



**UNIVERSITY OF
CAMBRIDGE**

Faculty of Education

Teacher attitudes and characteristics in English schools

Evidence from TALIS

Sonia Ilie, John Jerrim and Anna Vignoles

Outline

What are the characteristics of effective teachers ?

How are teachers with these characteristics distributed across the education system?

Use TALIS data from 2013

Implications for policy

What types of teachers are more effective?

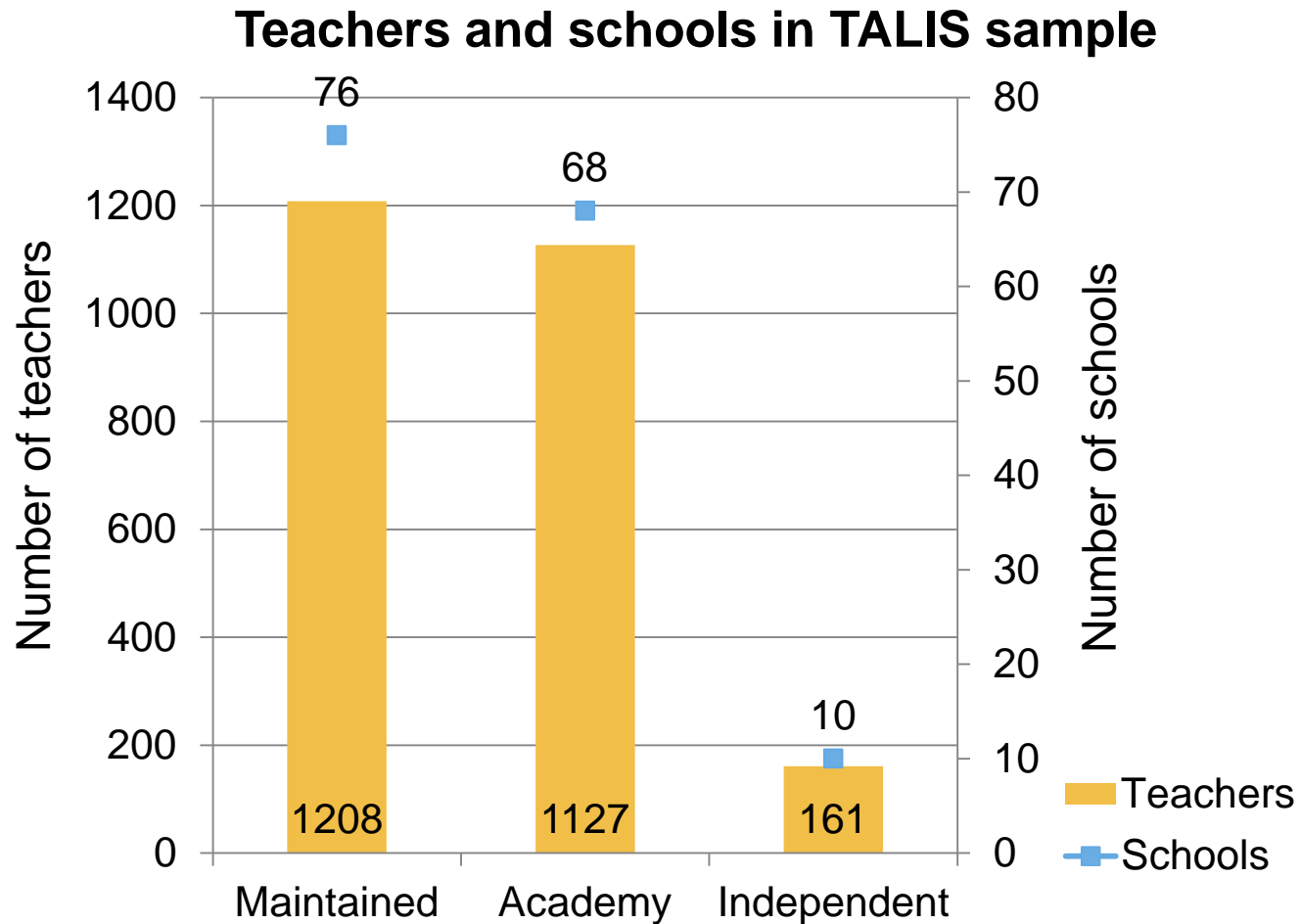
Those who are not in the first few years of their careers

Teachers with relevant postgraduate qualifications (weak evidence)

Teachers who spend more time on task, have organised and well managed classrooms and who use a variety of assessment approaches

➡ Key issue how are these teachers distributed?

