

POLLING DATA

Our polling, using the National Foundation for Educational Research (NFER) Teachers' Voice Omnibus has allowed us a unique insight into teacher's views and attitudes on the issues of

1. Teaching at challenging schools
2. Teacher development and rewards
3. What makes great teaching

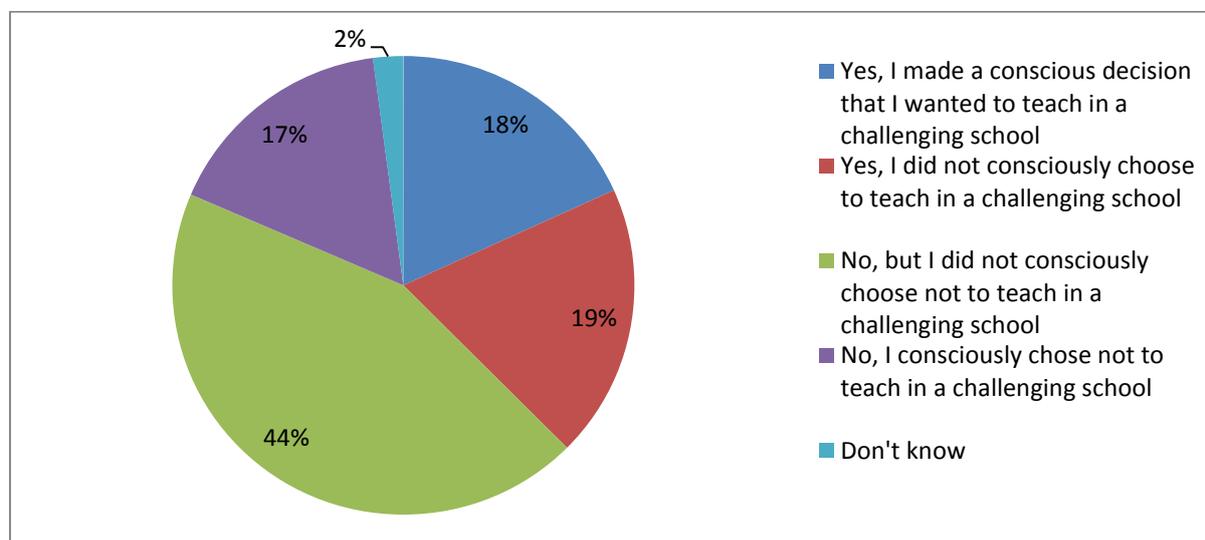
NFER surveyed a representative sample of 1,430 teachers in June 2015 in both primary and secondary schools for their Teacher Voice Omnibus survey.

For all results please note that due to rounding, percentages may not sum to 100.

1. Teacher Recruitment

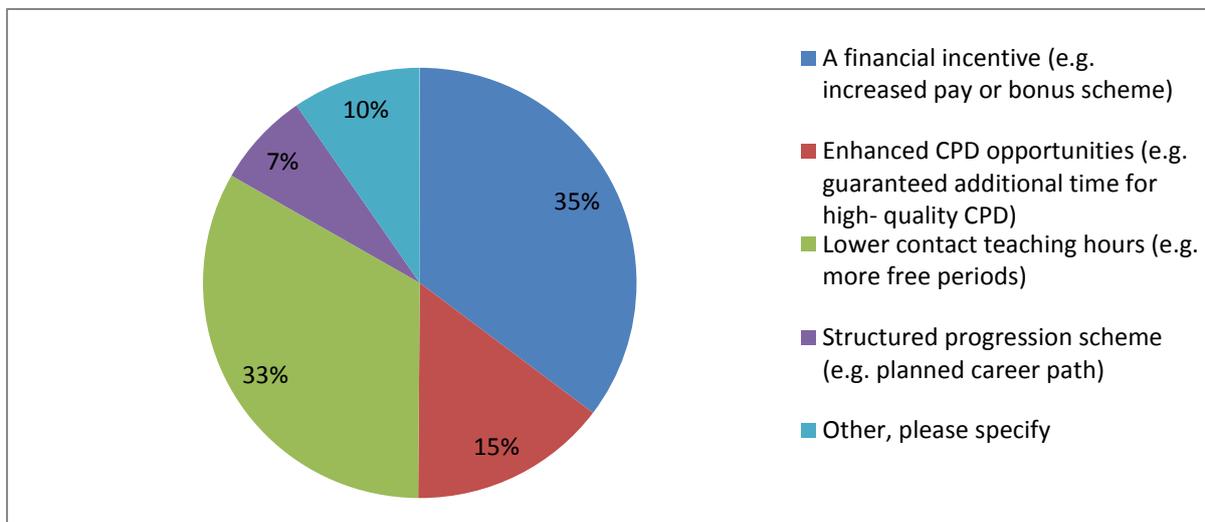
First, we asked questions about teaching in challenging schools and what might encourage teachers to do so. For these questions we defined 'challenging schools' as those that may have poorer results or are in areas with high levels of deprivation.

