Teachers TV

Education Analysis Report

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children, schools and families**

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Executive Summary

Introduction

This Executive Summary presents the key findings from the Education Analysis Report the purpose of which was to provide a commentary from an educational perspective on the performance and impact of the Teachers TV channel. The Report was commissioned by the Department for Children, Schools and Families and draws upon the outputs of research on Teachers TV conducted by Ipsos MORI, the Television Research Partnership, Counterpoint Research, Jonathan Drori, Richard Eke and colleagues, and documentation produced by Education Digital and the TTV Board of Governors.

Performance of the TTV channel - messages from the research

The broad messages about the performance of the TTV channel are very positive. In the third operating period, there has been a continuing upward trend in the number of educational professionals in all job roles accessing the channel for five minutes or more a month, average monthly reach is 11% greater than it was in year two. The loyalty conversion rate from five to thirty minutes viewing per month continues to be good, 79% for the year overall. There has been an increase in the average time claimed as viewed and in year three an estimated 7.2m programmes were watched via the TV channel compared with 5.3m in year two. The score for time well spent (a measure of viewer satisfaction with the programmes, scored on a scale of from 0 to 10) has held up with a score of 7.03 for the year. There has been a significant increase in the use of the website. In the whole of year three, 1.5 million programmes were streamed or downloaded from the website, a 52% increase on the number in year two. There was an increase in the perceived relevance of the channel for all programme types and just over a third of teachers and teaching assistants reported that the channel has already had an effect on classroom or school standards. When compared with other niche channels TTV is seen to be performing very well.

A number of issues raised in the research are closely related to the educational context.

Characteristics of viewers:

- Primary heads and teachers were more likely to view TTV than their secondary colleagues. This may be due to their curriculum wide interests but, as women and younger people were reported to be more likely to try the channel than other groups, the viewing figures may also reflect the fact that the primary workforce is predominantly female.

- Age is an important variable. Members of the workforce with over ten years experience are reported to be those least likely to have tried the channel despite having the highest monthly reach. However, once they have tried it, they have a high conversion to monthly viewing. Attracting more experienced teachers to TTV will continue to be a challenge as the workforce is ageing - a high proportion will have more than ten years experience.

- Newly qualified teachers (NQTs) and younger people are reported to be more likely to have accessed TTV than other groups. This is not surprising as inexperienced NQTs will be eager to find ideas and suggestions to help them with their classroom teaching. As trainee teachers now have to pass a compulsory ICT test before they can gain qualified teacher status they are also likely to have better ICT skills than many more experienced teachers.

- Teaching assistants are strongly represented in the TTV audience. This reflects the changes that have been made to the schools workforce as a result of the *Workforce Agreement* (DfES, 2003). There are now many more teaching assistants working alongside teachers in classrooms as well as support staff employed in other roles in schools. Their rationale for watching TTV could be not only to make themselves better informed in preparation for work in the classroom but also to further their own continuing professional development.

Viewing by the computer and use of the TTV website

There has been a steady growth in viewing TTV via the computer and downloading or streaming programmes since the start of the channel. In recent years the computer has become a key information management and teaching tool in schools and funding has been provided to support the purchase of laptops for teachers and senior staff. However, it is less likely that teaching assistants and other support staff will have their own laptop to use in school.

Perceived relevance of the channel to workforce needs

Responses to questions exploring the extent to which individuals judge that the programmes they have seen are relevant for their own practice, were very encouraging. The average relevance score for year two (on a scale of 0-10) was 5.3 and in year three this rose to 5.9 with reported increases in all aspects. Secondary programming received a higher rating than in previous years, teaching assistants rated TTV more highly for its relevance to their career and personal development than other education professionals. The average score in response a question about whether time watching TTV was time well spent was good at 6.84.

Applicability

The concept of applicability is closely related to relevance and the overall score for applicability also rose in year three to 5.82 from 5.20 in year two. The data implies that education professionals are finding programmes which provide ideas and suggestions that are not only relevant but which they see could be implemented in their classrooms.

Impact on practice

Although only 2% of headteacher respondents in year three felt that TTV had had a significant effect on their practice, 29% reported that there had been some effect. In year three 37% of all respondents reported that TTV had had some effect on their ability to perform their job or role and 54% said they felt quite or very inspired by what they had seen (younger and less experienced staff were more likely to have been inspired). Regular viewers of TTV were more likely to give positive responses to these questions about impact. This is unsurprising, if you find that a programme has helped you develop your practice in some way you are more likely to return to the channel (or the website). School CPD co-ordinators played an important role in promoting TTV and, when a programme was viewed in a more structured context, the ideas and suggestions put forward were more likely to be implemented.

TTV and continuing professional development

In year two, 6% of those who had viewed TTV said that they had been encouraged to undertake some formal CPD such as attending a course, while 35% had been encouraged to undertake informal CPD such as personal reading or viewing on a specific topic. Less experienced people, staff in secondary schools and more regular viewers of the channel, were more likely to report engagement with CPD. In year three more viewers of TTV reported being either directly (6%) or indirectly (25%) motivated to develop their career. TTV programmes are being recorded or

downloaded to share with other people and CPD co-ordinators are downloading video clips from TTV, particularly of classrooms, to use as stimulus material for discussion groups.

Reluctant viewers

One of the key barriers to people becoming regular viewers of TTV was reported to be that they didn't know about or understand the full extent of the TTV offer although lack of time, and an unwillingness to mix work and pleasure were also factors. Viewers also wanted a clear focus for TTV programmes and practical outcomes.

The wider educational context for TTV

The wider educational context has changed considerably since TTV was first launched and these changes will have implications for the development of the channel.

- In June 2007 the Government Department for Education was effectively split into two - the Department for Children, Schools and Families (DCSF) and a new Department for Innovation, Universities and Skills (DIUS). The audience that TTV has focused upon to date will continue to be primarily the responsibility of the DCSF but responsibility for further education will be shared between the two departments depending on the issue.
- The role of the Government's school inspection service has been widened in line with the Every Child Matters agenda. The full title of the new Ofsted since April 2007 is the Office for Standards in Education, Children's Services and Skills. It brings together four formerly separate inspectorates and will inspect and regulate care for children and young people, and inspect education and training for learners of all ages.
- The "Every Child Matters" agenda (DfES, 2004) requires schools to work with providers of other children's services and school staffs to collaborate with people from different professions and backgrounds.
- There has been a dramatic rise in the number of teaching assistants and other support staff employed in schools. Government statistics on the school workforce (January 2007) show that there were 105.8 thousand full time equivalent (FTE) teaching assistants in nursery and primary schools and 196.9 thousand FTE regular teachers. While the number of FTE teaching assistants in secondary schools is lower, there are still 35.7 thousand working with 216.7 thousand FTE regular teachers. Schools now have responsibility for the continuing professional development of all their staff, not just the teachers.
- The Government has announced that by 2010 all schools should be extended schools offering "affordable, flexible and high quality childcare" from 8.00am to 6.00pm for children up to the age of 14 for families who wish to make use of this service.
- There are a number of key agencies working to support schools, school leaders, teachers and other staff. Though in receipt of government funding they each have an independent brief, have their own website, develop training materials and conduct research, at least two agencies are major providers of CPD.
  - Established in 2000 the National College for School Leadership (NCSL) was designed to provide a single, national focus for school leadership development and research. It is the major provider of educational leadership training in England working with a network of other providers.
  - The Training and Development Agency for Schools (TDA) has major responsibilities for the initial recruitment and training of teachers and has developed Professional Standards for Teachers which set out the professional attributes, knowledge and understanding, and skills expected at each stage of a teacher's career. The TDA has been given responsibility for the development of

- The General Teaching Council is responsible for the professional registration and regulation of teachers. It provides online resources for teachers and is developing a Teacher-learning Academy (TLA), which gives advice about how individuals can build their own CPD portfolio. The GTC has a partnership with TTV enabling registered teachers who are also TTV associates, to work for TLA recognition at stage one.
- The Qualifications and Curriculum Authority (QCA) has main responsibility for the development of curriculum and assessment in nursery, primary and secondary schools. Significant changes in the secondary school curriculum have been announced and in September 2007 the QCA launched a new website designed to support secondary school staff as they implement the revised curriculum.
- There are many specialist associations, which provide information, support and sometimes training for teachers and other members of the schools workforce. Examples include: subject associations such as, the Association for Science Education (ASE), phase related associations like the National Association for Primary Education (NAPE), and professional associations / teacher unions such as the National Union of Teachers (NUT).

