a narrative, i.e. different formats for different purposes. This would allow a 'snappier' more succinct format for clips in particular, but also allow some programmes to have less introduction and 'wrapping'.

### **5.5.8. 'Joining up' individual and whole school CPD**

Any help TTV can provide in terms of ideas on how to integrate personal CPD activity, whole school CPD activity and performance management targets would be very warmly received.

Further, a sample package of how individual teachers' performance management goals can be supported via CPD using TTV would really help demonstrate how integrated TTV can become into all types of CPD.

If at all possible, it would be very helpful if TTV could suggest a format for sharing learning on a schools intranet. For instance, TTV could provide DVDs with 6-8 programmes each covering a key theme (such as Assessment, Learning, Inclusion, Questioning etc.), which could be loaded on to the intranet but preserve high quality for use in sessions where the video needs to be projected. Further, for schools who



have found, edited and filed clips, perhaps TTV could facilitate publishing these for others to use.

## 6. Key Findings from the Research

### Foreword - Teachers TV Platforms

The platform used for viewing Teachers TV had significant bearing on how it was perceived; therefore before going into the main findings from the research, it is useful to distinguish between Teachers TV as a TV channel (TTVc) and Teachers TV as an internet service (TTVi).

Some saw Teachers TV principally or solely as a television channel, and this tended to limit their use of TTV. On the negative side, they were wary about having to view a television channel in their home and therefore in their time, for professional reasons. They often felt that it was important to resist the assumption, implicit in TTV as a television channel, that teachers' free time could be encroached upon. On the other hand, they had a far more serendipitous approach to the channel than other viewers, and didn't search the schedules or programmes for specific examples. They did, however, regularly pick up programmes that they wouldn't otherwise have chosen. This meant that they tended to access programmes aimed at a different Key Stage teacher, or different type of role from theirs, and they more regularly viewed higher level discussion or 'talking heads' programmes.

Those teachers accessing TTV principally or solely through the internet tended to use TTV to get advice or ideas on very specific issues, problems or ideas. This meant they could have quite a narrow and utilitarian idea of TTV. As they used the service more, they tended to build up trust in the quality of what was offered, and evolve into regular users; however accessing TTV via this platform tended to limit the depth to which the service was used.

Thus, it was clear that users of TTV were getting to know, and using the service in different ways. Those using TTVi were searching the website for the specific content or specialist topic they were interested in, and going directly to that content. TTVi helped establish the service as useful, and encouraged users to increase the regularity with which they accessed it, and for most, it was definitely on their shortlist of resources regularly used.

In contrast, those accessing the service via TTVc tended to be more open to general, non-specific browsing. They reported finding insights from a broader range of contexts, and were much more open to exploring the service. Further, unlike the TTVi users, they didn't restrict their usage to very specific searches for practical tips, but rather listened to higher-level discussion programmes, or more exploratory, investigative material. Their usage of the channel was therefore rather deeper in terms of its influence on their pedagogy, and fitted well with the preference of some to 'dip' in and out of the service.

Thus, we feel that both platforms were important for users of the service, and that each provided a different type of service, and answered a different kind of need.

## **6.1. Key Changes in the Year (Academic Year 2006-7)**

(N.B. The Summary of Findings from the first Impact Assessment is included as Appendix Three).

A great deal had changed in the year since the first TTV Impact study. However, to some extent it was difficult to assign credit to TTV and / or to the change in the context of CPD in schools - a 'chicken and egg' situation. The question was whether TTV had actively moved attitudes to in-school CPD forward, or was it that use of, and attitudes towards TTV had become more positive because of a more positive attitude towards CPD in schools? It should be borne in mind, when reading the findings of this research, that the sample was skewed towards regular viewers compared with the first Impact Study, and that non-viewers were excluded from the sample.

It was clear that changes within schools had made attitudes towards TTV more positive. They were much more likely to be introducing and promoting in-school CPD, both in terms of planning and delivery. Some schools were delivering CPD to other schools, and the increasing importance of Performance Management targets was also mentioned often. This meant that teachers were more accepting of the need to manage and be responsible for their own CPD.

Further, much had changed in the technology in schools in the academic year, particularly in relation to Primary Schools. Schools had their own networks, and equipment levels were much higher (e.g. faster internet, school intranet with shared servers, better penetration of laptops). However, perhaps more important, the confidence and competence of the Schools Workforce had significantly increased. (Again this may have been a 'chicken and egg' question: had their competence increased partly because of the need to learn about streaming / downloading video from the internet if they were using TTVi, or were they more likely to, and confident about, downloading or streaming video because their competence had increased through the use of other services and resources)?

Another factor in respondents attitude towards TTV was the perception that there had been significant policy changes, about which the schools workforce needed to be informed, and which a resource such as TTV could help them, anonymously, 'catch up' on. Typical examples cited in this respect included the move to Synthetic Phonics, the new numeracy strategy, and Workforce reforms.

Finally, the use of TTV in supporting the training of both Teaching Assistants and NQTs had furthered the awareness, acceptance and use of TTV within schools.

Whatever the cause, across the board the reactions to TTV in the second Impact study were very positive indeed.

### **6.1.1. Changes in CPD**

There had been a sea change in how CPD was thought about in schools since the previous Impact Study. That is, teachers and schools managers were much more likely to see CPD as an integral part of school planning. Indeed, in contrast with the first Impact Study, external courses were actually no longer felt to be appropriate as the principle form of CPD. They were criticised as expensive, of varying and unreliable quality, and were difficult to organise (in terms of teacher cover in particular). Further, they were 'one shot' in nature, rather than continual / continuing, and it was difficult to see or justify a 'whole school' benefit. Some schools were trying to address this latter issue by asking staff who had attended those courses to write an evaluation of the course, and to disseminate key learnings to the rest of the staff in the school.

In contrast, teachers and school managers were much more likely to see CPD as an essential for every teacher to get involved in and to become active in identifying, choosing and accessing their CPD. Their definition of CPD had also broadened significantly, and included a variety of a) much less formal interactions/ relationship/ input, and b) types of input from types of people / organisations. They identified this as an “inevitable” trend..

*“It’s all about the blended learning environment now, isn’t it?”*

(CPD Co-ordinator in school providing external CPD)

So, their definition of CPD had broadened to include informal and formal conversations with colleagues, mentors, ASTs, NQTs and schools managers, covering tips, techniques, tactics, and strategies.

*“I would certainly include conversations in corridors nowadays, and I think that’s a really good thing”*

(Headteacher, KS1/2, Bournemouth)

Sources such as the internet, CD Roms, videos from the school CPD library and the contents of the CPD folder on the intranet’s server were also cited as important resources. Many cited working groups set up within schools as an excellent source of CPD. Such working groups would provide written feedback, or a ‘package’ of information, worksheets and examples which could be disseminated throughout the school (and to other schools within their network for instance). Books were very occasionally mentioned, particularly by younger teachers...

*“I sometimes dip into books, you can sometimes get straight to what you want that way”*

(Student teachers, Secondary, Bournemouth)

It was in this much more dynamic mix of CPD resources that the Schools Workforce felt TTV was most effective: it provided an incredibly accessible, up to date, comprehensive, practical and expert resource, whilst it also fitted well with the changing focus of CPD: constant, continuing, in-schools, delivered by a variety of practitioners and experts.

### **6.1.2. Attitudes to Changing Teaching Practice**

Interestingly, the Schools Workforce seemed far less defensive about their existing practice than in the previous Impact Study. Indeed, they had a much more open attitude to their classroom, and to observers in their classroom. Even older, more experienced teachers expressed an interest in others’ opinions, and accepted that they needed to try to update and refresh their practice in line with changing trends.

*“Our big thing this year has been Assessment for Learning, so that’s meant we’ve had to look at what we’re all doing”*

(Assistant Head, Secondary, Leeds)

As implied by the last comment in the previous section, schools seemed to have become much more interested in the opinions of colleagues, and there was much evidence of discussions taking place in staffrooms, corridors and even wine bars!

*“Sounds sad, I know, and some of my colleagues would laugh, but it does happen (going out for a drink with a colleague and ending up chatting about school/ issues/ problems they were having)”*

(NQT, regular viewer, London)

There was also evidence that a great deal of dissemination of good practice, tips, suggestions, problem solving and trouble shooting was being done by networking - either formally through regional/ grouped school networks and network meetings - or informally via phone calls, spontaneous suggestions and bumping into colleagues.

*"I think the way the school thinks about CPD has changed, you can't afford to pay to send people on courses where you don't see the benefit, it's got to be much more tightly tied into your own school now"*

(Head, KS3/4, Manchester)

## **6.2. Similarities with First Impact Study**

### **6.2.1. Positive Feedback on Teachers TV**

Some perceptions and attitudes had remained constant between the first and second Impact Study. The Schools Workforce still felt that they worked within a very demanding context. They cited the pressures on their time - often having to juggle parents, unwell children, queries from colleagues and technology hiccups during the interview itself.

*"You've just had a living example of what life's like here, and it's like this all day, every day. Normally I'm not having a nice chat, I'll be trying to rota something or write a piece for something"*

(Assistant Head, KS1/2, Kent)

Again, there was a great deal of complaint about the sheer number of policy, pedagogical, management and other initiatives they had to assimilate and deliver, and again they pointed out how difficult it was to be effective in an environment which constantly changed.

*"I've no doubt just as I get on top of it, it'll change"*

(Classroom Teacher, KS3/4, moderate/ regular viewer, Newcastle)

As with the first Impact Study, it became clear that the earlier a teacher was in their career the more active they were, and the more effort they were prepared to put into looking for resources and input to their teaching. Similarly, those who had recently taken on a new or additional responsibility were also happy to spend longer looking for support.