TALIS school and teacher sample



School types

Focus on differences across:

- more or less deprived schools (measured by FSM rate)
- high or low attaining schools (measured by school GCSE achievement)
- school type (BUT very few private schools)

Experience of teachers

Most advantaged and highest attaining schools have marginally more experienced teachers

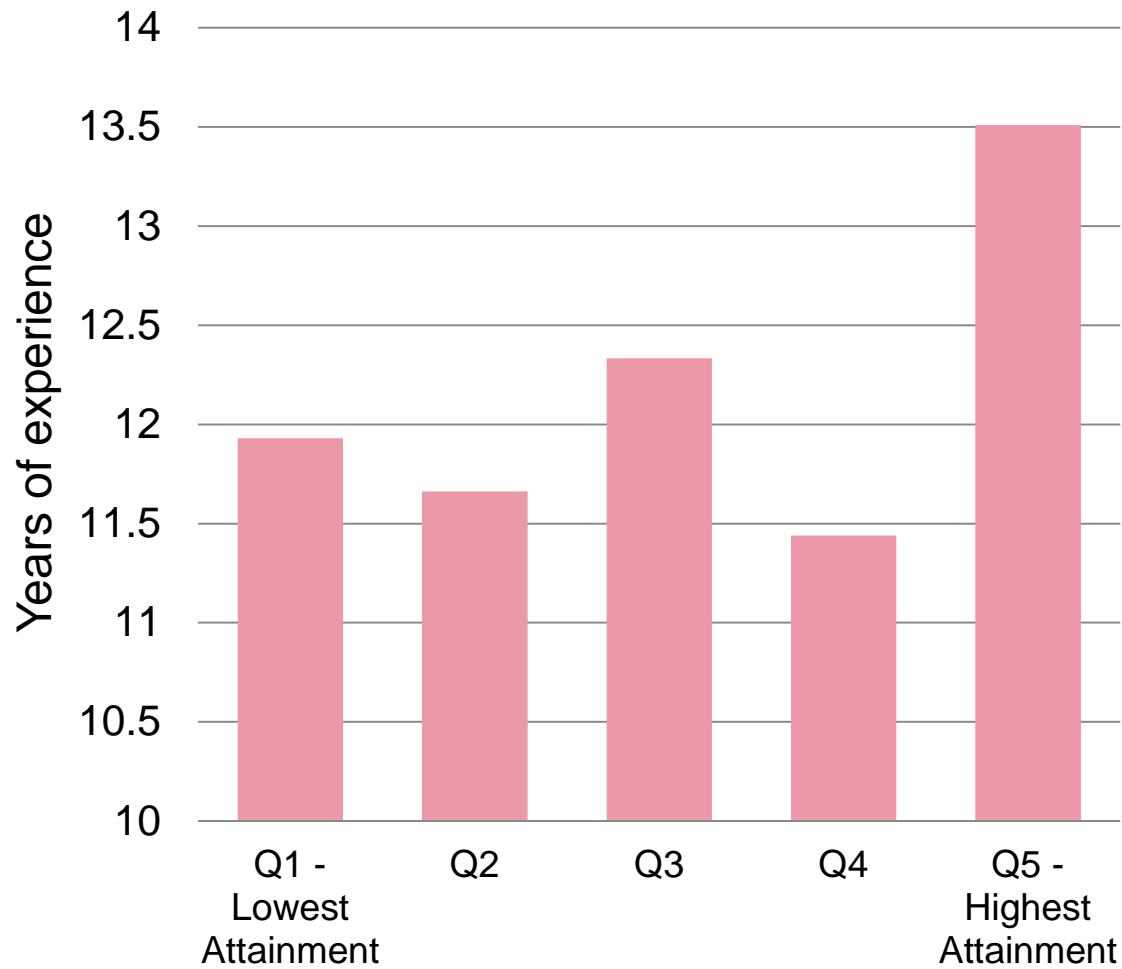
Marginal differences by school type:

- teachers in Independent schools on average have been teaching for 2.7 years more

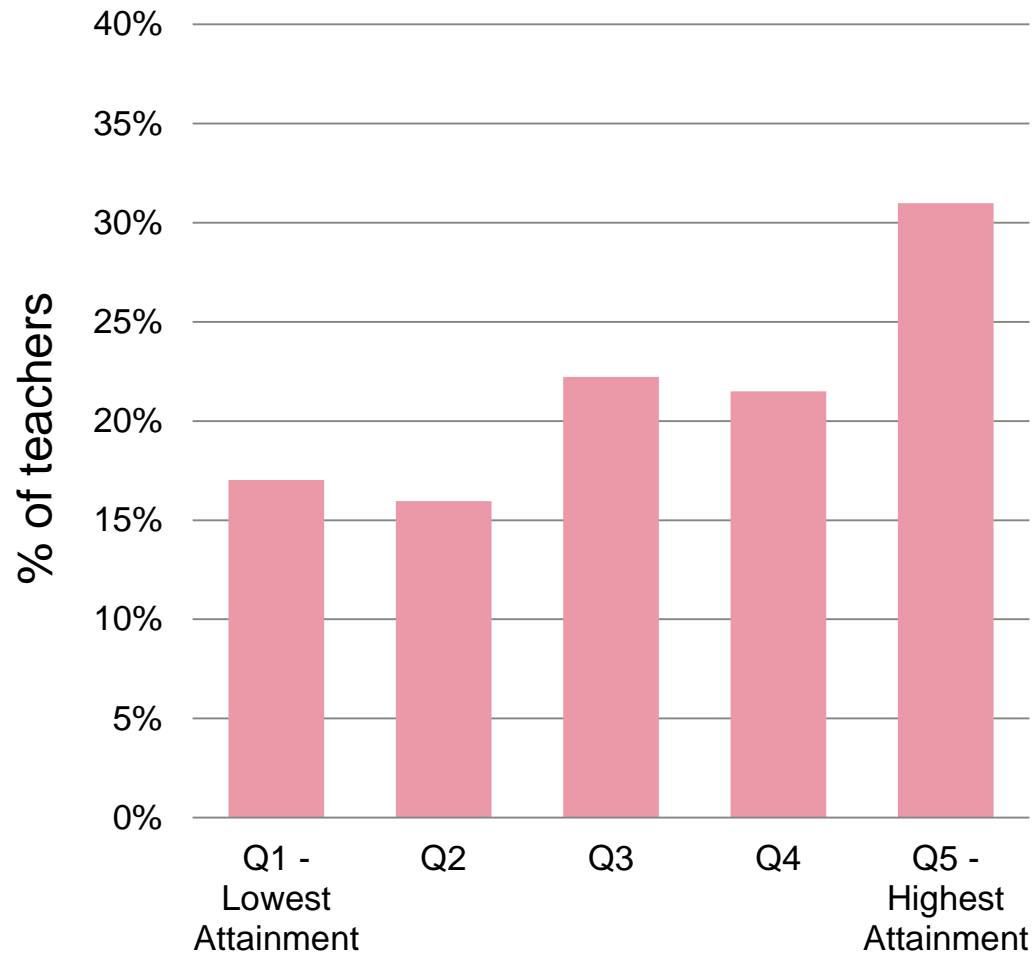
(Note that US teachers are, on average, more experienced than English teachers)