Educational professionals not only have to manage and implement change but also have to navigate their way through the huge quantity of resources designed to help them learn and teach more effectively. TTV has to fit into this complex pattern.

TTV as a resource for continuing professional development (CPD)

The main features of current Government policy for CPD are:

- A revised Framework of Professional Standards for Teachers (extended over time to the whole school workforce) which will clarify the expectations of teachers at each career stage and which they can use as a reference point for their own career development.

- A revised Performance Management System for teachers and headteachers.

- Teachers are being encouraged to take more responsibility for their own professional development.

- Main responsibility for CPD will rest with staff in schools and the costs of CPD will very largely be met from school budgets

Our knowledge base about what constitutes effective CPD is now more robust and reliable. Viewing a TTV programme by oneself, no matter how relevant, is unlikely to enable someone to change their behaviour. A specific programme should raise awareness of new developments and ideas, can provide useful information and demonstrate learning and teaching strategies but cannot alone provide skills training. Hence the need to provide supporting materials on the web as well as suggestions / examples of how the programmes are being used in schools.

Conclusions and recommendations

The quantitative and qualitative data about the performance of the TTV channel illustrates its successful growth and development. One of the great strengths of the channel is that it gives education professionals an opportunity to look inside other schools and classrooms and observe their fellow professionals at work.

Issues for consideration

- There is an ongoing need to clarify what TTV can offer and provide clearer mapping of routes through the resources available on the web. Clearly TTV is an excellent tool and support for CPD but the CPD purpose can be direct or indirect and viewers may be initially more attracted by the suggestion that a programme can provide practical, relevant suggestions for use in class rather than by a CPD purpose.

- Can TTV provide guidance about how to identify and edit appropriate sections of programmes and possibly make "video clips" available on the web? As well as making programmes that have a narrative documentary format, could a "programme" be just a number of video clips of a classroom or school management activity, with minimum interpretation and voice over that viewers can download / record and use to practice classroom observation on their own?

- The impact of TTV on the CPD of educational professionals will be enhanced where the school has a clear policy and a coordinated programme for CPD and TTV resources are seen as part of this programme. Resources and programmes which focus on and support the role and tasks of a CPD coordinator and show how TTV might be integrated into a school wide programme should be helpful here.

- Are there enough programmes which focus on student learning, which encourage the viewer to focus on the child and their learning outcomes and which try to illustrate the impact on learning of particular approaches in the classroom?

- If TTV is to become essential viewing for education professionals then programmes need to continue to engage with current policy issues (e.g. the revised secondary curriculum, the new procedures for performance management) as well as matters which are always of interest and concern (e.g. classroom management).

1.   Introduction

This report is intended to provide a commentary from an educational perspective on the performance and impact of the Teachers TV channel. It has been commissioned by the Department for Children, Schools and Families and draws upon the outputs of research on Teachers TV conducted by Ipsos MORI, the Television Research Partnership, Counterpoint Research, Jonathan Drori, Richard Eke and colleagues, and documentation produced by Education Digital and the TTV Board of Governors. Teachers TV was launched in February 2005 and completed its third operational year in July 2007. The report focuses upon the performance of Teachers TV in the third year although reference is made to the initial aims and targets for the channel where appropriate.

Following the introduction, there are five sections in the report:

- Educational objectives for TTV
- Performance of TTV - messages from the research
- The wider educational context for TTV
- TTV as a resource for continuing professional development
- Conclusions and recommendations

2.   Educational objectives for TTV

Teachers TV is fully funded by the Department for Children, Schools and Families (DCSF) but is editorially independent. The Department's stated intention in launching the channel in 2004 was that TTV would support its remit in line with the Five Year Strategy for Children and Learners, which was launched in 2004. A key element of this strategy was that teachers would have some / more non-teaching time to devote to lesson planning and their own professional development. Teachers TV was expected to contribute seven key benefits to this vision:

- Targeted training in teaching skills, management and leadership
- Sharing best practice and spreading good ideas
- Offering practical ideas to save teacher's time
- Providing classroom resources
- Encouraging informed professionalism through delivering news and information
- Signposting other resources such as those on the web
- Creating communities of interest (TTV Board of Governors, 2005:7)

The TTV channel and associated website are: "*designed to raise educational standards through the professional development of everyone who works in schools"* (TTV Board of Governors, 2006: 4). However, for research purposes, the target audience for the channel is said to consist of headteachers (and senior school leaders), teachers, teaching assistants and governors in primary and secondary state-maintained schools in England.

Each year a group within the DCSF (formerly the Department for Education and Skills, DfES) consisting of senior staff from the Department and other education agencies and known as the Educational Outcomes Group (EOG) draws up a list of strategic goals for the TTV channel which are intended to drive programming policy. The TTV provider, Education Digital, responds by developing a statement of programming policy for the year and, at the end of the operating year, producing an audit against the Educational Outcomes reporting the action that has been taken to achieve them.

The overarching strategic outcome for 2006-07 was:

To help raise standards of pupil attainment with a particular but not exclusive emphasis on English and Mathematics at the primary, early secondary and the 14-19 stages and with a strong focus on models of learning and teaching strategies which have been proven to be effective in raising attainment.

In summary, the wider outcomes were:

- To provide CPD for people who work in schools
- To assist teachers and school workers in actively managing their time and careers
- To support schools in offering pupils greater choice and personalisation
- To get the best out of every child
- To support school improvement
- To maximise the benefit of new technology

Although the EOG is careful not to tell TTV how to meet these outcomes, in 2006/07 it did suggest some guiding principles, which it passed to the TTV Board who could choose whether or not to pass them to the provider. Points made in this list of principles included:

- The importance of evidence when showcasing the latest developments
- The need to illustrate the impact of particular approaches in the classroom rather than merely providing a descriptive account of the action
- Placing emphasis on the learning taking place, encouraging the viewer to focus on the child and their learning outcomes
- Providing a comprehensive description of the supplementary resources required where appropriate (EOG, 2006)

The EOG's list of outcomes is adapted by the Board of Governors, along with other operational goals, into annual targets for the supplier to meet and these become the Key Performance Indicators (KPIs). They are:

Reach
a) Percentage of total audience available to view which does so for five consecutive minutes at least once per month
b) Percentage of a number of audience segments within the total audience available to view which does so for five consecutive minutes a month

Loyalty
Percentage of channel viewers (watching five consecutive minutes at least once a month) which watches at least thirty minutes per month (not necessarily consecutively)

Interaction
a) Unique users to channel website
b) Total files downloaded and streamed over a month

Applicability
Extent to which viewers find programmes applicable in the classroom, to training requirements or to their school

Time well spent
Average score amongst past month viewers for the extent to which time spent viewing the channel was "well spent"

Ease of use
Percentage of viewers that found information about the channel schedule easy to find and of web users who found information easy to find on the website.

Specific, numeric targets are set against these indicators at the start of each operating year and this becomes the performance management model against which the progress of the channel is assessed.

3.   Performance of the TTV channel - messages from the research

Regular research into the viewing of Teachers TV is being conducted by Ipsos MORI and technical audience analysis advice, based on the data collected by Ipsos MORI, is provided by the Television Research Partnership. Data collection focuses on the Key Performance Indicators. Two types of quantitative data are collected, Audience Measurement data covers reach and loyalty of viewing to the channel, Diagnostic Research data, collected from a second panel, covers a number of the other key performance indicators (Ipsos Mori, TTV Annual Report, 2006:5).

The broad messages about the performance of the TTV channel are very positive. In the third operating period, there has been a continuing upward trend in the number of educational professionals in all job roles accessing the channel for five minutes or more a month, average monthly reach is 11% greater than it was in year two. The loyalty conversion rate from five to thirty minutes viewing per month continues to be good, 79% for the year overall. There has been an increase in the average time claimed as viewed and in year three an estimated 7.2m programmes were watched via the TV channel compared with 5.3m in year two. The score for time well spent (a measure of viewer satisfaction with the programmes, scored on a scale of from 0 to 10) has held up with a score of 7.03 for the year. There has been a significant increase in the use of the website. In the whole of year three, 1.5 million programmes were streamed or downloaded from the website, a 52% increase on the number in year two. There was an increase in the perceived relevance of the channel for all programme types and just over a third of teachers and teaching assistants reported that the channel has already had an effect on classroom or school standards. When compared with other niche channels TTV is seen to be performing very well.