*"I needed to get to grips with inclusion and knew I'd find something that was quick and easy to get through on there"*

(Classroom teacher, KS1/2, regular viewer, London)

(This said, however, there was a much more open and active perspective in evidence across a wider range of the sample compared with the first Impact Study.)

It was again clear that the earlier in their career a teacher had started trying out TTV, the more integral it had become in their planning and thinking about their practice and their future.

The way in which TTV was being used in terms of personal versus recommendation had also stayed fairly consistent since the first Impact Study:

- Heads, Deputies, Assistants, and those with additional responsibilities were checking the schedules with the needs of their team and school in mind, and were either accessing programmes themselves, or were recommending particular programmes to others within the school;

- Teachers, particularly less experienced teachers, were searching for programmes which would help them with specific issues, or to give them ideas on a particular topic;
- Students and NQTs were relying on TTV for ideas and resources (although more of this group had started to come across the support materials such as lesson plans on the web);
- And Teaching Assistants were even more positive about TTV, and were accessing and using the ideas and advice within TTV to help them with new tasks and their evolving roles.

Similarly, the reasons TTV was valued were very similar to the First Impact Study.

a) Its accessibility: TTV was consistently praised for having really user friendly content, and being easy to 'consume'. Video content was felt to be one of the most easy to use formats, and all argued that in the context of education, being shown something was dramatically more useful (most of the time) than having something described.

b) Its relevance and authority: it was felt to be written by practitioners in education for practitioners in education. Interestingly, very few wanted to know who was behind TTV, it was felt that the content demonstrated that whoever was behind it was both credible and well-informed. Because the content was so directly applicable to their working context the Schools Workforce reiterated, time and time again, that one of TTV's greatest strengths was its relevance.

c) Its practical orientation: TTV was highly praised in this respect. As with the first Impact Study, teachers in particular claimed that it was second to none as a source of expert, practical, innovative, easily implemented ideas, guidance, suggestions and strategies.

d) Being teacher-oriented: related to this last point, TTV was felt to have been written / developed with teachers in mind, and programmes needed no or minimal 'translation' in terms of language, perspective, values or priorities.

e) Supporting problem-solving: TTVi in particular was appreciated for making potential solutions to specific problems they were experiencing very, very accessible. On the programme front, TTVc was also praised for programmes that helped them with behavioural problems in particular. Teaching with Bayley was again regularly mentioned and praised in this context.

f) Being outward looking, and innovative: teachers and schools managers praised TTV for giving them fresh ideas, ways of approaching things, and, for the more regular viewers, constantly bringing them up to date and speed on new practices, policies, and problems.

So, in terms of the specific criteria given in the brief, against which TTV should be judged, we would argue that most viewers felt:

- that the majority of ideas, resources, and suggestions they had accessed were easy to implement;
- that TTV, by improving the quality of what they felt they were delivering in their classroom and their school, had improved their self-esteem;
- that TTV had reassured them about their teaching and classroom practice, since they recognised what they were doing in their teaching and classrooms;
- that it had helped them take 'time out' to reflect, particularly on reasons behind children's bad or unusual behaviour, and had helped them form and try out strategies for dealing with that behaviour;

- further, that it had provided suggestions and strategies for dealing with behavioural issues (Bayley again being key to this);
- that it had helped them communicate with their pupils, their colleagues and their managers better and more effectively;
- that, at the end of the day, through giving them support with all of the above, it had been instrumental (and some said key) in helping raise the standards of their teaching, and thus the achievement of their pupils.

### **6.2.2. Criticisms of Teachers TV**

Some of the criticisms or difficulties that potential and actual viewers/ users of TTV had in the first Impact Study were, however, also still in evidence. The most significant of these was a resentment created by the (mis)understanding of TTV as solely a subscription television channel, and that viewing had to be done at home, in one's spare/ leisure time. Interestingly, many of the 'converts' to TTV described how their attitude to the channel had changed dramatically once they had realised that they could access it within schools. However, as mentioned in the Foreword, for those who appreciated it as a TV channel, it was fulfilling a very important role.

Many were still struggling to visualise and understand the schedules (for TTVc), or the lists of programmes that a search on TTVi produced. Printed schedules were criticised for being too detailed (and for not being detailed enough too!), and for being difficult to understand and unwieldy. Others described their anxiety and confusion when, on inputting key words such as 'assessment' and 'learning', they found that hundreds of listings appeared (with no apparent way of distinguishing the useful links from the irrelevant links). However, most claimed that they weren't very good at searching, and that any problems they had had searching TTVi were probably down to their incompetence.

*"One criticism I have of Teachers TV is that when you do a search, you get an endless list of programmes, and it takes so much time to go through them that before you know it, you've wasted the 15 minutes you'd put aside to do the whole thing"*  
(Teacher trainer, based in ITT organisation)

Certainly many argued for either a better, more advanced set of options for searching, or the ability to sort by a range of criteria determined by them or the system.

Finding programmes which were directly relevant was not felt to be as easy as it should have been, and seemed to involve a disproportionate amount of effort. Part of the reason for this criticism was the majority were still feeling their way around subscription digital TV and the internet, and they were at the cutting edge of their comfort zone. Sky Plus viewers (and the Virgin equivalent users) were more comfortable manipulating the system; however they too complained that sometimes they recorded programmes that weren't what they wanted.

Those who had found valuable programming in the past said they would persevere; however there was a little resentment at having to spend a disproportionate amount of time on the finding, rather than the viewing, of programmes.

### **6.3. Implications of Changes since the First Impact Study**

Whilst the first Impact Study identified different types of viewers, this was mainly based on the frequency with which they viewed or accessed TTV. In the interim year,

different types of user/ viewer have emerged, and these types can be based on how they're viewing as well as what they're using TTV to do.

The first Impact Study identified a 'value spiral', where viewers / users of TTV started to understand more what it was offering, find programmes that were relevant and were able to access it. The report described this as follows:

"It was vital to teachers and TAs becoming regular viewers that they passed through three 'stages' (in any order). That is, they need to a) understand what Teachers' TV is and what it offers them; b) they need to find easy access to Teachers' TV, and c) they need to have watched something and found it to be of benefit to their teaching and/ or classroom. Those who had passed through all three stages were much more likely to keep watching, and using the channel, increasing the value they put on it. In this sense, all viewers inevitably became and were users of the channel, and all users were viewers."

In this second Impact Study, because we were able to identify these different types of user and their use of TTV over a longer period of time, it emerged that, for some users and viewers, the 'spiral' effect (i.e. deepening usage and value) didn't emerge - it was more that they kept accessing TTV without deepening their use. This is investigated and demonstrated (along with suggestions for how their usage might be deepened) throughout the following section.

The third major implication of the changes was that TTV was almost impossible to benchmark, since so many of the resources and sources used and viewed were intertwined and working with one another. Certainly external training courses could be demonstrated to have become significantly less important, whilst schools based CPD and TTV had become much more important. However, colleges were working with TTV/ using and wrapping teaching around TTV clips; in-school CPD providers were basing workshops on TTV and vice versa; the TTV website was featuring CPD examples from schools etc. The whole CPD resource used by schools was felt to be much more coherent and cohesive (despite much of the joint work emerging from individual and local initiatives).

In this Impact Study, books were only really mentioned by NQTs and student teachers and videos and CD Roms were rarely mentioned. The internet, on the other hand, was used extensively by many teachers (with greater or lesser confidence and competence), particularly for lesson ideas and resources.

## **6.4. Types of User / Viewer of TTV**

In this Impact Study, because the weight of viewing was heavier, and the proportion of viewers greater compared with the last Impact Study, we were able to segment the audience, identifying different needs, habits, perceptions and behaviours in relation to TTV.

### **6.4.1. Description - Individual 'Reluctant Dippers'**

Individuals who 'dipped in' to TTV were more likely to have been in post for some time, and to feel comfortable with the core of their teaching practice and classroom organisation. They tended to argue that schools and children caused enough pressure and stress on teachers whilst in school, and that it was important to have a complete 'break' from school in their free time.

Although they tended not to be outwardly ambitious..

*"I think Teachers TV is for NQTs and teachers who're going for promotion"*  
(Classroom teacher, KS2/3, moderate viewer, Birmingham)



... they enjoyed teaching, and wanted to do their best for their pupils. Whilst they kept an ear open for new initiatives, or policies, they argued that someone could spend 24 hours a day, 7 days a week searching for new ideas, ways of doing things, resources etc., if they really wanted to. They didn't feel they rejected the idea of improving skills and taking advantage of new ideas or techniques; they just felt their lives were very busy indeed already, and that they valued a work / life balance. They argued that if they identified a specific need for input, they would ask their CPD coordinator or Head for support.

*"I think if there's something new to get your head around, you need a more relaxed environment ... that's why I prefer to go on a course"*

(KS3 Classroom Teacher, Secondary, Birmingham)

Interestingly, this group were the most keen on the more 'traditional' CPD: courses held (usually by commercial organisations or their LA) outside their school. They argued that this showed they were valued by the school, and that the school thought enough of them to invest in their future.

These 'reluctant dippers' had often had TTV recommended to them by a colleague, and because it's been seen as something new, they'd had a quick look at it themselves. Alternatively, some had been exposed to TTV via their school's CPD programme: they'd been asked to watch or had been shown a TTV programme or clip as part of CPD, either internal or external.