Teachers' experience (years) by level of school attainment at KS4

Approx 40% teachers with 4 years experience or less



Proportion of teachers with MA/PhD by level of school attainment at KS4



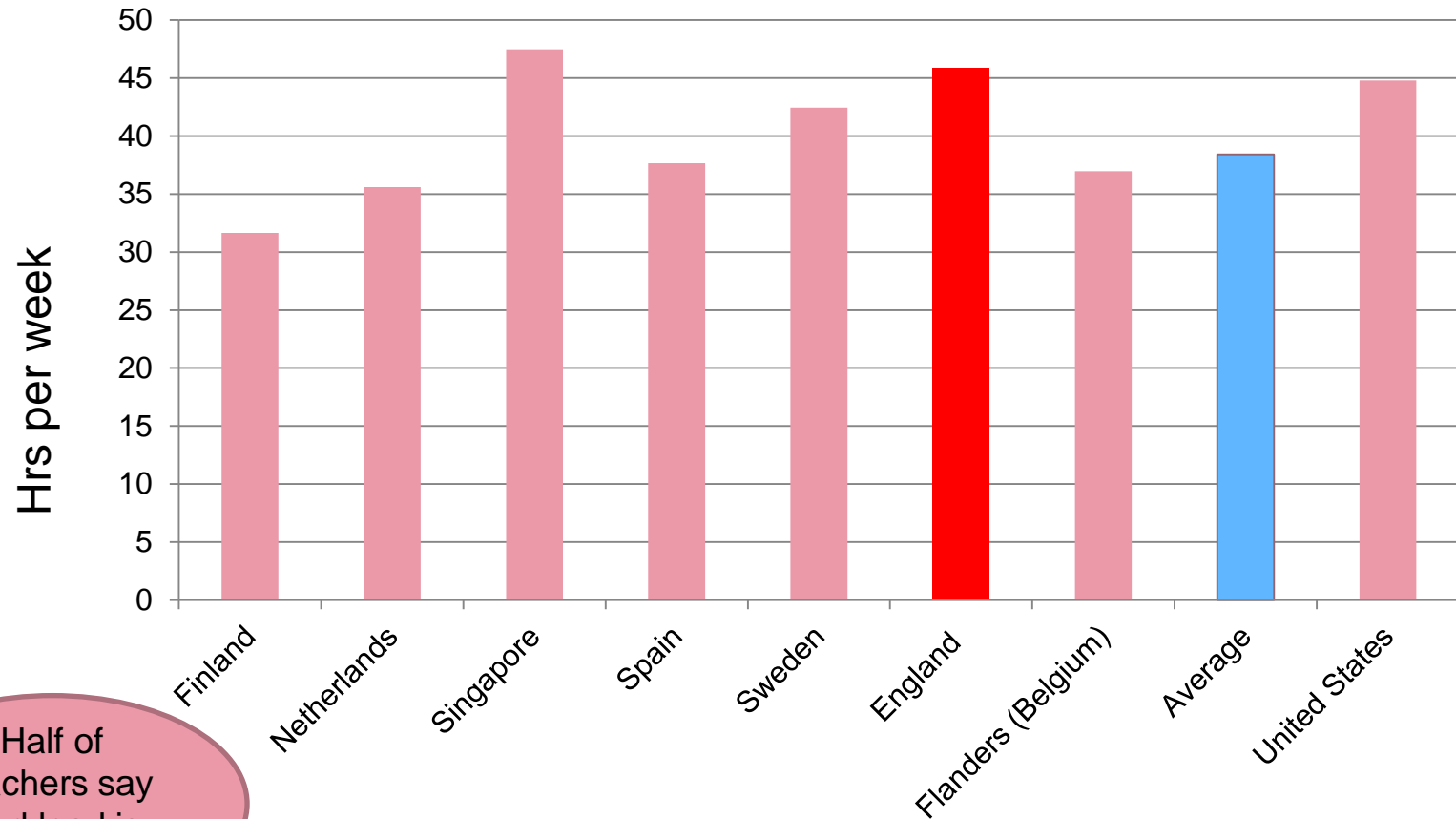
Teachers' subject of degree and training

72% of teachers report having formal education or training in *all* the subjects they are currently teaching (78% in US)