Q: Do you teach at a challenging school?



18% of teachers made a conscious decision to teach in a challenging school, slightly less than the proportion that teach in a challenging school but did not consciously choose to do so. The majority of teachers who do not teach in challenging schools say they did not make a conscious decision. When looking at secondary school teachers alone, 36% of senior leaders say they made an active decision to teach in a challenging school, compared to just 11% of classroom teachers. This suggests many leaders welcome the challenge and social commitment involved. Primary school teachers answer similarly – with 33% of senior leaders saying it was a conscious decision as opposed to 13% of classroom teachers.

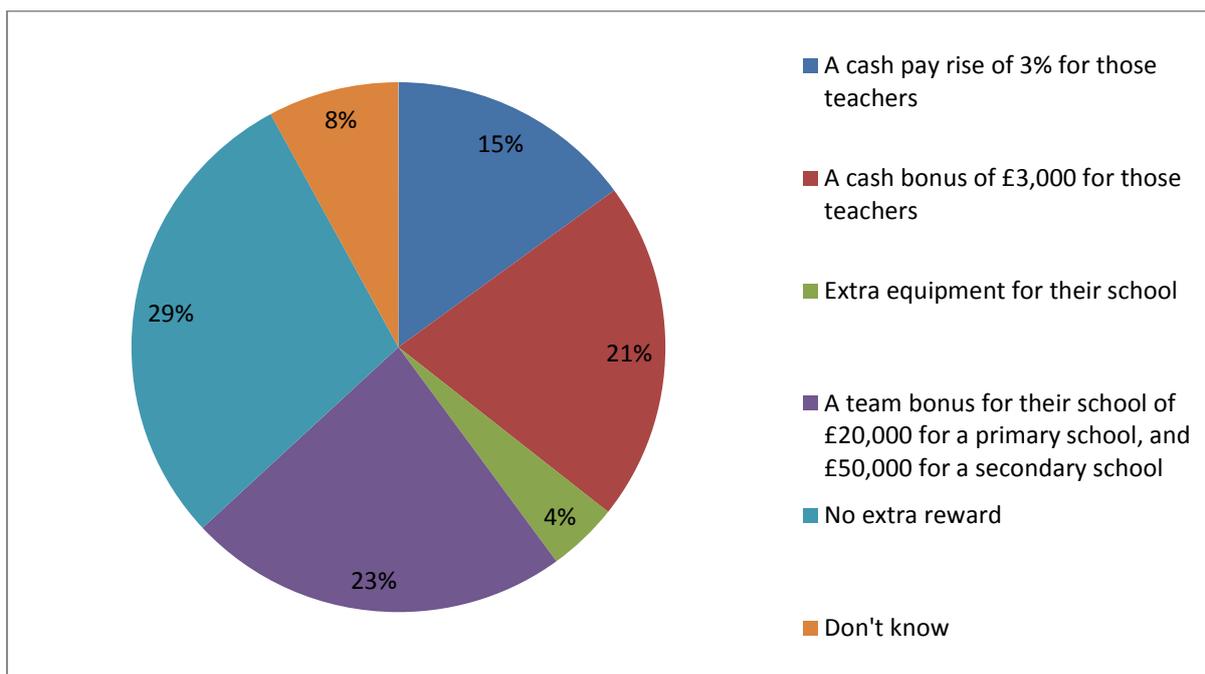
Q: What do you think is the most important thing the Government could do to encourage more teachers to teach in challenging schools for at least part of their career?



The most popular response overall was for increasing financial incentives, but the most popular suggestion for secondary school teachers was fewer contact hours (41%). Other suggestions, under 'Other', mainly focused on less pressure and greater recognition of the challenges faced by teachers in these schools from Ofsted and/or the government.