Their description of TTV in interview tended to concentrate on it as a TV channel, even those who had viewed clips that had been downloaded by the CPD coordinator. As such, they tended to bring expectations of TTV as a TV channel to their attitudes towards the channel: i.e. that it would involve them paying (for subscription TV), to take time out within their own leisure time; to commandeer the 'main' family television or force family to watch TTVc with them; and thus to significantly undermine their work/ life balance. Part of their negative attitude to the idea of TTV (i.e. not their actual experience of specific programmes) was their resistance to finding this useful *per se*: the more useful they found it, the more it would encroach on their spare time. Another issue, which contributed to a negative attitude towards the channel as a whole, was that as serendipitous 'dippers' they were often dipping in when programming specifically aimed at them was not scheduled. Thus they felt that TTVc was awkward to use, and demanded that they start to 'study' or understand the schedules in depth, and that this, in turn, represented a lot of effort for little return.

*"I have watched it a few times, but it always seems to be on about something that's irrelevant"*

(Classroom Teacher, KS3/4, moderate/ regular viewer, Newcastle)

Although 'reluctant dippers' had found individual ideas of use, they felt that this form of serendipity was no substitute for 'proper' CPD, i.e. external, paid for courses, out of school.

Their criticisms of TTV tended, unsurprisingly, to be pitched at a general, rather than programme level. They argued that, like other videos, the classrooms portrayed were unrealistic, with perfect children behaving perfectly, limited class sizes, all looking well turned out in school uniform. They argued that it wasn't worth their while dipping into TTV too often, since they wouldn't be able to implement the ideas in their classrooms which were so unlike the (mis)perceived classrooms on TTV.

They were not actively searching the schedules or the internet site for specific ideas for specific problems, thus their use of the service was not motivation or need driven. Their use tended to be either accidental or driven or imposed by someone else.

*“The last thing I want to do when I get home (is) put on the telly and watch Teachers TV”*

(KS1 Classroom Teacher, Primary, Birmingham)

Not surprisingly, they couldn't envisage the value of more general programmes, and felt that only the very ambitious or lonely would access programmes not aimed at improving classroom and teaching techniques.

*“It's just not the same as having someone there to ask questions of”*

(Classroom teacher, KS2/3, moderate viewer, Birmingham)

This said, 'reluctant dippers' had picked up a useful tip or insight. Because their attitude was more like the teachers in the first Impact Study (i.e. that TTV doesn't constitute CPD), they tended to downgrade the value of the tips and insights, even so they had clearly integrated these into their practice. Thus, they tended to see TTV and its input as 'interesting', rather than 'providing value for teachers'.

Those who had caught programmes of a more general nature, or aimed at a different Key Stage to theirs, were even less convinced of its direct value, although they had definitely found programmes interesting.

*“After I'd watched it, I realised how little I knew about looked after learners. It would have been great to have some kind of link or something to find out more”*

(KS2 Classroom Teacher, Primary, Dorset)

*“It was interesting to see what they were doing on the secondary front, but it wasn't really relevant for me, and to be honest, that's what I think of most of the programmes”*

(Classroom teacher, KS1/2, regular/ moderate viewer, Birmingham)

#### **6.4.2. Implications - Individual Reluctant Dippers**

In order to build this group's weight of viewing and its effectiveness, it is necessary to redefine their perceptions of the service. 'Reluctant dippers' view TTV almost exclusively as a television channel, rather than a resource for them to access and use. Thus, we would argue that they would benefit from a better understanding of TTVi, their access to it, and potential use of it in schools, particularly the fact that they can access TTVi on demand in schools. This would change their understanding of the service as an imposition, which forces them to watch programmes when they're scheduled, outside of schools on their own televisions.

Because they're not giving TTV the credit for the insights and tips they've received, nor given themselves credit for (actively) implementing those ideas and insights, they need some support in seeing how it can inspire and motivate - probably from someone involved with CPD. If they could be provided with a 'push' to help them identify how TTV can address, in an accessible way, the issues they're struggling with, and help them improve and be seen to improve, then they might start to use the service in a deeper way.

Certainly it would help 'reluctant dippers' understand how it might be used more effectively if they had examples of how others had used and implemented ideas. They need to be shown this as a resource, since they were clearly struggling to see this independently. They also need to see examples of how teachers had benefited, not just children. They were most open to spending time looking at examples that involved new policies and initiatives, which they acknowledged they needed some support to familiarise themselves with and understand.

Despite this, however, we would argue that this group will probably never be heavy users of TTV, since they are already experienced, confident and put a very high

value on their work / life balance. However, we would argue that understanding how to use TTV actively and proactively would help them see it as another resource for them to use in a difficult and challenging environment.

#### **6.4.3. Description - Individual 'Serendipitous' Viewers of TTV**

This group were the most diverse, and they encompassed experienced, inexperienced, older, younger, ambitious and not ambitious respondents. They all shared a concern to improve their teaching, and to this end, they had half an eye out for new ideas and ways of approaching things or resources most of the time.

*"I think we've all got that in common; we've always got the radar on in case there's something we could use - whether you're in Sainsbury's or the National History Museum"*

(Classroom teachers, KS3/4, moderate/ regular viewers, Birmingham)

Whilst they shared a frustration with the pace of change in schools, they accepted that schools, and therefore teachers, had to evolve, and that they needed to adapt to this changing environment. What this group had in common was a feeling that the changes taking place in how and where CPD was being delivered in their schools was for the better.

*"I sometimes do say, 'oh, here we go again', but to be honest, some of the changes have been for the better"*

(Assistant Head, KS1/2, Kent)

*"You really got to the stage that you really resented having to leave your best class for a whole day and leave them in the hands of cover you had no control over"*

(Classroom teachers, KS3/4, moderate / regular viewers, Birmingham)

*"I'm sure the Head is going that way because it's cheaper, but I'm all for listening to colleagues, they're the ones who're in the same boat as you"*

(CPD co-ordinator in school providing internal CPD)

*"I know some of my colleagues don't approve, but I found those away day things really frustrating ... and the consultants delivering it hadn't been near a school for years. I think the way we're going with our coaching and mentoring is absolutely spot on - and it fits a hell of a lot better with your teaching load"*

(Deputy Head, KS3/4, London)

*"I think our school has a really good CPD policy. They organise things really well. It's not just external courses"*

(Assistant Head, KS3/4, London)

The two 'new' or changing emphases 'serendipitous' viewers particularly felt appropriate were:

- the move away from training delivered by those who didn't know them, their school or their context, towards colleagues who were dealing with the same issues and had found ways of addressing those issues (e.g. through network training days)
- the respect and acknowledgement their friends - colleagues - provoked and received by conducting training / CPD sessions.

*"It made me look at (colleague who was also a friend) in a different way. I thought, good on you girl"*

(CPD Co-ordinator in school providing internal CPD)

This group tended to have come across TTV in a variety of ways. Some had scanned the channels (usually late at night when they finally had the choice of television programme to themselves!) looking for something to watch, never having heard of TTV, and had come across it. Others had heard of it and had actively looked out for it, and others had been given the schedule and had sought out particular programmes to sample.

In common with the 'reluctant dippers', they tended to see TTV principally as a TV channel, with a fairly random collection of programmes. They had serendipitously come across it or sampled it, and had come across something relevant or interesting rather accidentally. However, because they were more open and broad-minded than the 'dippers'; because they were teachers who could be inspired by tips for other Key Stages, or subjects, they found material not specifically targeted at them quite valuable and interesting.

*"You never know if you're going to find something worthwhile, so I tend to flick there during the adverts"*

(KS2 Classroom Teacher, Primary, Newcastle)

Some of this group had a vague awareness of there being "an internet bit" of the service, but because of the way this group are sampling TTV, there was little understanding of what TTVi involved and how it might complement TTVc.

Interestingly, there was a feeling amongst this group that if only they were more competent, more organised, or had more time, they would benefit so much more from TTV and could watch and use it much more effectively.

*"I'm sure there's masses of stuff I could use, but it's just finding it"*

(Classroom teachers, KS1/2, moderate/ regular viewers, Bournemouth)

Because this group were regularly viewing programmes with a more open interest, and thus were viewing programmes of general relevance to schools or for another Key Stage, much of their viewing had not been directly implemented. Most of the ideas they had tried to implement were ones which they had viewed which were relevant across the Key Stages: e.g. behaviour management, classroom organisations, or teaching styles / presentations.

*"I keep meaning to find out when that one that helps you deal with the difficult ones (probably Teaching with Bayley) is on, but I just haven't got round to it"*

(Classroom teacher, KS2/3, moderate viewer, Birmingham)

Those who had implemented ideas and had seen the benefit expressed an active interest in trying to find other programmes of relevance or interest. However, most felt intimidated and overwhelmed by the volume and organisation of programmes.

*"I've had a look at the thing they give you (schedule), but I don't have the time to read it and plan"*

(Classroom teachers, KS3/4, moderate viewer, Birmingham)

However, almost no-one within this group gave themselves or TTV credit for CPD activity in this context. To an extent, this group felt that viewing programmes on TTV was easy and interesting, therefore it was just part of being a good teacher. However, once they started reflecting on this activity, particularly in the context of talking about how they felt that CPD had become an activity which happened every day in every school, they started to argue that it was obviously part of their ongoing CPD activity!

*"You don't think about it like that, do you?"*

(Assistant Head, KS1/2, Kent)

This group included quite a few schools managers. They would regularly scan through the schedules and point out programmes that sounded relevant or helpful to colleagues.

*"I love it. It lets me feel I'm helping, and the feedback I get is great"*  
(Assistant Head, KS3/4, London)

However, like teachers, they felt they were *"just helping"*, rather than systematically supporting their school's CPD.