The reports from Ipsos MORI and the Television Research Partnership contain a wealth of detail about audience measurement figures and viewing patterns. A summary of TRP's findings for year three is attached as Appendix A. Discussion of these matters will not be replicated here, but a number of issues that relate more directly to the educational context have been identified for further consideration. These are:

- Characteristics of TTV viewers (role, age, experience, gender)
- Use of the website
- Perceived relevance of channel to workforce needs
- Applicability
- Impact on practice
- TTV and continuing professional development (CPD)
- Reluctant viewers

Characteristics of TTV viewers

Data are collected about the viewing habits of educational professionals in four job categories in primary and secondary schools: Teachers, Headteachers (this includes Deputies and Assistant Heads), Governors and Teaching Assistants. The research reports highlight some interesting differences in viewing patterns among professionals.

- Although no significant differences in viewing patterns between the primary and secondary workforce were reported, primary heads were more likely to view TTV than secondary heads and primary teachers were more likely to view than secondary teachers. As the researchers suggested, this may be a reflection of the fact that primary teachers have curriculum wide responsibilities and interests and may find more programmes that are relevant for their work than specialist subject teachers in secondary schools. However, women (and younger people) are reported to be more likely to have tried the channel than other groups and the primary school workforce is predominantly female (Ipsos MORI, Year 2 Annual Report, p23)

- Age is another important variable. Members of the workforce with over ten years experience are reported to be those least likely to have tried the channel despite having the highest monthly reach. Once they have tried it, they have a high conversion to monthly viewing (Ipsos MORI, Year 2 Annual Report, p23). Attracting more experienced teachers to TTV will continue to be a challenge as the workforce is ageing - a high proportion of teachers will have more than ten years experience. The National College for School Leadership has reported (2007) that 45% of heads and deputies in England are over the age of 50, indeed the College sees one of its key tasks being to develop a new generation of leaders.

- Newly qualified teachers and younger people are reported to be more likely to have accessed TTV than other groups. Two points are worth making here, first, newly qualified teachers (NQTs) with comparatively little experience of work in schools are eager to find ideas and suggestions which will help them with their classroom teaching. Indeed finding useful information and resources is the most frequently cited reason for watching TTV (Ipsos MORI, Spring Term, Year 3, Termly report, p15). Second, as trainee teachers now have to pass a compulsory ICT test before they can gain qualified teacher status NQTs are likely to have better ICT skills than many more experienced teachers and be more used to using the web.

- An interesting finding is that teaching assistants are strongly represented in the TTV audience. In year two it was reported that they were significantly more likely than other groups to have viewed the channel in a typical month and this was also the case in year three. Teaching assistants in secondary schools were more likely to view than those in primary schools. A key factor here is that the profile of the schools workforce has changed considerably since the introduction of the *Workforce Agreement* (DfES, 2003) and there are now many more teaching assistants and support staff employed in schools. Teaching assistants have responsibilities for supporting and working with teachers in the classroom so it is easy to see why they would be interested in TTV (e.g. programmes relating to the curriculum and assessment). However, an additional purpose for engaging with TTV could be to further their own professional development. The Training and Development Agency for Schools (TDA) has produced a career development framework for support staff, which provides an opportunity to study for qualifications from Certificate and Diploma levels to the Higher Level Teaching Assistant, a Foundation Degree, Degree and beyond. Funding is available to support those who want to study to become a Higher Level Teaching Assistant but the individual has to gain the support of their headteacher and the local authority. If a

number of teaching assistants are thinking of applying to become Higher Level Assistants or indeed, just focusing on their own professional development with a view to strengthening their CVs, this might help to explain why there has been an increase in support staff viewing of TTV in the spring/early summer months. The school financial year begins in April and the summer term is typically a time when there is a lot of planning for the new academic year, job contracts are agreed and new staff appointments are made.

Viewing by the computer and use of the TTV website

There has been a steady growth in viewing TTV via the computer and downloading or streaming programmes since the start of the channel. The average number of website users was reported to have almost doubled from year one to year two and this growth continued in year three when more than twice as many programmes were downloaded or streamed per month than in year two (Ipsos MORI, Quantitative research results, July 07:6). It was reported that teachers were significantly more likely than heads or teaching assistants to have viewed TTV via the computer (Ipsos MORI, Annual Report, Year 2:10). The ability to view programmes on the computer and access the growing archive of resources is a major strength of TTV and these findings show that education professionals are using this flexibility to access programmes on the web. In recent years the computer has become a key information management and teaching tool for headteachers and teachers as, in a drive to reduce the amount of paper sent out to schools, information from the Department (DCSF) is increasingly put on the web and education agencies, teacher associations etc all have informative websites. Funding has been provided to support the purchase of laptops for teachers and senior staff and, since many teachers are making increasing use of the computer (often linked to interactive whiteboards) as a teaching tool, it is unsurprising that they are using them to access TTV (many probably carry around a laptop all day). However, teaching assistants and other support staff are much less likely to have their own laptop to use in school.

Perceived relevance of the channel to workforce needs

Ipsos MORI collect data about the perceived relevance of the channel using a diagnostic survey issued to a panel of educational professionals. Respondents are asked to assign a score for relevance in each of four broad categories: your role in the classroom, your role within the school, your career and personal development and (for governors only), your role as a governor. This question explores the extent to which individuals judge that the programmes they have seen are relevant for their own practice. The average relevance score for year two was 5.3 and in year three this rose to 5.9 with reported increases in all aspects (Ipsos MORI, Diagnostic Research Findings, May 2007:28). A key finding was the higher rating given to secondary programming, which had previously been perceived as significantly less relevant than the rest. Clearly this is good news, it is a sign that TTV content is addressing the issues that teachers and other professionals have on their agenda and so can be a means of acquiring new information and ideas. The highest scores awarded by teachers and teaching assistants were for relevance to their role in the classroom whereas the highest score from headteachers was for relevance to their role within the school. Although teaching assistants gave a score of 6.3 for relevance to their career and personal development the overall score for this category was the lowest of all. What might this mean? Of course, if one judges something as relevant it doesn't mean that action has to be taken, the information may help you to keep up to date with events (eg. education news) or just confirm the value of some existing practice. It is possible that individuals may have a narrow interpretation of CPD as essentially a course based activity and don't recognise that acquiring new ideas about their work in the classroom might contribute to their CPD. Teaching assistants have much less access to formal CPD than teachers and headteachers which might explain why they rate TTV more highly. Data are also collected on the extent to which viewers of TTV consider this time well spent, this is taken as an indication of overall levels of satisfaction with the channel. In year two, the average score for time well spent

was 6.84 and, for the first two terms of year three, was 7.29 although this figure dropped somewhat in the third term which was attributed to an increase in viewers to the channel (Ipsos MORI, Year 2 Annual Report:19 and Quantitative Research Results, July 07:9). Generally these are good scores and would seem to support the findings about the perceived relevance of the programming.

Applicability

The concept of applicability is closely related to relevance, a TTV programme may contain information and ideas that are highly relevant to a particular school or classroom but which may not be practical or feasible in that particular context. Data collected through the diagnostic survey asks respondents to rate the applicability of the channel and the three types of programming in each of four areas:

- Curriculum delivery, particularly the extent to which programme content could be applied to the delivery of the curriculum
- Training requirements and the extent to which the programme content could be applied in their personal CPD or in-service training
- The school and the extent to which the programme content could be applied to improve school standards or refine practices or behaviour within the school
- The classroom and the extent to which programme content could be applied to improve standards in the classroom

As with the score for relevance, the overall score for applicability has risen in year three to 5.82 from 5.20 in year two (Ipsos MORI, Quantitative research results, July 07). This higher overall score is partly a reflection of the perceived improvement in secondary programming over the year - not only now seen as more relevant but also more applicable. The highest scores were for primary and secondary programming for helping to improve standards in the classroom and for curriculum delivery, factors that are closely related. The applicability of programming to improving standards in school was rated somewhat lower. Generally this is good news, although the exact meaning of terms such as "standards" is unclear (e.g. does it mean increased SAT scores, improved student behaviour, more stimulating teaching?). The data implies that education professionals are finding programmes which provide ideas and suggestions that are not only relevant but which they see could be implemented in their classrooms. This conclusion is supported by the findings of the Quality Assurance Reviews of TTV programming conducted by Richard Elke and colleagues in 2006 and 2007. They reported that the programmes they reviewed from TTV year three "met all of the channel's wider outcomes" and "were rated particularly highly for getting the best from every child, highly rated for provision of CPD for people who work in schools and well rated for other outcomes". They judged that all the programmes reviewed "had the potential to provide briefing for teachers about curriculum and management developments".