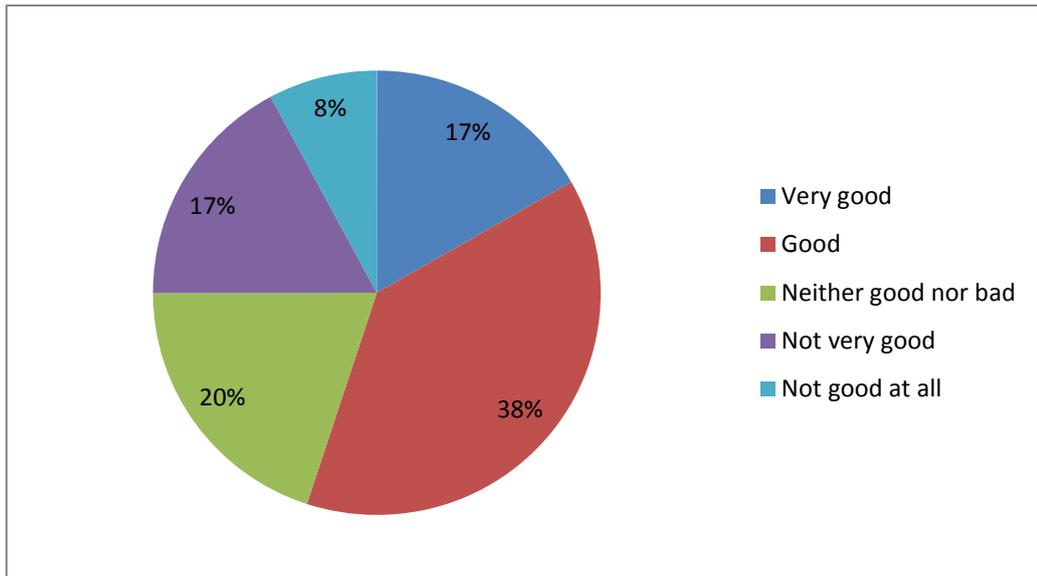
1. Teacher Development and Incentives

What, if anything, do you think is the best way to reward teachers who improve their class progress and results?



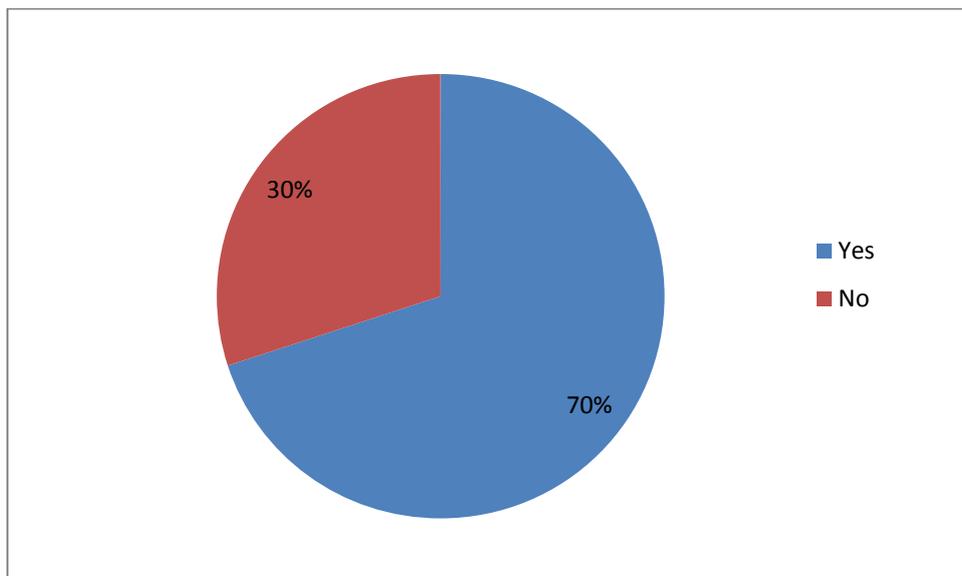
Performance related pay is part of the system in schools now, though it is still controversial. The answers to this question are interesting: 63% of teachers say that there should be a financial reward of some sort for teachers who improve results and progress. Teachers are fairly split on what form that reward should take with 23% supporting team bonuses for schools – the most popular of the three options – followed by 21% backing a one off cash bonus and 15% a straightforward pay rise. 29% say there should be no extra reward and 8% don't know.

How good do you consider your opportunities for professional development are?



In general, teachers seem positive about their opportunities for professional development. 55% rated their opportunities as good or very good, but a worrying one in four - 25% - say their opportunities were not very good or not good at all.

Are you happy to be observed regularly while you are teaching?