*"I'll have a look at the leaflet that comes in, and if there's anything I think would be good, I'll point it out"*  
(Head, KS3/4, Bristol)

*"There have been some good programmes on managing finances which I've managed to catch"*  
(KS3&4 Head Teacher, Secondary, Dorset)

#### **6.4.4 Implications - Individual Serendipitous Viewers**

This group had most in common with the less regular/ regular viewers from the last Impact Study. The main requirement (for TTV to have the impact they themselves want it to have, as well as the desired DCSF impact) is for them to move away from thinking of it as a digital television channel which it's their responsibility to access, towards thinking about it as a multi-platform resource, which is flexible in its delivery, and which can be accessed where and when wanted.

'Serendipitous' viewers also need examples of how others are using TTV effectively, as well as ideas, suggestions and guidance on how it can be used within CPD.

Because few of them feel technologically talented, they need support in learning how to (more effectively) search and find programmes that address issues and topics they're currently dealing with.

Finally, any guidance which can be given to both teachers and schools managers/ leaders about how TTV can fit with (support, and facilitate) their forward planning would also be very welcome.

*"I think they should have more for support staff, at a time when people can watch it"*  
(KS1&2, Assistant Head, Primary, Brighton)

*"I think it's great, there's just not enough on Primary at a time when I can watch it"*  
(Assistant Head, KS1/2, Leicester)

#### **6.4.5. Description - Individual 'Need Driven' users of TTV**

Like the serendipitous viewers, there were many levels and types of teacher within this category. Many had actively avoided TTV for as long as they had understood TTV as being only a digital television channel (for all the reasons mentioned already).

A key feature of this group was that they had started to view programmes on-line and had started to think about TTV **not** as a television channel, but as a resource.

*“To be honest I’d always sneered a bit at anyone who came in and said ‘oh I saw this on TTV’, but then they told me that I could look at the programmes on the internet, and that’s what I do now”*

(Classroom Teacher, KS3/4, very regular viewer, London)

‘Need driven’ users had found out about TTVi in a variety of ways. Some (as in the example above), had been recommended it by colleagues. Others had first been exposed to clips and programmes when participating in CPD sessions (e.g. staff meetings, formal CPD sessions, network training meetings, twilight sessions etc.). Many of the NQTs and students reported being introduced to it at college (although a good proportion of the student teachers actually came across it on recommendation from fellow students or teachers they met on placement).

Finally, some had been introduced to TTVi whilst on a more formal CPD session with a commercial organisation or other ‘outside’ CPD course provider.

This group used TTVi as they did other websites, i.e. as a resource. They identified needs, resource gaps which needed filling, or ideas on how to present something. They would look at TTVi as part of their browsing, using the search function to find exactly what they wanted.

*“I was planning something on ... God I can’t remember, the Romans or Pompeii or something, and I Googled it, and couldn’t find anything that was what I wanted, but then I went on Teachers TV and found quite a few things that I could have used”*

(Classroom Teacher, KS3/4, moderate/ regular viewer, Newcastle)

Another way they’d learned to use it and value it was for providing clips (usually to illustrate something) to show the class.

*“It’s great. You download it, and then you can put it through the whiteboard, and the kids love it”*

(Classroom teacher, KS1/2, regular viewer, London)

Although ‘needs driven’ users used it alongside other (particularly web-based) resources, most of this group saw TTVi as a unique resource, because of its sheer accessibility and its empathy with and practicality for, teachers.

*“It’s brilliant. If you’re looking for ideas about something then they’ll demonstrate how the idea works in practice so you can watch it, not just try to read through it”*

(Headteacher, KS1/2, Bournemouth)

It also gave them insight into others’ classrooms, one of the things they valued most. However getting that insight via video or DVDs was amongst the hardest resources to get access to. They also felt that the sheer volume, and thus range of classrooms featured meant they were much more likely to get access to a comparable classroom in a comparable school, which was really important in terms of measuring its usefulness.

*“What I really, really love about it is the way it allows you to see how other people are doing things - I don’t think any other resource, however good, gives you that instant a view”*

(Assistant Head, KS1/2, Manchester)

Like those who were early adopters in the first Impact Study, this group were using TTVi for an enormous variety of tasks and needs. They were searching for alternative ways of presenting something they’d either been unsuccessful with in the past or felt

had grown stale; they would search for ideas on specific behaviour management issues; and look for resources and guidance on specific subject knowledge.

*“There are those times when you have to get some good ideas for the next day. That’s when I tend to have a quick look”*

(KS3, Classroom Teacher, Secondary, Newcastle)

*“If I’m having a problem with, say, Year 4 pupils teaching them whatever, I’ll go on the Internet and search for what they’ve got on that”*

(Classroom teacher, KS1/2, regular viewer, London)

*“I’ve found so much that’s been really helpful, I don’t know what I’d do without it”*

(Classroom teachers, KS3/4, moderate/ regular viewers, Birmingham)

However, a key limitation to their use of TTV is that they’re only using the service via TTVi, to answer specific questions or help solve specific problems they’ve already identified.

#### **6.4.6. Implications - Individual ‘Need Driven’ Users**

Although these users are very happy with TTVi and value it very highly, we feel that they could be encouraged to take a broader, more open view of the service, and deepen their usage. Currently they don’t understand TTV as a ‘whole’ resource; rather they see it as a collection of solutions.

This group are extremely time poor and very often not technologically savvy, and thus they can sometimes get rather frustrated with the success of their searching. This is particularly important for this group, as their use of TTVi is completely dependent on their searches.

The issue here is that this group have a great deal of interest in using TTV more effectively and getting (even) more benefit from it, but they’re not accessing programmes beyond those on classrooms and teaching skills. This represents a limited, and utilitarian use of TTV, and means that they’re not reflecting on their use of it, or reviewing their use of it systematically. Thus, they tend to think of it as a ‘tips and hints’ resource, rather than a CPD resource. However, we feel there is definitely a great deal of potential to open up their usage of the service and for them to significantly increase the value they get from it.

#### **6.4.7. Description - Individual ‘Proactive / planning’ users of TTV**

It was interesting that this - fairly significantly sized - group was almost invisible or only fledgling in the last Impact Study. The key difference from the last stage was that this group were interested in the totality of TTV, saw its potential to ‘raise their game’ generally, and did not limit its perceived use to ‘tips and hints’.

It was also notable that this group were not so concerned about the platform via which they accessed TTV: again supporting the argument that both platforms are important, and are fulfilling different roles.

*“I thought it was just the internet, and I’d used that a lot, but the TV channel is also really good, they’ve got all sorts of programmes”*

(Headteacher, KS1/2, Bournemouth)

The group tended to comprise younger teachers, NQTs and students in particular. Like the heavier users in the last Impact study, they were incredibly positive about TTV, for a variety of reasons:

- contemporary, up to the minute thinking, classrooms they recognise as being very similar to the ones they find themselves in, new and emerging policies and approaches - all of which are updated regularly;
- expert, best practice - clearly developed by people who are working with or in schools and who are at the cutting edge of practice;
- down to earth, practical and easily implementable ideas and strategies;
- very relevant to the whole of their job remit;
- challenging, forcing them to think about what they're planning / doing;
- presented in an extremely accessible way.

This group claimed that TTV was one of the first resources they turned to when planning their lessons and thinking about going into schools, and it was definitely one of the key 3-4 resources they used.

*"It's absolutely brilliant, I love it, I use it for everything!"*

(Headteacher, KS1/2, Bournemouth)

Unlike other groups, their heavier and broader use of the channel meant that they tended to have a reasonable idea of the whole of the offer of the service, as well as a more systematic approach to planning their viewing. They tended to look at the schedule, identify programmes of interest to them that were coming up and plan their viewing in their diary. They consulted the regular email sent by TTV, the leaflet that was sent to schools or the wallchart which some of them reported as being posted in school staffrooms. This planning and regular use meant that their searching for programmes tended to be much more successful than other groups'.

*"I think it's quite easy to see what's on and to put aside some time to watch it"*

(Classroom teacher, KS3/4, very regular viewer, London)

On other occasions viewers / users would search the internet database of programmes, looking for particular programmes which deal with specific issues.

They argued that their teaching practice would definitely suffer without TTV, and that it was difficult to imagine being a teacher without TTV.

*"It just gives you so much support, it's hard to describe what difference it makes. ... Once you're used to it, it gives you confidence that you've got something to help that you can dip into anytime"*

(Classroom teacher, KS3/4, very regular viewer, London)

For this group, it was the accessibility of all of the features listed above that made TTV stand out above the rest: they were sure there were other resources that were contemporary, expert, practical, relevant and challenging, however it was the sheer accessibility of TTV (literally where and when they wanted it), its visual presentation and thus its user-friendliness - or more accurately for this group - user-appropriateness, that made TTV stand out from the crowd.

*"If I've gone out with mates and then I'm trying to sort something out at the last minute the next day, then I get the laptop out"*

(Classroom teacher, KS1/2, very regular viewer, Manchester)

However, because this group comprised younger and less experienced teachers, their use of TTV tended to be much more schools- classroom- and teaching-oriented and they hadn't started accessing the higher level educational community discussions, news programmes etc. However, they suspected that this would be something they would "naturally" start to do once their confidence in their day-to-day teaching had built up.

*"I think they could have more on Design and Technology, but it's great"*



(NQT, regular viewer, London)

*"It's brilliant, I don't know how I'd manage without it"*

(Classroom teacher, KS3/4, very regular viewer, London)

Interestingly, one of the priorities in talking with this group was to try to identify case studies of how they were implementing TTV, but it was extremely difficult to solicit examples from them. They argued that TTV was an important influence right across the board, and flowed through their practice in a way that couldn't be captured as a 'case study'. They felt it would sound trivial to reduce its influence to an example of how they'd implemented *an* idea. They argued that TTV had as much of a role in reassuring them that they were on the right lines as it had in prompting them to try out new strategies and ideas, and they felt it was more appropriate to think of TTV as a mentor rather than just a 'resource'.