25% of teachers in the lowest attaining schools taught 3 or more subjects

13% of teachers in the highest attaining schools taught 3 or more subjects

Workload – average hours worked per week



Half of teachers say workload is unmanageable

Classroom management vs teaching time

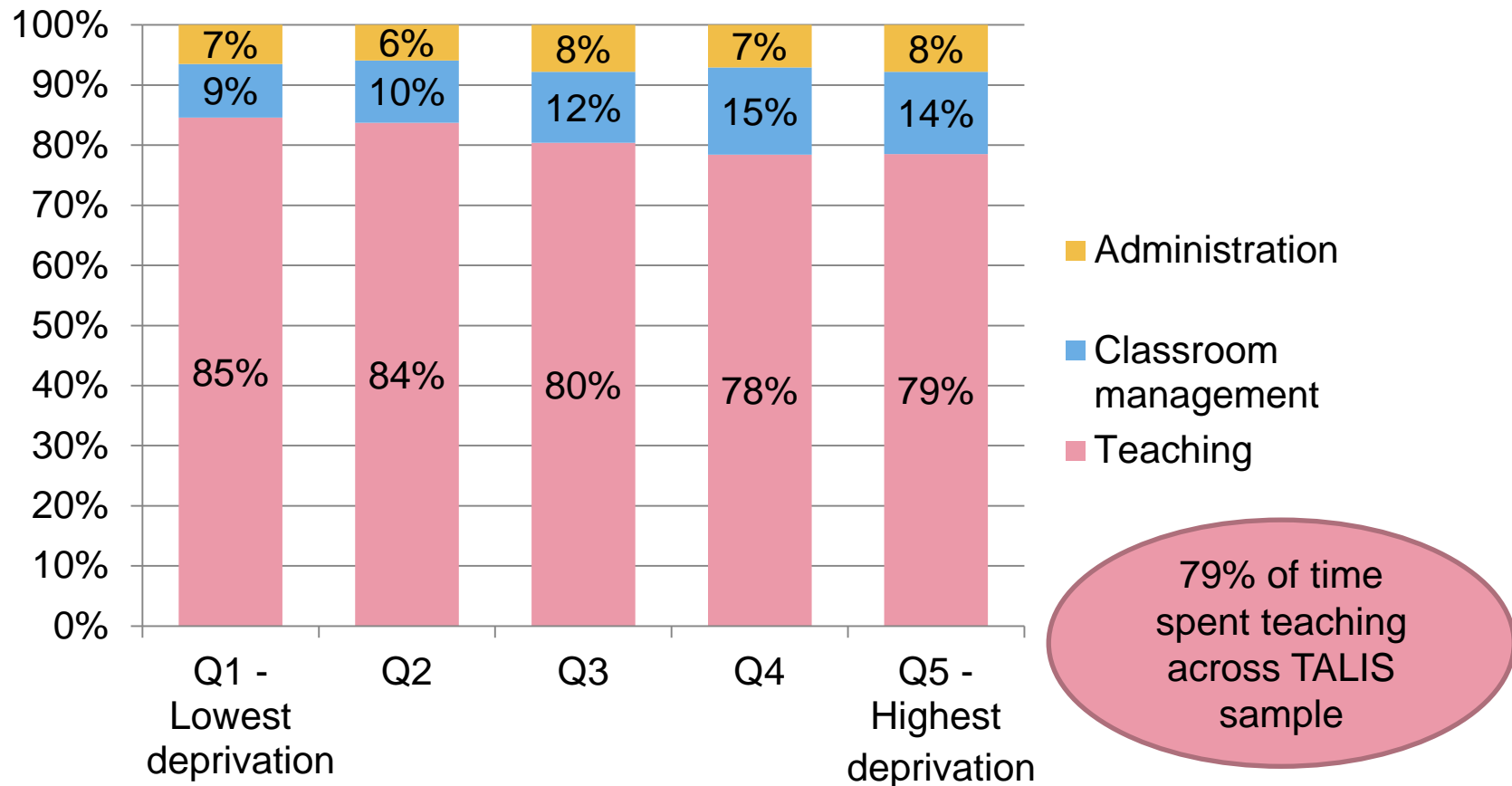
Teachers in the most deprived schools spend:

- significantly more time on admin and classroom management
- **less time on teaching**

Similar pattern was evident for highest / lowest attaining schools

Classroom management vs teaching time

Classroom time allocation, by school deprivation



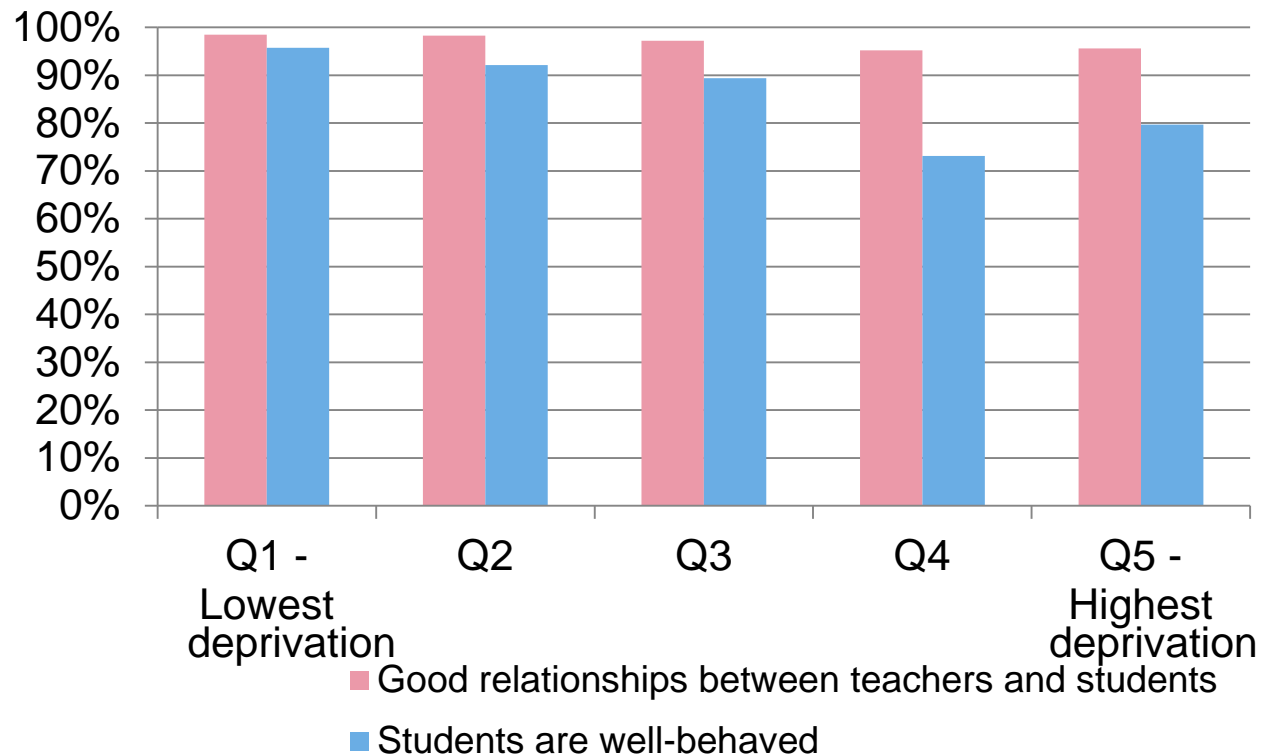
Relationships between teachers and pupils

Teachers in less deprived schools and those with the strongest student intakes were more likely to say that:

- students were well-behaved in their schools
- there were better relationships between students and teachers

Relationships between teachers and students

Proportion of teachers reporting good relationships, and well behaved students, by school deprivation



% of teachers satisfied with their jobs



Implications for policy

English teachers work more hours than teachers in other countries and are somewhat less satisfied

Teachers also not equally distributed across the system

More advantaged schools have teachers that are a little more experienced, more qualified, spend more time teaching

Job quality varies so some schools will find it more difficult to recruit and retain teachers