Impact on practice

Given that the purpose of TTV is to contribute to raising educational standards, questions about the impact of the channel on professional practice are central to any assessment of its performance. Indeed this is underlined by the DfES's (now DCSF) decision to fund two additional studies on the impact of the channel (Counterpoint Research 2006 and 2007). Issues about the impact of TTV are also investigated in the Ipsos MORI research, which reported in year two that 42% of teachers and teaching assistants responding to the survey believed it had had a small but noticeable effect on classroom or school standards (only 4% believed that it had had a significant effect). Although direct comparisons cannot be made with data collected in year three, these figures held up and 5% of teacher and teaching assistant respondents reported that TTV had a significant effect. Encouragingly, two thirds of them believed the channel would have

a noticeable effect on classroom standards in the future. Although only 2% of headteacher (school leader) respondents in year three felt that TTV had had a significant effect on their practice, 29% reported that there had been some effect (Ipsos MORI, Diagnostic Research Findings, Spring Term, Year 3:30). The impact of TTV on practice was further explored through questions about the effect of programmes on the viewer's ability to perform their job or role and the extent to which they felt inspired by what they had seen. In year three 37% of all respondents reported that TTV had had some effect on their ability to perform their job or role and 54% said they felt quite or very inspired by what they had seen (younger and less experienced staff were more likely to have been inspired). Regular viewers of TTV were more likely to give positive responses to these questions about impact. This is unsurprising, if you find that a programme has helped you develop your practice in some way you are more likely to return to the channel (or the website).

The conclusions in the Counterpoint research support many of these points. As in the Ipsos MORI data, they identified that NQTs and less experienced teachers and teaching assistants, particularly if they were studying for qualifications, were more likely to be enthusiastic about TTV. Teachers taking on a new role were also more open to ideas although typically, experienced teachers and teaching assistants were more resistant to TTV, especially if they couldn't access the channel easily. Counterpoint reported that regular viewers were implementing ideas and using resources and that teaching assistant viewers said they were significantly improving their classroom practice, planning and evaluation. The value of the channel was said to be the "*practical and useable material*" and because "*it delivered advice, support and inspiration without having to admit to colleagues or bosses that there was a problem.*" Counterpoint (2006:20). Reporting on the 2007 study, the Counterpoint researchers concluded that: "*Teachers TV is having a tremendous impact on the schools' workforce*" and that "*everyone learned something new*". To the extent that a programme contained "*relevant, targeted ideas and suggestions*", it was likely to be implemented, at least informally. However, they also noted the important role played by CPD coordinators in schools and reported that, when a programme was viewed in a more structured context (e.g. as stimulus material in a group discussion), then the ideas and suggestions put forward were more likely to be implemented. Nevertheless, it is extremely difficult to assess impact, to identify whether or not a particular idea or suggestion has changed an individual's practice. The research data reported here is based on self-perception and self report, at minimum, data on classroom observation of practice would be needed to give a more complete picture.

TTV and continuing professional development (CPD)

From the outset, the provision of CPD for educational professionals has been seen as a major purpose of TTV. At the launch of the programme one of the DfES's (now DCSF) aims for the programme was that it would provide "Targeted training in teaching skills, management and leadership" and the strategic goals set by the EOG for 2006/07 included that TTV should: "*provide CPD for people who work in schools*".

Ipsos MORI reported that in year two, 6% of those who had viewed TTV said that they had been encouraged to undertake some formal CPD such as attending a course, while 35% had been encouraged to undertake informal CPD such as personal reading or viewing on a specific topic. Less experienced people, staff in secondary schools and more regular viewers of the channel, were more likely to report being encouraged to engage with CPD. Governors were less likely than other education professionals to feel encouraged to engage in CPD as a result of watching TTV. Questions were also asked about the extent to which individuals had felt motivated to develop their career (of course, career development is only one of a number of reasons why someone might seek CPD). In year two, 4% of respondents who had watched the channel reported that they had been directly motivated to develop their careers and 19% said they had been indirectly motivated (e.g. by being prompted to think about their career development)

(Ipsos MORI, Annual Report Year 2, 2006:57). In year three, more viewers reported being either directly (6%) or indirectly (25%) motivated to develop their career. However, in practice, the extent to which they will have been able to do this will depend on a host of other factors, not least the amount of guidance and support for CPD provided in their school. Headteachers and other school leaders also have responsibilities to support and to some extent provide CPD for their staff. In year three, of those who had some responsibilities for staff training, 14% said that TTV helped "a great deal" and 42% that it helped "slightly" in supporting some of their staff training needs (Ipsos MORI, Diagnostic research findings, May 2007:32). Further indication that education staff are finding TTV programmes useful comes from the interesting finding about the number of programmes that are being recorded or downloaded to share with other people (Ipsos MORI, Quantitative Research Results, July 07:13). Although it is not known exactly how these programmes are being used, it is possible they are being used for training purposes but even informal sharing with colleagues could be seen as a contribution to CPD. This finding is supported by the Counterpoint research (July 07) which reported that CPD coordinators are downloading video clips from TTV, particularly of classrooms, to use as stimulus material for discussion groups.

Reluctant viewers

Despite the increasing engagement with TTV revealed through the research data, many education professionals have either never seen the channel or have made brief visits and don't intend to engage with it seriously. Why is this? The conclusion drawn by Ipsos MORI in their Year Two Annual Report, 2006, was that reasons for not viewing focused on lack of time, unwillingness to mix work and pleasure and difficulties about accessing the channel. In their 2006 report Counterpoint Research suggested that one reason why some viewers were reluctant to return to the channel was because they felt it was just an entertainment channel and didn't realise the wealth of additional material that could be accessed on the web. Some were reluctant to mix work and pleasure and force the family to watch TTV at particular times. Lack of time was the most frequently cited reason for non-viewing. Lack of time continued to be a problem in 2007 when Counterpoint reported that the schools workforce was under a great deal of pressure from paperwork. A report by Ipsos MORI on Rejecters / infrequent watchers of TTV (November 2006), concluded that the biggest barrier to people not becoming regular viewers was that they didn't know about or understand the full extent of the TTV offer. A similar point was made in the 2007 Counterpoint Report. The Ipsos MORI report on reluctant viewers also suggested that teachers wanted practical outcomes from TTV programmes, "they want each programme to say what it is about and then deliver insights, ideas that they can use the next day or next week in class". (Ipsos MORI, 2006). In reports on a review of TTV Content in 2006 and 2007 Drori has argued the need for programmes to have a clear focus, early clarification of the objectives of the programmes and end with a summary of learning points.

4.   The wider educational context for TTV

The wider educational context has changed considerably since TTV was first launched and these changes will have implications for the development of the channel. The reorganisation of the Government Department responsible for education, the changing nature of the workforce, curriculum change especially in the 14-19 age group and the proposed raising of the school leaving age will each bring new challenges and opportunities.

Two Departments rather than one for Education

In June 2007 the Government Department for Education was effectively split into two - the Department for Children, Schools and Families (DCSF) and a new Department for Innovation, Universities and Skills (DIUS). The audience that TTV has focused upon to date will continue to be primarily the responsibility of the DCSF but responsibility for further education will be shared

between the two departments depending on the issue. If TTV is to consider programme development for the 14-19 age group and their teachers then some engagement with DIUS might be required.

Ofsted

The role of the Government's school inspection service has been widened in line with the Every Child Matters agenda. The full title of the new Ofsted since April 2007 is the Office for Standards in Education, Children's Services and Skills. It brings together four formerly separate inspectorates and will inspect and regulate care for children and young people, and inspect education and training for learners of all ages (www.ofsted.gov.uk). School inspections will continue to be based on the school's self evaluation form (SEF) and where a school has assumed wider reponsibilites (e.g. extended school provision) these will be included in the inspection.