This is a significant change and indicates that TTV is bedding in and, by some, is being used not just as a resource whose use is need-driven, but that it's provoking, challenging, developing and coaching them too.

*"You just get used to having a look there to see if there's anything they've got on a subject"*

(NQT, KS1/2, very regular viewer, Bournemouth)

*"I had to do a session at the beginning of our staff meeting, and I used something from Teachers TV for that"*

(NQT, KS3/4, very regular viewer, London)

#### **6.4.8. Implications - Individual Proactive / Planning Users**

It is worth exploring the characteristics of this group that might explain their significantly heavier and deeper use of the service, so that we can explore how other groups might be migrated along their own TTV learning curve.

These planners were younger, and thus were more confident with technology. They had often been shown the different ways to access TTV, and how they might use it in various ways at college - a few by lecturers, others by fellow students, or mentors in schools or within CPD sessions. They quickly picked up on its potential, and often drove its use in the school more actively than the colleague who had introduced them to it. They seem to have more of a vision of what difference it could make for them.

Over the (short) period of time they had been using TTV, they had built up a picture of what it was offering, such that they felt more confident finding content. This said, they had also built up trust in TTV, and felt that it would be worth investing time to occasionally explore what else they hadn't discovered that it might offer. They certainly respected TTV.

All felt it had an impact on their self-esteem and morale, because of the impact it had on their practice. Thus, it also had an impact on their key relationships in their work - they felt they got more respect from colleagues, they were able to communicate with parents effectively and thus help both solve and avoid problems (for instance having to explain differentiation to sensitive parents). They felt that it had had a very positive impact on standards in their classrooms, and importantly, on children's success and happiness.

Some cited the impact it had had on the physical environment in which they worked - from the organisation of floor space, through to the placement of work in the classroom and the walls. In fact, in a couple of cases, others in the school, or the school public areas had taken up what they were doing.

So, for this group, life without TTV would be much more difficult. They would find what they were looking for and assimilate it, but TTV made both the finding and the assimilating much, much easier. They were very grateful for this.

*"You'd have been hours doing that to get the effect (using a clip in a lesson)"*  
(NQT, KS3/4, very regular viewer, London)

It's their own personal CPD support and coordinator, their mentor, their...

*"Inspiration in my PC"*  
(NQT, KS3/4, very regular viewer, London)

#### **6.4.9 CPD Co-ordinators' Use of TTV**

It was notable how much CPD Co-ordinators' roles had changed since the first Impact Study. Not surprisingly, their use of TTV had also evolved and developed during that year. They were much more proactive generally, and were working out overall CPD plans with Heads and other members of staff, along with priorities for the school during the academic year. They were actively seeking out internal and local resources...

*"I'm always on the lookout for ideas from teachers round here, it's quite a different kind of area, it's very middle class, with little pockets of deprivation"*  
(CPD Co-ordinator in school providing internal CPD)

They were defining CPD activity in a much broader way, trying to make sure that the whole school was benefiting from CPD, and that the whole school participated too.

The increasing importance of performance management was also mentioned, and was having an impact on CPD planning generally.

*"I think any CPD co-ordinator would be grateful for it"*  
(CPD Co-ordinator in school providing internal CPD)

*"The mantra, or one of them, is that teachers must take responsibility for their own CPD and Teachers TV is a resource which allows them to do that"*  
(CPD Co-ordinator in school providing internal CPD)

Quite a number had used TTV clips within group sessions to prompt and encourage 'learning conversations' or to set up 'learning communities'. Some had set up CPD folders on their internet, and had set various members of staff the task of populating the folder with appropriate clips from TTV in appropriate themes (e.g. 'Assessment', 'Inclusion', 'EAL', 'G&T', 'Teaching styles', etc.)

Most were trying to achieve a combination of the above. They were sourcing individual programmes (or more commonly, clips) for staff in order to help them with an issue or problem that staff member had identified or taken recent responsibility for. They were organising group viewing and discussion sessions around specific issues, usually using a clip to stimulate discussion - sometimes within a staff meeting, or in an INSET day, or within twilight, formal CPD sessions.

Across the board, there was a very heavy emphasis on using clips from programmes. CPD Co-ordinators felt that it was part of their role to pre-filter content, so that the time dedicated by teachers to CPD was used most effectively, and to make sure that there was adequate time for discussion of the implications of the video for their school in particular.

*"I showed a clip on health and safety and it turned what would have been the dulllest discussion into something approaching fun"*

(Head Teacher, Secondary School, Dorset)

*"It's the sheer weight of volume ... we wanted teachers to have a professional discussion about learning based on some materials on Teachers TV"*

(CPD Co-ordinator in school providing internal CPD)

Because of the emphasis on using video clips of footage from classrooms in particular (whether it be of children or teachers' behaviour) many spent an enormous amount of time sourcing and editing appropriate material. They reported that preparation of 10" clips could take hours. Whether or not this was due to their lack of experience sourcing (i.e. using search engines for streamed/ downloaded video material) and editing material, they certainly would have appreciated some support in making their use of time more effective. This heavy time commitment resulted, directly, in CPD co-ordinators limiting their use of TTV in their work, whatever their high opinions of the service. Further, because they focus so much on a 10" or 10' clip, that's the only part of TTV that was being formally evaluated as part of their CPD activity.

Interestingly, their awareness of the whole of the service was actually quite poor: they were too used to searching - finding - editing classroom video clips. The exception to this was the group of CPD co-ordinators who were, or had become, personal users / viewers of TTV. They shared more in common with the 'planners / proactive' users than with their CPD Co-ordinator colleagues, although there were not many of them.

Because of the way the CPD co-ordinators were using TTV, all (excepting those who also viewed as individuals) were using it as TTVi. Because they are not necessarily efficient or proficient at searching, they could sometimes be very disappointed with the results, and they could get rather annoyed when not able to find appropriate material, even though they were convinced that it was exactly the kind of topic that TTV would cover.

*"My only problem with it is finding what I need. I know, that's pretty crucial, but it's probably me that's not doing it properly"*

(CPD Co-ordinator in school providing external CPD)

*"I spend hours and hours working on something to get 2 minutes footage. I'm sure there's a better way of doing it. They should have a library of clips for people to use"*

(CPD Co-ordinator in school providing internal CPD)

*"I think it's a fantastic service, but my one criticism is the search function, it just doesn't seem very accurate ... like a scatter gun and I don't have time to work through lists like that"*

(CPD Co-ordinator in school providing external CPD)

Although the vast majority of CPD co-ordinators interviewed felt that the way in which CPD activity in schools had changed and evolved was very positive, it was noticed (by other intermediaries as well as by the interviewers), that some were struggling to catch up with the significant increase in the hours and complexity of their workloads.

*"I think it's a very positive move, but it's been quite difficult for some. Going from basically booking people on courses to being responsible for quite complex work"*

(LA Provider)

Many coordinators were spending their own leisure time trying to catch up with the new tasks, particularly the learning of new equipment, software and procedures.

*“When I saw the Powerpoint you sent me on how to use TTV, that was it, I was off. But what I really would have liked was one of those for how to use TTV in my school for a specific issue”*

(CPD Co-ordinator in school providing internal CPD)

Some were very dependent on their LA contacts and their local network for support and ‘catch up’. However, most felt that everyone in schools, and particularly those with responsibility for CPD related activities had incredibly overloaded days, and that they were constantly being asked to master new, sometimes alien, tasks (such as Powerpoint).

What many of this group wanted TTV to develop and provide was support to help them master these new tasks, ideally on the website (or more clearly signposted for them). Most felt they had neither the time to search, nor the knowledge of what they needed to know/ didn’t know to know what to look for!

*“I’m looking forward to the summer holidays, I’m hoping I can have a good, decent session and learn it then”*

(CPD Co-ordinator in school providing internal CPD)

*“They could make my life a lot easier by just showing me how to use Powerpoint”*

(CPD Co-ordinator in school providing internal CPD)

#### **6.4.10. Implications - CPD Co-ordinators**

Although the CPD co-ordinators were very pleased with the sessions they had organised around TTV material, there does seem to be enormous potential for them to get more out of TTV in a number of ways:

- they are beginning to try to join up overall CPD objectives/ themes to support a variety of performance management goals (one advantage being that someone who has done some work on a subject for PM can disseminate what they’ve found to other staff as part of the whole school CPD); is there scope for building a CPD area for coordinators on a school basis within TTV and allowing different users to interface in different ways with that (as per a CRM programme for instance)?
- some support for CPD co-ordinators which acknowledges their need to ‘sell’ CPD activity to members of staff, e.g. an ‘off the shelf’ presentation on TTV which also covers the wider changes in CPD (and their inevitability!);
- a specific resource, support, forum, soap box, etc. area for CPD co-ordinators which encourages virtual networks outside their locality (there is a section within the website, but none of these CPD co-ordinators had come across it - although their opinions of some of the resources there were very positive when shown);
- those who had received support from Regional TTV staff/ coordinators were very positive indeed about how valuable their input had been; in many ways this kind of support was exactly what they wanted
- tailor-made, one to one (or group sessions)
- showing them how to use TTV, not relying on them to find out
- giving them shortcuts and tips on best ways to ... (search, edit, clip, identify good practice etc.)
- giving them a good idea of the ‘whole’ package, the whole of the service and how to use the different aspects of it

Certainly TTV seemed to have the most impact on the CPD programme when the CPD co-ordinator was a user of the service themselves: they knew the service better and could see the broader picture of what it offered and how to use it; they tended to

be more confident users and so had built up confidence in the detailed offer; and finally, not only were they using it for their CPD programme, but they also tended to be using it to raise their own 'game'.