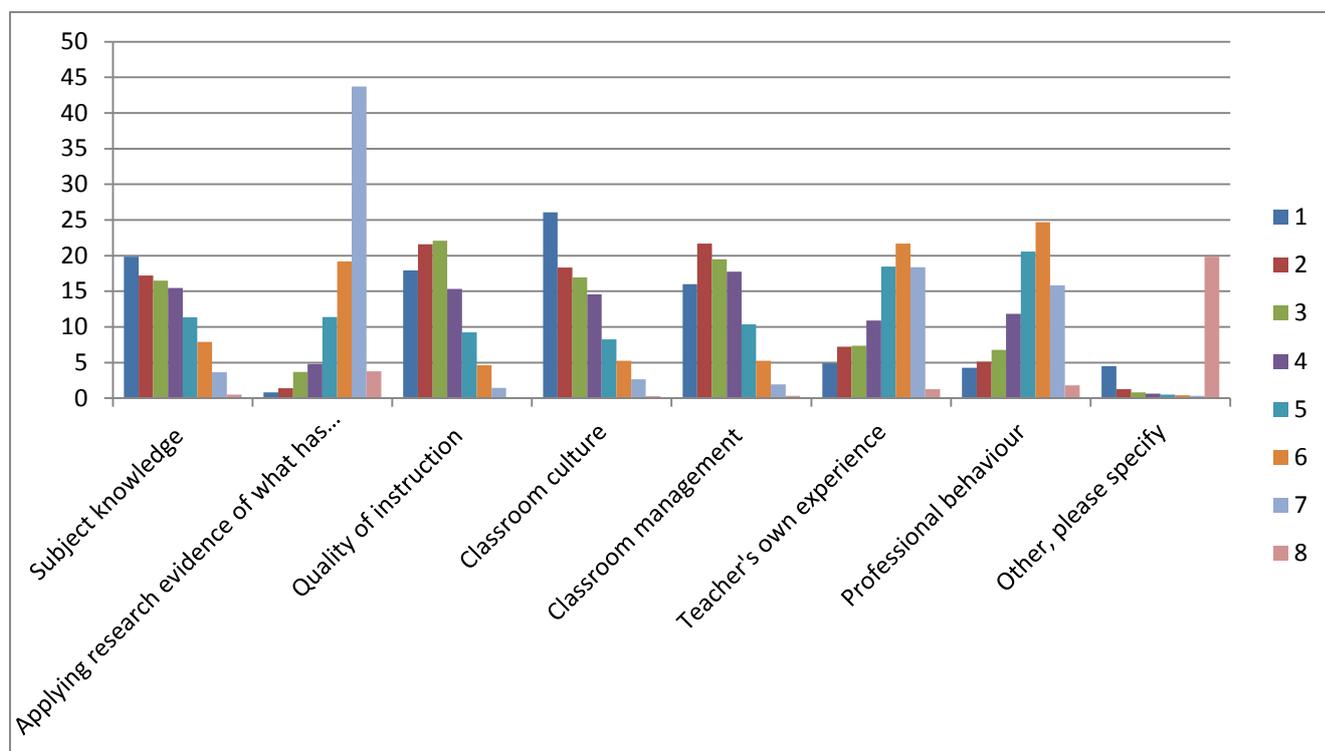


Teacher observation has become a major issue of contention with the teaching unions recently. So it is interesting to see that the vast majority of teachers are happy to be observed regularly, though again there are splits by seniority – 81% of senior leaders – those most likely also to be observing colleagues -are happy to do so, but so are 59% of classroom teachers. Observations can be one of the most effective ways of evaluating teacher effectiveness, if used as part of a formative process.¹

1. What makes great teaching?

We asked teachers to rank a number of characteristics of what makes great teaching, in order of importance, based on the evidence in the Sutton Trust report from 2014. The most highly ranked answer was ‘classroom culture (e.g. a supportive but demanding culture in the class)’, with 44% of teachers ranking this as the first or second most important component of great teaching. Also ranked as important were ‘quality of instruction (e.g. effective questioning and assessment methods in the class)’, ‘subject knowledge (e.g. a very deep understanding of the subject being taught)’ and ‘classroom management (e.g. efficient use of lesson time, clear rules and boundaries about behaviour)’. By far the least important for teachers was ‘applying research evidence of what has worked elsewhere to the classroom’ (44% of teachers ranked this as the least important of the options given).

The graph below shows the percentage of teachers who ranked each of the options 1st, 2nd etc.



¹ <http://www.suttontrust.com/researcharchive/great-teaching/>