Focus on the child

The reorganisation of the DfES into the Department for Children, Schools and Families could be seen as a move to bring the Department in line with the "Every Child Matters" agenda (DfES, 2004). This requires schools to work with providers of other childrens' services and thus for school staffs to collaborate with people from different professions and backgrounds. This new approach is most clearly exemplified in the Childrens' Centres which are being established across the country replacing former nursery schools but there are implications for all schools. Senior leaders and school managers may not always be qualified teachers. Should TTV focus only on educational professionals (e.g. teachers and teaching assistants) or target all those who work in schools to support children?

Workforce Agreement

Mention has already been made of the Workforce Agreement (DfES, 2003), which has led to a dramatic rise in the number of teaching assistants and other support staff employed in schools. Government statistics on the school workforce (January 2007) show that there were 105.8 thousand full time equivalent (FTE) teaching assistants in nursery and primary schools and 196.9 thousand FTE regular teachers. While the number of FTE teaching assistants in secondary schools is lower, there are still 35.7 thousand working with 216.7 thousand FTE regular teachers. If all support staff are included figures show that 305,500 were employed in maintained schools in England in January 2007. Schools now have responsibility for the continuing professional development of all their staff, not just the teachers (School Workforce Development Board, 2005). There has been a shift in teaching assistants' roles and responsibilities towards greater involvement in the actual processes of teaching and learning - including, for example, the assessment of student learning. Thus there has been a blurring of the distinction between teachers and teaching assistants in many schools. This is another indication that the composition of the target audience for TTV could be shifting.

Extended schools

The Government has announced a target that by 2010 all schools will be extended schools offering "affordable, flexible and high quality childcare" from 8.00am to 6.00pm for children up to the age of 14 for families who wish to make use of this service. Seven thousand schools had already developed extended provision by August 2007 and funding is now being provided to appoint school coordinators for extended services, the target is that 50% of primary schools and 33% of secondary schools will be offering extended services by 2008. This is a significant extension of the traditional role of the school.

Educational Agencies

There are a number of key agencies working to support schools, school leaders, teachers and other staff. Though in receipt of government funding, they each have an independent brief, have their own website, develop training materials and conduct research, at least two agencies are major providers of CPD.

National College for School Leadership (NCSL)

Established in 2000 the NCSL was designed to provide a single, national focus for school leadership development and research (www.ncsl.og.uk). The College has £65 million core funding for 2007-08 and a further £50.13 million for specific ring fenced projects. The key programme provided by the NCSL is the National Professional Qualification for Headship (NPQH), which is now a compulsory qualification for all who aspire to headship. Several other programmes designed to support existing and future leaders at different levels in the school are provided (e.g. Early Headship, Established Leaders, Leading from the Middle (a middle management programme), a Bursar development programme). The NCSL also commissions and publishes research about leadership, publishes many materials on its website and manages online learning communities of school leaders. It is the major provider of leadership training in England working with a network of other providers (e.g. University departments, Local Authorities).

Training and Development Agency for Schools

The brief of this agency (www.tda.org.uk) is to support teacher training and development and develop the workforce. It has major responsibilities for the initial recruitment and training of teachers and has developed Professional Standards for Teachers which set out the professional attributes, knowledge and understanding, and skills expected at each stage of a teacher's career. The TDA has been given responsibility for the development of the whole school workforce including support staff and is responsible for CPD for serving teachers. Although it does not run training and development programmes itself, the influence of the TDA is felt through the frameworks of guidance, monitoring of practice across the country, and through the adviser posts that it funds in every local authority. The TDA website contains information and advice for teachers and support staff about CPD and career development.

On a day to day basis, responsibility for the CPD of the school workforce rests with the NCSL and the TDA rather than with the DCSF.

The General Teaching Council

The General Teaching Council (www.gtce.org.uk) is the professional body for teaching in England. Its stated purpose is: "to help improve standards of teaching and the quality of learning in the public interest. We work for children, through teachers." It is responsible for the professional registration and regulation of teachers. This agency also provides online resources for teachers and is developing a Teacher-Learning Academy (TLA), which gives advice about how individuals can build their own CPD portfolio. The GTC has a partnership with TTV which enables registered teachers who are also TTV associates, to work for a TLA recognition at stage one by selecting one or more TTV programmes which are relevant for their practice, implementing the ideas and then reflecting upon this experience. Submission is done online using the TTV Associates website.

The Qualifications and Curriculum Authority (QCA)

The QCA has main responsibility for the development of curriculum and assessment in nursery, primary and secondary schools. Significant changes in the secondary school curriculum have been announced and in September 2007 the QCA launched a new website designed to support secondary school staff as they implement the revised curriculum. Changing the curriculum will be a major challenge and the QCA website contains information about the numerous ways in which school staff can be supported in this task - workshops organised by NCSL and the Specialist Schools and Academies Trust, support in specific subject areas from the DCSF. The CfBT Education Trust will be working with ten subject associations to develop online guidance for curriculum development in specific subject areas, resources will include video case studies, recorded presentations, downloadable resources etc. No reference is made to the possible contribution of TTV in this package of resources.

Specialist Associations

There are many specialist associations, which provide information, support and sometimes training for teachers and other members of the schools workforce. One of the largest is the Association for Science Education (ASE) (18,000 members). But the Association for Teachers of English (NATE), the Historical Association, the Geographical Association all have large memberships - there is almost certainly an association for every subject taught in the national curriculum. There are also phase related associations e.g. the National Association for Primary Education (NAPE), which is reported to have 200,000 members including parents, teachers, inspectors, and education officers.

The professional associations (teacher and headteacher unions) also have a large membership.

All school leaders and teachers and probably many teaching assistants are likely to be in touch with or belong to a number of agencies and be a member of existing networks. For instance, a secondary school teacher is likely to be a member of a professional association (NUT, NASUWT, ATL etc), may belong to a subject association (e.g. Association of Science Education (ASE), probably reads (or takes a quick look at) the Times Educational Supplement, may be a member of a local network of teachers in their subject and is probably aware of the TDA's professional development framework. Educational professionals not only have to manage and implement change but also have to navigate their way through the huge quantity of resources designed to help them learn and teach more effectively. TTV has to fit into this complex pattern.

5.   TTV as a resource for continuing professional development (CPD)

TTV is "designed to raise educational standards through the professional development of everyone who works in schools" (TTV Board of Governors, 2006). In the same report it was argued that TTV is "a significantly cost effective way of supporting CPD delivery to the schools workforce" (p.16). The importance of ongoing professional development for teachers and other staff is widely recognised as key to the success of initiatives to increase pupil learning and improve the quality of schools.

Questions about how best to encourage and support the professional development of teachers and school leaders have been a matter of debate for many years and there have been quite frequent changes in policies on CPD. Currently one of the Government's main aims is to produce: *"a new professionalism for teachers, in which career progression and financial rewards will go to those who are making the biggest contributions to improving pupil attainment, those who are continually developing their own expertise, and those who help to develop expertise in other teachers."* (DfES, 2004: para 39)

This aim or purpose underpins current developments in CPD policy the main features of which are:

- A revised Framework of Professional Standards for Teachers (extended over time to the whole school workforce) which will clarify the expectations of teachers at each career stage and which they can use as a reference point for their own career development. (Introduced in September 2007)
- The Performance Management System has been refocused as a teaching and learning review, which should include a dialogue about the impact of professional development activities. (TTV has produced programmes about the new procedures for Performance Management)
- Teachers are being encouraged to take more responsibility for their own professional development and must provide evidence that they have done this in performance management discussions and to inform decisions about pay and promotion to another career level.
- Main responsibility for CPD will rest with staff in schools and the costs of CPD will very largely be met from school budgets

Given that professional development activities can take place in different locations, internal or external to the school, can be of varying lengths, may or may not be award bearing and may be a feature of regular school practice (e.g. peer observation of classroom teaching with feedback), teachers and support staff could engage with CPD in some or all of the following ways:

1. Personal reading and accessing the internet
2. Reflection on personal practice and experience
3. Collaborative work with colleagues on aspects of work in school (eg. preparation, delivery, evaluation of a learning activity)
4. Involvement in a coaching or mentoring process with a colleague, perhaps including classroom observation
5. School or department based in-service activity
6. Using DCSF-funded materials (e.g. National Strategies, DVDs)
7. External, practical workshops or courses - probably non award-bearing
8. External, award bearing courses (e.g. NPQH or an MEd course)
9. Using TV programmes and teaching materials
10. Using radio programmes and teaching materials

Our knowledge base about what constitutes effective CPD is now more robust and reliable. The key factors are summarised in this statement by the TTA (2005):

> *"The evidence is relatively clear about the main characteristics of CPD that appear effective in improving teachers' performance and in raising standards of pupil achievement:*
> - *a clear and agreed vision of what effective teaching looks like;*
> - *based on the best available evidence of teaching and learning;*
> - *it should take account of participants' previous knowledge and experience;*
> - *enable teachers to develop further experience in subject content, teaching strategies, uses of technology and other essential elements required for teaching to high standards;*
> - *it should be driven by a coherent long-term plan, so that it is sustained;*
> - *it promotes continuous inquiry and problem-solving embedded in the daily life of schools;*
> - *there should be support in the form of coaching and mentoring from experienced colleagues;*

- *there should be an evaluation of impact on teaching and learning, which guides subsequent professional development efforts.*

Research suggests that if any single element of this prescription is absent, the impact of CPD is significantly reduced.