#### **6.4.11. Description - 'External' intermediaries**

This was a varied group, including representatives of commercial companies, college and university personnel providing training to the Schools Workforce, as well as student trainers both within and outside ITT (Initial Teacher Training) organisations / universities. However, attitudes within the group were rather surprising. They were all aware of the service, but some were only very sketchily aware. They were very happy to recommend its use to trainee teachers and the Schools Workforce, however most felt that they would need time to get to know the resource / service in more depth in order to be able to use it to its fuller potential.

Interestingly, like many of the CPD coordinators who weren't users themselves, they argued that TTV was something teachers had to commit to using themselves, for their own personal use.

*"It'll be NQTs who'll eventually be the ones who grow up with it, as it becomes established"*

(Student trainer based in ITT organisation)

Again, as with the CPD coordinators, some were constructing short discussion sessions around quite brief clips. For instance, once intermediary had used some clips from TTV to promote discussion around UK schools' links with Africa.

Almost all argued that they felt, quite strongly, that TTV was *"just about to take off"*. They had been getting feedback from other staff and students/ teachers in schools about how useful it had been, and seemed to be establishing itself as a core part of the teacher's toolkit. Part of what was holding it back, they tended to argue, was the perception that it was a digital TV channel, rather than a bi-platform service.

*"A lot of teachers are still not aware that they can subscribe online to it, and search through archives"*

(College / university staff, providing training to schools workforce)

Not surprisingly, since many of these intermediaries had trained, and had had careers as, teachers, this group shared many of the perceptions, attitudes and likes/ dislikes as the Schools Workforce. However, they tended to argue they were even more time poor, even less technology savvy than those working in schools, and therefore could struggle even more coming to terms with its offer.

*"I'm not the best with these things, but then I'm not going to be here much longer, so I'm not sure it's worth my while to master them. I think it'll be a lot easier from my PC at home!"*

(Student trainer based in ITT organisation)

Certainly, most in this group argued that they were trying to see 'the bigger picture' and were trying to understand how TTV would fit in the round of teachers' CPD and practice. There was some sensitivity (unsurprisingly for commercial and competitive CPD providers) about TTV being introduced to replace or undermine 'proper' CPD, i.e. external courses. To some extent they had sympathy with the more entrenched elements of the Schools Workforce who kept faith with the idea of CPD as such courses.

However, they argued, across the board, that the more useful to the Schools Workforce TTV was to be, the more it would have to target its content at the right audience and pre-filter schedules and content to facilitate users finding exactly what they need or want quickly.

*“They don’t really have time to organise their own CPD. But I dare say TTV could do a lot more to organise appropriate input for them”*

(Commercial CPD provider)

What can't be presumed is that this group have any kind of in-depth, across the board understanding of the service. They were tending to rely on feedback from trainee teachers and the Schools Workforce, as well as some of their colleagues who use TTV more (e.g. editing production assistants).

#### **6.4.12 Implications - ‘External’ Intermediaries**

One of the most surprising implications from this Impact Study is that these external intermediaries require simple communication about TTV, communications that assume they know very little about TTV, except what they’ve had fed back to them from students or those attending their courses. Whilst there is an awareness, they were the first to claim that their knowledge was limited currently, and that they were looking to explore the service in more detail.

There is a need to think about ‘external’ intermediaries as a separate group, who will need support to take TTV further than putting it as a link on a pre-course reading list. Ideas for what might be good exercises for students/ attendees as a preparation task for a course would also help them think about the different ways in which TTV could be used. The website could also have a separate site for such intermediaries (in addition to the CPD coordinators’ area), which could contain case studies, hints and suggestions on how TTV and the promotion of TTV to trainees could enhance their course and their performance.

One or two ‘trailblazing’ intermediaries were using TTV within their courses. For example, on-line courses using clips from TTV, on their training blogs, custom made materials for different audiences such as governors - a service which was receiving glowing feedback on how useful the TTV clips were. (This refers to a service which offers on-line courses which members of the schools workforce and others can access and work through independently. Their course for new governors featured clips from TTV within one of the modules of that course). Examples of these could help stimulate other intermediaries to think more laterally about how they use TTV.

*“We use clips extensively in our courses”*

(Commercial provider)

However, some of those using clips extensively were putting a great deal of time and effort into customising them, so any help in providing them with shortcuts or pre-made libraries of themed, Key Stage grouped clips would be greatly appreciated.

*“We employed someone specifically to go through the site and pull out the clips that we need”*

(Commercial Provider)

There was some evidence that intermediaries were using TTV for their own background briefing, i.e. to bring themselves up to speed what TTV was offering to people they were tutoring/ teaching. However, they were limited in this, so perhaps a ‘quick guide to TTV for those who’re not part of the schools workforce’ for this audience would be useful. However, those who had been using it in this way tended to be very impressed with the quality of some of the debates, the participants and

interviewees. Others were accessing TTV to gain an up to the minute update on current policy / thinking / strategies / practice in mainstream schools.

There is clearly some opportunity to join this activity with CPD in schools, either via networks / forums, or via links between specialist sections of the TTV website.

## **Appendix One: Recruitment Questionnaire**



## RECRUITMENT QUESTIONNAIRE - Teachers / Managers

Good morning / afternoon / evening. My name is \_\_\_\_\_ and I'm from Counterpoint Research, an independent market research company, based in London. We are currently conducting some research about what resources teachers use in relation to their Continuing Professional Development. Do you have time to answer a few questions for me?

Q1	Can you tell me if you or any of your friends or relations <u>work, or ever have worked</u> in any of these occupations? <b>READ OUT</b>	
	Advertising	1
	Market Research/Social Research	2
	Public Relations	3
	Journalism	4
	Marketing	5

**IF ANY OF THE ABOVE MENTIONED ... CLOSE**

Q2	Have you ever attended a market research group discussion or interview?	
	Yes	1
	No	2

**GO TO Q5a**

Q3	When did you last attend a group discussion or interview?	
	In the last year	1
	Over a year ago	2

**CLOSE**

Q4a	How many group discussions/interviews have you ever attended? <b>WRITE IN</b>	

Q4b	What was the subject of the group/s interview/s you attended? <b>WRITE IN</b>	

**SHOULD NOT HAVE ATTENDED GROUP/ DEPTH IN THE PAST 6 MONTHS**

Q5a	Which of the following best describes your job in school?	
	Student teacher	1 <b>GO TO Q5B</b>
	Classroom teacher	2 <b>GO TO Q5B</b>
	Head of Year/ Subject	3 <b>GO TO Q5B</b>
	Deputy Head	4 <b>GO TO Q5d</b>
	Head	5 <b>GO TO Q5d</b>
	Other <b>SPECIFY</b> _____	6 <b>CHECK WITH OFFICE</b>

Q5b	Which Key Stage do you principally teach?		
	Key Stage 1	1	<b>GO TO 5d</b>
	Key Stage 2	2	<b>GO TO 5d</b>
	Key Stage 3	3	<b>GO TO 5c</b>
	Key Stage 4	4	<b>GO TO 5c</b>
	Other (e.g. Special Needs Teacher)	5	<b>CHECK WITH OFFICE</b>

Q5c	What is your main teaching subject?		
	<b>WRITE IN</b> _____	1	<b>FOR INFORMATION ONLY</b>

Q5d	Which, if any, of the following kinds of 'extra' or specific responsibilities do you have?		
	Subject/ theme Co-ordinator (e.g. CPD Co-ordinator, PHSE Co-ordinator, Inclusion Co-ordinator, ICT Co-ordinator) <b>PLEASE WRITE IN</b> _____	1	
	Special needs support	2	
	Head of Year	3	
	Other <b>WRITE IN</b> _____	4	
	None of the above	5	

Q6	Is your school an independent school?		
	Yes	1	<b>CLOSE</b>
	No	2	<b>CONTINUE</b>

Q7	Which of the following types of schools is your school? <b>TICK ALL THAT APPLY</b>		
	Community	1	
	Church School	2	
	City Technology College	3	
	Foundation School	4	
	Grammar School	5	
	Grant Maintained	6	
	Sixth form College	7	
	Specialist School	8	
	Voluntary aided	9	
	Voluntary controlled	10	

**PLEASE RECRUIT FROM A MIX OF TYPES OF SCHOOL ACROSS THE DEPTHS AND GROUPS ACCORDING TO YOUR AREA**

Q8	When did you first qualify as a teacher?		
	I am an NQT	1	<b>NQTs (Newly Qualified Teachers)</b>
	Between 1 & 8 years	2	<b>MEDIUM EXPERIENCE</b>
	9+ years	3	<b>VERY EXPERIENCED</b>

Q9	Which, if any, of the following do you use as a resource for your own personal preparation/ CPD		
	Teachernet	1	
	The Standards Site	2	
	Other DfES websites	3	
	Other DfES resources (e.g. CD Roms, printed materials)	4	
	TDA website	5	
	Teachers TV	6	<b>GO TO Q10</b>
	Commercially available/ paid for courses (i.e. not from a government or LEA source)	7	
	Courses in universities and colleges of Higher Education	8	
	LEA courses	9	

**IF CODE 6 NOT CHOSEN, CLOSE**

Q10	In an average month, how many minutes, or how many programmes would you say you viewed?		
	More than 2 hours per month, or 2 programmes a week	1	<b>'VERY REGULAR VIEWER'</b>
	More than an <b>hour a month</b> / 4 programmes a month but less than 2 hours per month / 2 programmes a week	1	<b>'REGULAR' VIEWERS</b>
	Less than an hour a month / fewer than 4 programmes a month but they are definitely watching at least a programme most months	2	<b>MODERATE/ IRREGULAR VIEWERS</b>