These points can be used as a guiding framework when considering what impact TTV might have on continuing professional development for staff in schools. It is easy to see that several boxes can be ticked - if it is assumed that TTV programme makers have a view about what is effective teaching, are informed by evidence, and that the programmes (e.g. about work in classrooms) are thought provoking and challenging and, where appropriate, encourage viewers to develop their expertise and practice a specific skill (e.g. use of whiteboard). However, just viewing a programme by oneself, no matter how relevant, is less likely to enable someone to change their behaviour than if all the features listed above were in place. A specific programme should raise awareness of new developments and ideas, can provide useful information and demonstrate learning and teaching strategies but cannot alone provide skills training. Hence the importance of the supporting materials on the web as well as suggestions / examples of how the programmes are being used in schools.

The findings from the Counterpoint impact study in 2006 supported much of the existing research knowledge about CPD. They found that teachers tended to associate CPD with external courses, that a teacher or teaching assistant's engagement with TTV was linked with their career stage as less experienced staff or those undertaking new roles were more enthusiastic and actively looking for new knowledge. A key finding was that TTV was having a greater impact in schools where a CPD co-ordinator, subject leader or senior manager had begun to integrate TTV into a whole staff development programme. The findings they reported in 2007 were more positive and indicated that the Government's latest CPD policy was being implemented. Teachers and teaching assistants were reported to be more familiar with TTV, more comfortable with technology, were regularly implementing ideas and using resources from TTV and recognised that they had to take greater responsibility for their own CPD.

A key finding was that school CPD coordinators appeared to have become much more aware of the potential of TTV and were using it to support CPD for staff. Co-ordinators were reported to be scanning the programme schedules, recommending specific programmes to individual members of staff but also making heavy use of video clips from programmes to stimulate discussions, illustrate specific techniques or issues etc. This was in contrast to the external intermediaries who appeared to know less about TTV and to use it less frequently.

6.   Conclusions and recommendations

First, it must be noted that the quantitative and qualitative data about the performance of the channel produced by Ipsos MORI, Television Research Partnership and Counterpoint Research all point to its successful growth and development. The number of viewers is increasing, a higher proportion of viewers are demonstrating loyalty to the channel by viewing for more than five minutes per month, scores for relevance, applicability and time well spent are going up. The archive of programmes is building up and as this happens, the resources on the website increase and this makes it more likely that educational professionals will find something useful when they search around a particular topic. All this is good news. The TTV channel and website does appear to be meeting the targets identified in the original vision for the channel. It is sharing best practice and spreading good ideas, offering practical ideas to save teacher's time, encouraging informed professionalism through delivering news and information, providing classroom resources and signposting resources such as those on the web. It is harder to make an assessment from the research data about the extent to which it is providing targeted training in teaching skills, management and leadership and creating communities of interest.

One of the great strengths of the channel is that it gives education professionals an opportunity to look inside other schools and classrooms and observe their fellow professionals at work. This is invaluable, individual teachers have traditionally been rather isolated in the classroom and although this is changing due to the increased numbers of teaching assistants and support staff in schools and some development of professional learning communities, the majority of teachers, teaching assistants and school leaders rarely have opportunities to observe practice in other classrooms and schools. Programmes / videos of learning and teaching episodes are being used to stimulate staff discussion and illustrate particular techniques to colleagues but individuals can also watch in the privacy of their own home and if necessary, look for new ideas and solutions to some teaching problem without having to raise this as an issue with colleagues. TTV is clearly being used in different ways, whereas some viewers will be very purposeful other individuals will just stumble across the channel when zapping between stations, may find something that interests them and will stay to watch. It is worth noting however that the chances of such serendipitous viewing on the digital satellite programme have been reduced by Sky's decision in February 2006 to move the channel from the Documentary section of the EPG to the Specialist section.

Issues for consideration

- The education system in England is large and complex and the task of developing a channel which is interesting and relevant to education professionals in all phases and job roles is a daunting one. The TTV website currently runs a message which says, "Our programmes cover all key stages as well as early years and further education". The Counterpoint report (2007) and Ipsos MORI's report on infrequent watchers of TTV (2006) suggest that there is an ongoing need to clarify what TTV can offer ("its mission statement") and to provide clearer mapping of routes through the resources available on the web. Clearly TTV is an excellent tool and support for CPD but the CPD purpose can be direct or indirect (e.g. a programme about some aspect of classroom pedagogy - ways of teaching X - may be seen by viewers as tips for teaching rather than CPD) and many viewers may be initially more attracted to a programme by the suggestion that it can provide practical, relevant suggestions that they can use in class rather than by a CPD purpose.

- Is there some tension between viewing TTV as a channel presenting complete programmes which has a linked website and seeing the channel and the website as whole entity? Drori has suggested in his recent report (2007), that TTV could be an "integrated learning service" in which "video, audio, images, text and interactive resources" would be more tightly combined. In their 2007 report the Counterpoint Research team have suggested that, since CPD coordinators and external intermediaries are using short video clips from TTV programmes as a component in training and development activities, TTV might provide guidance about how to identify and edit appropriate sections of programmes and possibly make "video clips" available on the web. As well as making programmes that have a narrative documentary format, which tell a story, could a "programme" be just a number of video clips of a classroom or school management activity, with minimum interpretation and voice over? Illustrations of school and classroom activity "in the raw" which leave interpretation / explanation to the viewer could be a very useful resource. The two approaches could perhaps be complementary - a programme on a particular topic (e.g. peer classroom observation in primary schools) could be made in narrative / documentary format as a TV programme and then have accompanying materials on the web which include not just a copy of the schedule that was used but one or more videos of complete sections of lessons (without any commentary or analysis) that viewers can download / record and use to practice classroom observation on their own?

- The impact of TTV on the CPD of educational professionals will be enhanced where the school has a clear policy and a co-ordinated programme for CPD and TTV resources are seen as part of this programme. Resources and programmes which focus on and support the role and tasks of a CPD co-ordinator and show how TTV might be integrated into a school wide programme should be helpful here.

- How to illustrate the learning process? Are there enough programmes which focus on student learning, which encourage the viewer to focus on the child and their learning outcomes and which try to illustrate the impact on learning of particular approaches in the classroom? These points were raised by the EOG in its paper for 2006-07. Programmes that can engage with these issues will be challenging to produce but very valuable.

- If TTV is to become essential viewing for education professionals then programmes need to continue to engage with current policy issues (e.g. the revised secondary curriculum, the new procedures for performance management) as well as matters which are always of interest and concern (e.g. classroom management). The channel is establishing relationships with the key educational agencies (TTV Board of Governors, 2006) and collaboration between TTV and agencies such as TDA, NCSL will surely be valuable to all parties.

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Appendix A

Year 3 Performance

Summary

Teachers TV has performed strongly in Year 3. Television audience research and website data show that the channel's audience has increased significantly from the year 2 baseline and month to month through the year. The two sources also show the channel to have met and exceeded audience targets for Year 3.

The number of programmes reported as downloaded or streamed via the website has grown substantially. The number of Programmes Viewed via the website was 52% up on the same figure in Year 2.