Q11	How many pupils does your school have?		
	<b>WRITE IN</b> _____	1	<b>TRY TO GET A MIX OF SIZE OF SCHOOLS</b>

**CLASSIFICATION**

NAME:	
ADDRESS:	
TEL NO:	

DATE OF DEPTH / GROUP:

TIME OF DEPTH / GROUP:

RECRUITER'S SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

## **Appendix Two: Discussion Guide**

## **Revised Discussion Guide**

### **1. Introduction & Warm up**

Moderator to introduce themselves and to explain a bit about the research

- Independent research company, no right or wrong answers, just interested in their own, honest opinion
- Member of the MRS, everything they say is confidential
- Discussion recorded, just a note-taker for the moderator
- Will be become clear who the research is for, but want to have a more general discussion first

Respondents to introduce themselves and tell the moderator a bit about themselves:

- Which school do they work in, and what's that school like
- How long have they been in teaching
- What is their role
- Is there a CPD co-ordinator within their school
- What about a formal CPD programme
- How would they characterise senior management's attitude to CPD within the school (probe TTV if mentioned)
- How about the school staff generally - is there a culture of being positive about CPD
  - : are they given enough opportunities to develop their careers
  - : how open is the school to new ways of doing things
- What impact do they feel their own CPD has on the school as a whole (e.g. does any improvement in their skills contribute to the effectiveness of the school, do they feel part of a wider school community, working for a common aim etc)

### **2. Attitudes to Resources**

Moderator to brainstorm the kinds of resources they use in their work - both resources they use to inform / feed into their teaching/ work and their CPD

- Internet resources
- Training courses (commercial, FE / HE, LEA / funded)
- School based CPD activities
- Seminars
- Radio
- Books
- Interactive material (CD Roms, on-line learning etc.)

Probe fully any mention of TTV if it arises spontaneously, otherwise prompt TTV below.

### 3. Views of TTV

Moderator to conduct a brainstorm of TTV to obtain a good picture of respondents' views of TTV.

Spontaneous thoughts fully covered, then the following gone through:

- What prompted them to watch TTV
  - What did they think when they first saw it
  - What do they get out of it as a whole
  - What do they value about it as a whole
- are there different things that TTV gives them? Probe spontaneous thoughts fully, then explore the role of each of the following:

Insight into **other teachers' classrooms** - how valuable is that to them, what do they like / dislike about the way TTV does that? (Probe for how relevantly they feel depictions of other classrooms are to them, and how reflective of the education system overall they are)

**Teaching skills** - from tips and hints through to whole approaches (e.g. Synthetic Phonics)

**Current educational thinking / news / professional information**

**Subject knowledge**

**Resources**, including material to use in classrooms

### 4. TTV & CPD specifically

What role does it have in terms of CPD? Probe fully & if necessary raise the question of how TTV might be thought of as CPD if not obvious (and explore reasons why it's not thought of as CPD)

- How does it fit with other types of CPD
  - : in school CPD
  - : beyond the school CPD
- In what way does it complement other types of CPD
- In what ways is it a replacement for other types of CPD
- Specifically, what can it give them that other CPD resources cannot
- How appropriate is TTV as a way of delivering CPD and why
- How does / would TTV work if it was incorporated into a more systematic CPD programme
- What are the barriers to TTV working in that way in their school
- If they had more time, and easy access in-school, what difference would it make to their attitudes to TTV

## 5. Watching TTV / Accessing TTV

What prompts them to watch TTV/ how do they plan what they're going to watch

Has that changed in the time they've been watching TTV and how

- What is it about TTV that keeps them coming back
- Which programmes do they watch
- How / where / with whom do they watch them

### Where

: If at school - are they watched as part of formal / informal training (how/ what difference does that make)

### With whom

: How do they feel about watching them with colleagues / on their own  
: What difference does it make - which do they find more useful

### How

: Have they watched a programme as part of a wider CPD experience? If yes, how was the programme integrated into that, and by whom

### Media

: Do they watch on the TV, via the internet, from a copied programme on a memory stick / DVD on their PC, or on an iPod, and why  
: What difference do they feel it makes / when would they do what and why  
: Do they know that they can watch TTV via the internet - how do they feel about that  
: What are the barriers to / appeal of watching the programmes on demand, over the internet  
: What do they think of the internet site: clear what's on offer, easy to navigate / find what they're looking for  
: How do they tend to use the site - e.g. purely for information, or to source programmes, for resources, ideas etc (probe fully!)

### For those watching via internet

- How do they feel about that
  - What difference does it make
  - What do they like/ dislike about it - particularly on demand viewing on their PC / laptop
  - What would encourage them to do this more often
  - Do they use the Associates section (why / why not)
- How would they describe their watching (background, 'study', briefing)
- Does that vary with type of programme, why - and for each
- : Planned, specific programmes
  - : Ad hoc 'browsing'

So, to summarise, how well do you feel TTV delivers each of the following:

- Management skills
- Teaching skills
- Leadership skills
- Personal skills
- Subject knowledge
- Educational news & professional information

... and how well does it deliver each of these compared with other CPD methods



## 6. Implementation of TTV / Using TTV in the classroom

(N.B. TRY TO MAKE SURE THAT THE RESPONDENT GIVES SOME CONCRETE EXAMPLES OF HOW THEY'VE USED TTV)

Moderator to introduce the next section as follows : "We've talked about what you're watching, when, where and how, what I'd now like to talk about is what you do or don't do with ideas, thoughts etc. that you've picked up from, or were prompted through TTV"

- Do they feel they've acted specifically on something they've seen on TTV
- Do they feel it has influenced behaviour change
  - : in terms of their work
    - what aspect of your work
  - : in terms of what happens in the classroom
  - : in terms of your work with colleagues in school
  - : do they talk about TTV with any of their colleagues - in what way (probe fully)
- Have they ever picked up ideas from TTV and then never used those ideas - what happened / why is that, what are the barriers to using what they've seen
- To what extent (if at all) do they plan on implementing what they see on TTV in the future (and why / why not: if that's not how they see TTV, then how do they see it / why watch TTV)
- Respondent to talk the moderator through what the difference is between ideas they'll implement and those they won't: what are the characteristics of each
  - : What about specific programmes they've chosen to watch - for these types of programmes, how do they choose what they're going to implement; what role for
    - the perceived quality of the programme
    - the perceived relevance of the programme
    - the perceived applicability of the programme (**i.e. how easy it is to implement what's seen on TTV in the classroom**)
  - : What is it about some programmes that makes them easier to implement
  - : What role for
    - the ideas in the programme
    - the way the ideas are presented
    - what role for the cost, particularly vs. perceived quality
- Are there any ideas from TTV that they've implemented repeatedly (what was it about them that made them decide to implement them repeatedly)
- Do they tend to lift the 'ideas as given' or do they customise them first
- What would help make ideas easier to implement
- Have they recommended implementing an idea to anyone else (what & why / why not)
- Using an **example**, can they go through - for that example - what, generally, has been the impact of something they've tried to implement themselves - both positive and negative
  - : did they feel it went according to plan
  - : if unexpectedly - what did they feel was positive, what negative
  - : for the negative, what impact has this had on

- their perceptions of TTV
- how much they trust it
- and whose fault was the negative impact

- and what about more general, wider range of programmes (those that might not be top of mind to contain ideas / insights that would change their behaviour) - how does that work if they're picking up across a range of programmes (rather than honing in on specific programmes they perceived to be directly relevant to them)

e.g. what about TTV News?, would they say that's as useful even though they might not be directly implementing ideas from the programme? (compare and contrast types of programmes and how they define the value to themselves and their teaching)

## **7. Impact of TTV**

Moderator to introduce the next section: "we've talked about what you're watching, and how you're implementing ideas and suggestions in the classroom. Now I'd like us to stand back a little, and talk about what you feel the impact of TTV has been" Probe fully, then prompt with the following:

- in terms of raising your own awareness, knowledge and learning about new ideas and practices
- have they learned anything new as a result of watching the channel
- in terms of changing your teaching, your behaviour and your expectations in the classroom
- in what way has your behaviour or methods changed as a result of what you've learned
- what effect has it had on pupils' attitudes, behaviour or attainments that might be attributed to changes you've made as a result of seeing something on TTV
- in terms of your motivation, your role as a teacher and your attitude to your future career
- in terms of changing your work with colleagues in the classroom and in the school

Respondents to then sum up 'the message' to take back to the people who make TTV - "more of ....", "less of ...", "the difference it's making on the ground is ...."

Thank and close

## **Appendix Three: Summary and Conclusions from Teachers TV Impact Study (1)**

## **5. Executive Summary and Conclusions**

### **5.1. Teachers' TV and CPD**

Teachers' TV is promoted as a CPD tool and a means for delivering CPD to teachers. However, since most teachers thought of CPD as external, paid for courses, the connection was not a logical one to them, and they missed the potential benefit of Teachers' TV to their own teaching practice and classroom management skills. This was particularly unfortunate, since many schools were in the process of changing their CPD programme from externally sourced to internally provided, an ideal opportunity for Teachers' TV to have an input to a school's ongoing CPD programme.

### **5.2. Attitudinal Variations**

Attitudes to Teachers TV depended a great deal on the stage a teacher or TA had reached in their professional career. NQTs and those at the start of their teaching career tended to be very open and positive about any input and thus tended to be heavier users of Teachers' TV and much more enthusiastic about it than others. Those who were taking on new responsibilities - subject co-ordinator, pastoral work etc., were also more open to Teachers' TV and were using it to support their skills development in their new role. Finally, experienced teachers and TAs who felt their skills were already developed tended to be resistant to Teachers' TV, feeling it was trying to 'teach an old dog new tricks', or 'reinventing the wheel'.