Monthly Channel Reach (the number of viewers in the schools community who have watched the channel for at least five minutes each month) has grown across the year. Average Monthly Reach in Year 3 is 11% ahead of the same figure for Year 2.
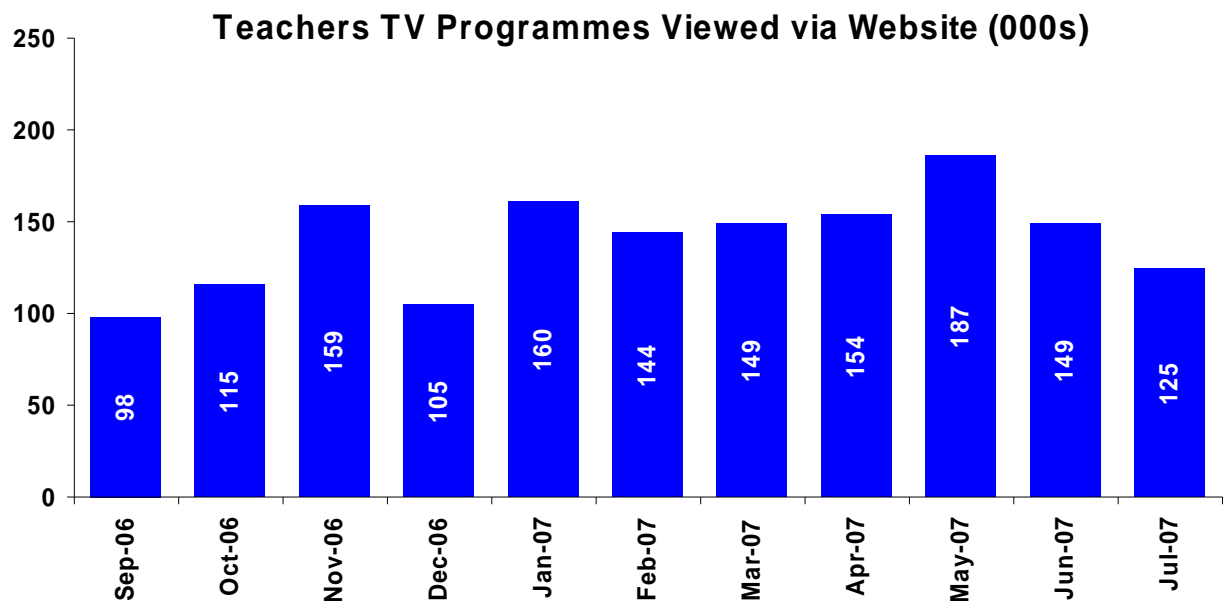
Calculating the number of programmes that have been watched shows the television channel providing the majority (more than 80%) of viewing to Teachers TV content and significant growth in Year 3. This growth has been continuing month-on-month and accelerating from April 2007 onwards, following changes to the sample and questionnaire.

The combination of website and TV data indicate that the channel has met its performance targets for Year 3 by increasing the numbers of Programmes Viewed by 120% from the Year 2 baseline.

Website

Website data is supplied by Teachers TV, based on information from the website server. The data that we use for combination with TV data is the number of programmes that have been streamed or downloaded to 95% complete, a very stringent measure.

In the whole of Year 3, 1.5 million programmes have been watched in this way, via the Teachers TV website. This compares to 1.0m in Year 2, a 52% increase. Growth through the year has been less spectacular than that for the TV channel but has still been very strong. The average number of programmes viewed in each of the last three months of the year is more than 20% higher than the first three months of the year.
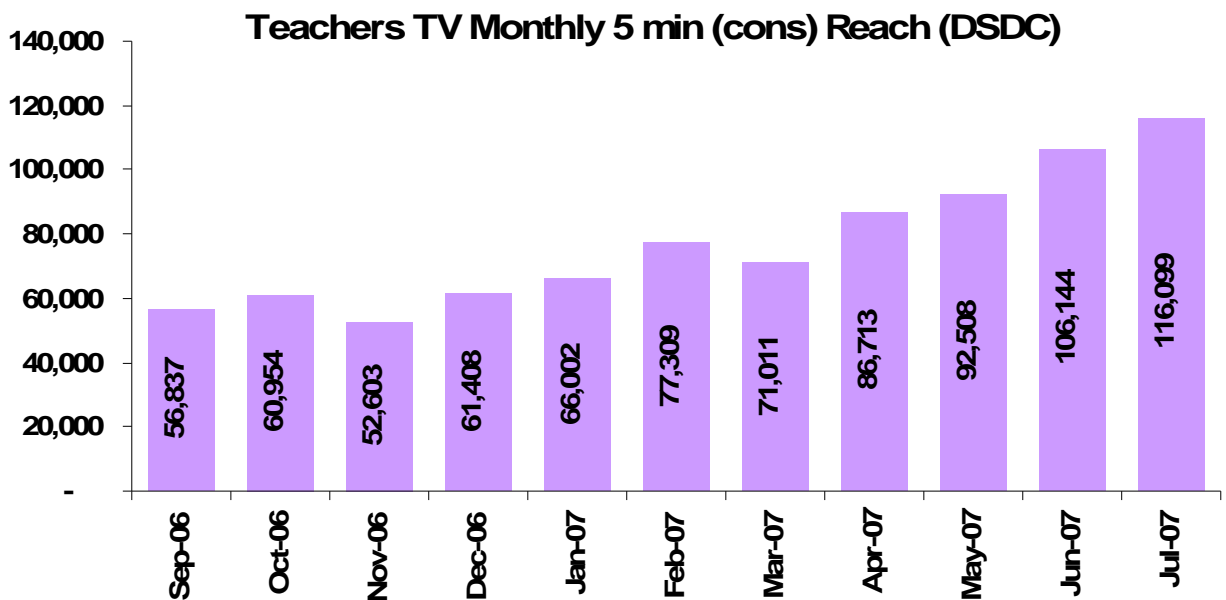
Teachers TV Programmes Viewed via Website (000s)

Month	Value
Sep-06	98
Oct-06	115
Nov-06	159
Dec-06	105
Jan-07	160
Feb-07	144
Mar-07	149
Apr-07	154
May-07	187
Jun-07	149
Jul-07	125

Television

Performance of the TV channel is measured by Ipsos Mori, as a contractor to the DCSF. The methodology involves the completion of an online questionnaire by members of the schools community each week. Respondents are asked about their viewing in the previous month and (in greater detail) in the previous week. The size of the sample was boosted during the course of this year, with noticeably higher sample sizes from April 2007 onwards. Some changes were also made to the questionnaire. Data for Year 2 is also from Ipsos Mori, using the same methodology.

Respondents are drawn from the schools community and therefore fit into one of four roles: Head Teachers, Teachers, Teaching Assistants and Governors. They must have access to digital television at home, via Satellite, Cable or Freeview, to be included. The sample covers England only. KPI performance is measured in Digital Satellite and Digital Cable homes (DSDC), where the channel has a 24 hour transmission window.

In past years, Reach has been used as a Key Performance Indicator for the TV channel, and it continues to be an important indicator of channel performance. Reach is defined as the number of viewers who watch a channel for a given minimum duration across a week or month. In this case, the KPI is five-minute consecutive reach, which means that viewers have to have watched the channel for five consecutive minutes to be included in weekly and monthly Reach totals. Respondents are asked if they have watched the channel in the past week and in the past month. The results of these questions form the weekly and monthly reach used in these calculations. Industry standard is to look at three-minute, rather than five-minute reach, so the channel's measure is stringent.

Ipsos data shows average monthly reach in Year 3 at 77,000 viewers, approximately 11% up on the same figure for Year 2. Growth within the year has been very strong, so that monthly reach for July 2007 is more than double that for September 2006. This month on month growth is especially marked in the months after the sample was increased. In the first seven months of the year, an additional 2,000 viewers were reached each month on average. In the last four months, an average of 11,000 viewers were added to each month's reach figure.

Teachers TV Monthly 5 min (cons) Reach (DSDC)

Month	Reach
Sep-06	56,837
Oct-06	60,954
Nov-06	52,603
Dec-06	61,408
Jan-07	66,002
Feb-07	77,309
Mar-07	71,011
Apr-07	86,713
May-07	92,508
Jun-07	106,144
Jul-07	116,099

While some of this growth may be the result of increases in the size of the universe, it would very unusual from a TV industry perspective to adjust results to reflect the change in universe size. Growth in the number of viewers who watch TV via Satellite or Cable is a known factor. It increases the number of potential viewers to whom a channel is available but this is the reality of the market - more is more.
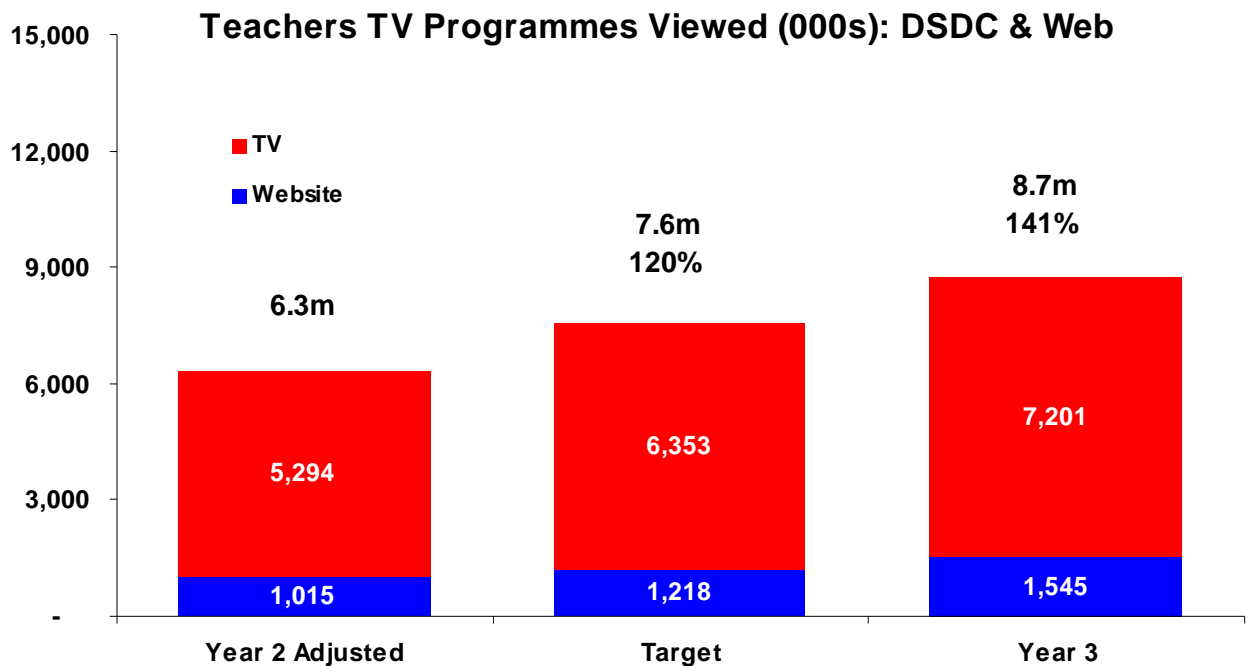
Just as significant a factor is the number of channels available, which has been steadily increasing each year and which acts in the opposite direction, to fragment viewing and thus depress results for each individual channel.

Programmes Viewed

The Key Performance Indicators agreed for Year 3 are based on the number of Programmes Viewed. This measure is derived from reach and minutes viewed, to give viewer minutes, which in turn is divided by the duration of the average programme (agreed at 15 minutes) to give Programmes Viewed.

As television Reach has grown year-on-year and month-on-month, so has the time each respondent spends watching Teachers TV. In Year 2, each viewer spent an average of 109 minutes watching Teachers TV in the average month. On average across Year 3, each viewer spent 127 minutes in the average month. As with Reach, the biggest increases occurred after the panel of respondents had been boosted.
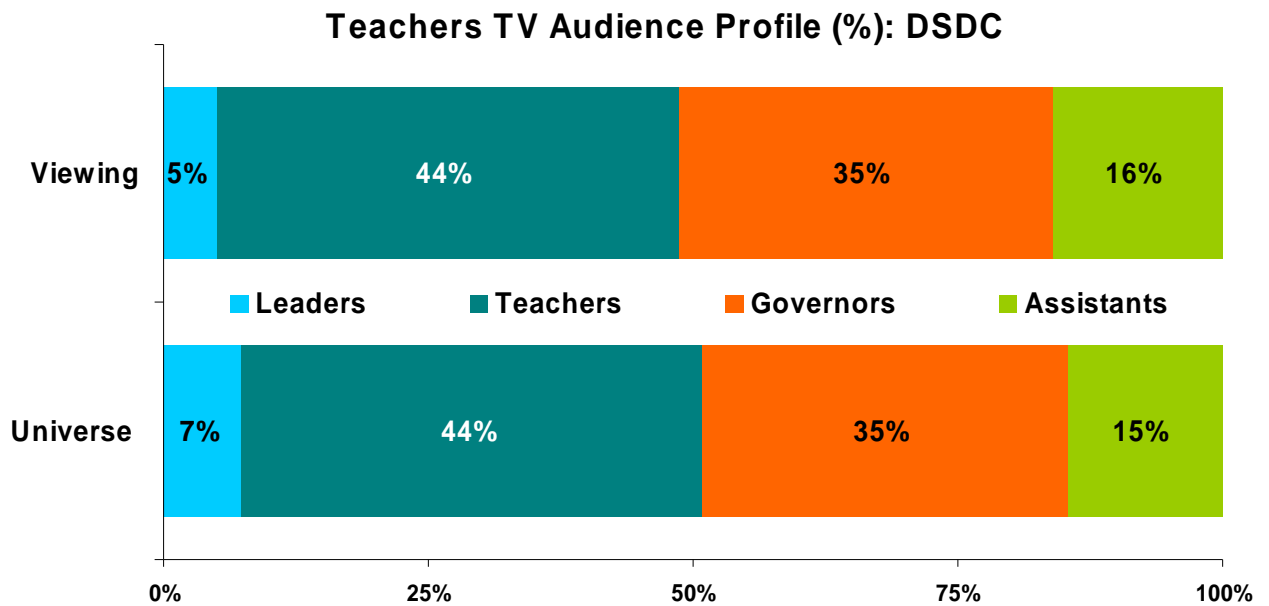
With Reach and minutes per viewer both increasing, Programmes Viewed via the television channel grew strongly year on year. In Year 3, an estimated 7.2m programmes were watched via the TV channel compared with 5.3m in Year 2. Growth through the year was strong. In the first three months of the year, fewer than half a million programmes were watched in the average month. In the final three months of the year, an average of 1.3m were watched each month.

Teachers TV Programmes Viewed (000s): DSDC & Web

	Year 2 Adjusted	Target	Year 3
	6.3m	7.6m 120%	8.7m 141%
TV	5,294	6,353	7,201
Website	1,015	1,218	1,545

When combined with Programmes Viewed via the website, the total number of Programmes Viewed by both methods combined is estimated at 8.7m in the year, compared to 6.3m in Year 2. This puts the Year 3 performance at 141% of the Year 2 baseline, ahead of the 120% target for the channel.

Note: Baseline figures for Year 2 have been adjusted for the change to the Sky EPG, in line with agreed KPI calculations.

Programmes Viewed by Role

Teachers TV Audience Profile (%): DSDC

	Leaders	Teachers	Governors	Assistants
Viewing	5%	44%	35%	16%
Universe	7%	44%	35%	15%

Viewing to the television channel fell very close to the size of each group's population (Universe), so that, for example, 44% of the schools workforce is Teachers and Teachers do 44% of viewing to the channel. The widest variance against population is among School Leaders (7% of universe vs 5% of viewing). This pattern indicates viewing that is proportionate to each group's size.

The Broadcast Environment

Between Years 2 and 3, the number of multichannel homes, in which TV can be received via Satellite, Cable or Freeview, has grown by 11% year-on-year. The number of homes with access to digital satellite or digital cable has also grown compared with Year 2. The Universe of Adults in DSDC homes in England in the average month in Year 3 was 7% higher than in Year 2. Programmes Viewed by Adults across all channels in DSDC homes also rose by 7% year-on-year, directly in line with the increased Universe.

A group of BARB measured channels has now been established against which to compare the performance of Teachers TV, containing smaller niche channels with a specific target audience. Five-minute consecutive reach to this basket of comparable channels has actually fallen year-on-year. So too has the number of Programmes Viewed on these channels, which is down year-on-year by more than 20%.

This is partly the result of a large number of channel launches both this year and last (18 new channels in Year 2 and a further 12 in Year 3). Many of these new channels have been launched by the terrestrial channels (including More4, Five Life, FiveUS, ITV4). This has had the effect of squeezing the viewing available to smaller channels.

Looking to the examples set by channels that launched 3-5 years ago, most channels find an audience within the first two years of broadcast and rarely increase audience levels after that. Against this background, the results for Teachers TV indicate a strong improvement in Year 3.