### **5.3. The 'Value' Spiral**

It was vital to teachers and TAs becoming regular viewers that they passed through three 'stages' (in any order). That is, they need to a) understand what Teachers' TV is and what it offers them; b) they need to find easy access to Teachers' TV, and c) they need to have watched something and found it to be of benefit to their teaching and/ or classroom. Those who had passed through all three stages were much more likely to keep watching, and using the channel, increasing the value they put on it. In this sense, all viewers inevitably became and were users of the channel, and all users were viewers.

### **5.4. Viewers and their Viewing**

Regular viewers tended to be younger, less experienced or had recently moved to another position or school. Viewers were using Teachers' TV for advice, information and strategies on specific issues they had identified. Often viewers had discovered Teachers' TV through recommendation (and had thus found a programme which was immediately relevant to them). Thus they had found a benefit or value in Teachers' TV, prompting them to make the effort to watch in the future.

### **5.5. The Impact of Teachers' TV**

Viewers tended to be very enthusiastic indeed about Teachers' TV. They valued it as a unique, easy to access, authoritative source of practical advice, information, strategies and tips. It provided an incredible resource because of its accessibility and ease of implementation - it is a channel by teachers for teachers.

Insofar as they had evaluated the impact of Teachers' TV (and this was almost only done informally or mentally), viewers felt that it was having a positive impact on all aspects of their teaching. Managers were also recommending programmes to colleagues (often without viewing them themselves). They all felt that Teachers' TV was potentially a very powerful influence and was having immediate impact on their teaching and classroom because of its qualities as the following:

- It offered an enormous variety of classroom settings, enabling teachers and TAs to find a similar context to their own
- It was felt to be written and presented in teachers' language, down to earth, practical and featuring easily implemented material
- It provided information, advice and resources without requiring the teacher or TA to admit to their colleagues or bosses that they had a problem
- The classrooms and children were judged to be realistic
- When a strategy or tactic was recognised, it provided reassurance to teachers and TAs that they had the right approach
- For those who were accessing it via Sky Plus or the Internet, it was felt to be incredibly easy to access
- It was praised for being 'up to the minute' in terms of issues, initiatives, concerns and curriculum.

Viewers identified a number of issues and areas for improvement as follows:

- Regular viewers still saw Teachers' TV as filling a gap, rather than as a means to systematically raise standards. General programmes and those within the category 'general' were often missed or ignored
- Resolution quality was not always suitable for use on projectors and interactive whiteboards and could mitigate against training and group watching of Teachers' TV programming.
- Some felt that more easily edited content or content pre-edited for use in classrooms would be of benefit.
- Those unfamiliar with the website complained that finding programmes and schedules was problematic.
- Of those who were aware of the website, many were critical of the search function on the website and some also argued that the Teachers' TV website should be faster.
- In the context of avoiding excess paper work the Associates idea was appealing, especially if it can be shown to save time. However, any explanation needs to be very clear, and should emphasise the use of Teachers' TV as evidence in their performance reviews and career development portfolios.

Further, the language and context used to promote the benefits of Teachers' TV is felt to be inappropriate; teachers and TAs will not value Teachers' TV highly if they see it in the context of formal CPD, but rather need to see that it is an accessible source of practical tips, information and strategies that will help their classroom management and teaching practice.

However, we would argue that the principal issue with Teachers' TV is not the programmes and their ease of implementation, but simply ease of access. When the Teachers' TV website was shown and the service understood most irregular viewers were very impressed indeed, and expressed the intention to review it and probably use it in the future.

## **5.6. Examples of the Impact of Teachers' TV**

Teachers' TV was having an impact on schools via three routes:

- On the CPD programme itself, and its delivery, principally via the CPD Co-ordinator
- On parts of the school, e.g. Faculties or Subjects, because of the viewing and enthusiasm of the Head of Faculty or Subject
- On individual classrooms, teaching and learning, because of the enthusiasm and viewing of individual teachers (by far the most common impact Teachers' TV had at the time of the research).

Examples of each of these impacts are given in the main body of the report, in Section 6.6. 'The Impact of Teachers' TV: Examples'.

## **5.7. Reactions to the Website**

Very few teachers and TAs within this (qualitative) sample were aware of the Website offer, and once exposed to the website, particularly the Archive and the search facility, all expressed the intention of visiting the site to access much more information about Teachers' TV and to download or stream programmes (after finding the relevant programmes via the search facility). Where respondents were shown the site at the end of the interview, they were extremely enthusiastic about the facility, and those who sampled the website after the interviews emailed to report how good, and accessible, this facility made the whole Teachers' TV offer.

## **5.8. Barriers to Viewing**

The issues identified for non-viewers were as follows:

- They're not aware of what Teachers' TV offers: specifically how many practical programmes there are, and how easy it can be to access
- They can't find the relevant programmes for them - both in terms of finding a programme that covers their 'issue', or in terms of finding a programme which features a school which is similar to theirs
- They're not aware that they don't have to watch Teachers' TV at home via digital TV, in competition to their family's choices
- On not having found a useful programme, they are extremely unlikely to pay attention to the schedules they find, or have the energy and organisation to plan, record and view relevant programmes.

## **5.9. Issues and Recommendations**

Two sets of recommendations were made: one for viewers and one for non-viewers.

For viewers, we recommend the following:

- Encourage all to use the website more.
- Talk about Teachers' TV in terms of 'resource', 'support', 'archive' rather than as television
- Emphasise the benefits in terms of skills, performance management, teaching and learning, rather than CPD
- Encourage viewers to talk about Teachers' TV with colleagues / CPD coordinator and give them credit for doing so
- Viewers should be encouraged to reflect on their viewing and to give themselves and Teachers' TV credit for improvement
- Perceptions of Teachers' TV should be moved from a service that 'fills gaps' to one that constantly feeds into skills development (particularly with those who have found benefit from Teachers' TV)
- The role and benefit of more general viewing should be made clearer and examples of how Teachers' TV has been used in INSET days would be valuable
- There is potential for representation of Teachers' TV via leaflets specifically targeted at job titles within schools
- Short 'refresh your stimulus' programmes for experienced teachers might attract 'bedded in' staff.
- Better labelling and descriptions of programmes and an improved search function would support targeted searches and making the 'General' category more

meaningful would shed some light on a number of programmes that are not currently seen as useful

- An opportunity for teachers and TAs to provide feedback would add an element of interactivity and peer review
- Make sure that the benefit of Teachers' TV to teachers and TAs in a specific context is clearly demonstrated

For non-viewers or very irregular viewers we recommend the following:

Emphasise that:

- Teachers' TV is 'on demand', and can be viewed in schools
- There are hundreds of programmes available, and that they will find one on the issue they're looking for
- The programmes are short, and watching them doesn't take much time
- It's not just 'talking heads', there are hundreds of very down to earth, practical programmes teaching skills, resources - tips, strategies, different ways of presenting things, as well as resources they can use in the classroom

It is also important that non or irregular viewers realise that there are other resources available via the website, Teachers' TV is not just 'programmes to watch', and that all these programmes and resources are produced within the context of DfES funding - they'll be relevant to the National Curriculum, and cover the issues teachers are facing today

This would require what might be called a 'repositioning' of Teachers' TV as a resource, providing support and giving teachers and TAs access to a database or archive. Thus, future communications should try to highlight the broader, accessible nature of Teachers' TV. Because teachers and TAs are interested in Teachers' TV primarily to help them teach, they are very interested in subject areas. Any communications that highlight their subject area are paid more attention than general communications. Perhaps a series of specific approaches to Heads of Faculty or Subject could emphasise the value of Teachers' TV to that subject or faculty. Certainly it's worth emphasising again and again that the website has an archive of past and present programmes, which are in a database which can be searched for specific topics. This is very new technology, and teachers and TAs will take some time to realise what this means in practical terms.

It would also be helpful to have some examples available of how Teachers' TV has been used - in classroom teaching and management as well as more general training sessions.

Finally, it would be helpful if someone within a school would take responsibility for searching programmes and making them available via a tried and trusted technology or channel, for instance, burn them to a DVD.

## **5.10 Implications**

At this point in time it is difficult to put a measure of success on Teachers' TV, and to evaluate the extent to which Teachers' TV has had an impact on standards more generally. What can be concluded from this research, however, is that amongst viewers, Teachers' TV is regularly having an impact on teaching practice and classroom management - and therefore, to an extent on standards within the classroom.

A more systematic dissemination of Teachers' TV will have an additional impact, since it should mean that teachers and TAs 'discover' the resource via a programme which is relevant and of benefit to them, making them much more likely to explore Teachers' TV's 'offer' more generally.

Aside from the more marketing and presentation issues identified above, we feel that there is enormous scope for increasing the impact of Teachers' TV through direct support for CPD co-ordinators in schools, particularly a) in their CPD delivery to NQTs and less experienced teachers, and b) in their support for colleagues taking on new responsibilities and roles. Presenting them with case studies (such as the approach taken by the Isleworth and Syon CPD coordinator) would help a great deal, since how Teachers' TV can be used in a formal CPD programme is not at all obvious to CPD co-ordinators.

Finally, although the initial value and benefit of Teachers' TV will definitely be its practical, classroom-oriented, easy to implement strategies and ideas, we feel that once the value of Teachers' TV has been established, viewers will be open to higher level discussion programmes, so long as there is an identifiable relevance to their classroom, practice or career progression.



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