

EDUCATION

Teachers' Survey 2015-16

Contents

Notes	3
Summary	4
Job satisfaction	5
Overall satisfaction with role	5
Positive and negative aspects of the role	5
Attitudes towards the school	6
Workload challenges	7
Health and wellbeing	8
Practices within schools	9
Quality of teaching	9
Celebrating teaching practice	10
Education Department priorities	11
PE, sport and extra-curricular activities	12
Pupil behaviour management	13
Pay and pension	16

Notes

The Jersey Teachers' Survey was run for the first time in the autumn of 2015. The aim of this voluntary survey was to find out how teaching professionals in Jersey feel about various aspects of their work and to understand the general views of teachers on the ethos, leadership and management within their schools. The survey covered areas of education such as professional development, resources, pupil behaviour, classroom practices and teaching and learning strategies.

The results of the survey will provide the Education Department with a better understanding of the issues faced by teaching professionals in Jersey schools today and will inform policies and decision making in the future.

Population and response rate

The Jersey Teachers' Survey was sent to all qualified teaching professionals in Jersey (around 1,000) to complete during the month of September 2015. Teachers in all sectors were given the opportunity to complete and return the survey i.e. in the States non fee-paying, States fee-paying and non-provided (private) schools. Survey forms were provided in paper format and teachers could also complete and submit the survey online if preferred.

The response from teaching professionals was high, with 45% of all teachers completing and returning survey forms. In addition to a good response rate overall, statistical weighting techniques have been used to compensate for different *patterns* of non-response from different sub-groups of the teaching population; the survey responses have been weighted by educational sector and school type (primary/early years, secondary/further education colleges and special schools). By weighting the responses, we can be more confident that the survey results are broadly accurate and representative of Jersey's entire teaching population. However, as with all sample surveys there is an element of statistical uncertainty, therefore, the report focuses on *significant* findings.

The Education Department wishes to thank the 500 teachers who completed and returned the questionnaire.

Teachers' Survey Summary

45% response rate

Workload Challenges

The most commonly cited unnecessary and unproductive tasks are...



31% basic administrative tasks



19% recording, inputting, monitoring and analysing data



14% staff meetings



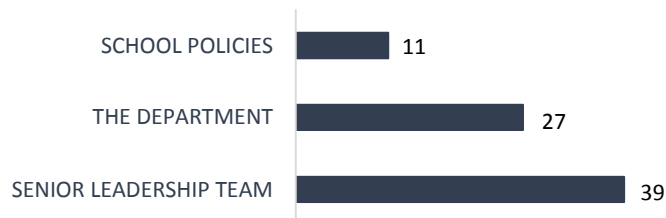
12% assessment



12% working within policy remits

"It's not necessarily that tasks are unnecessary – rather that there is little time given to complete them."

These tasks come from... (%)



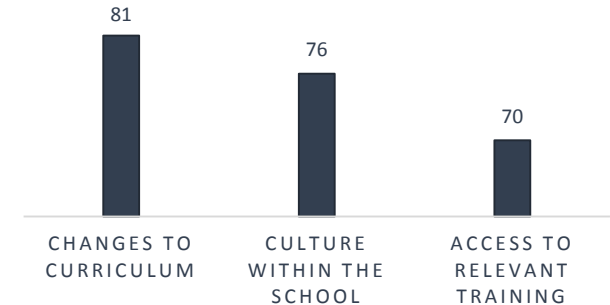
Health and Wellbeing

68% of teachers say their health is good or very good

87% of teaching professionals are satisfied with their current role

Practices within Schools

Issues that have the greatest impact on the quality of teaching... (%)



48% of teachers agree that restructuring the academic year would lead to better outcomes for students

Areas that should be a priority for the Department over the next 5 years...



Life-long learning 85%

Raising standards 84%

Supporting families 80%

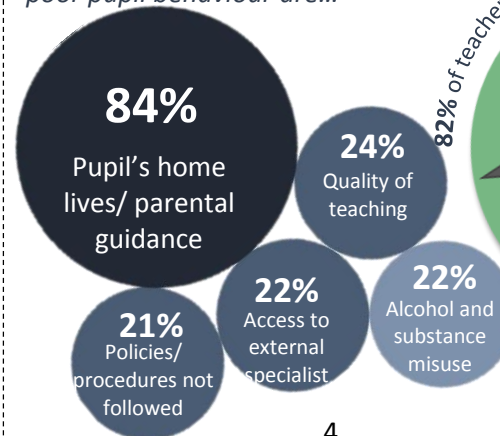
ICT within schools 64%

Autonomy 59%

Reshaping the curriculum 47%

Pupil Behaviour

Teachers believe the main reasons for poor pupil behaviour are...



82% of teachers believe that pupil behaviour in their school is good or very good

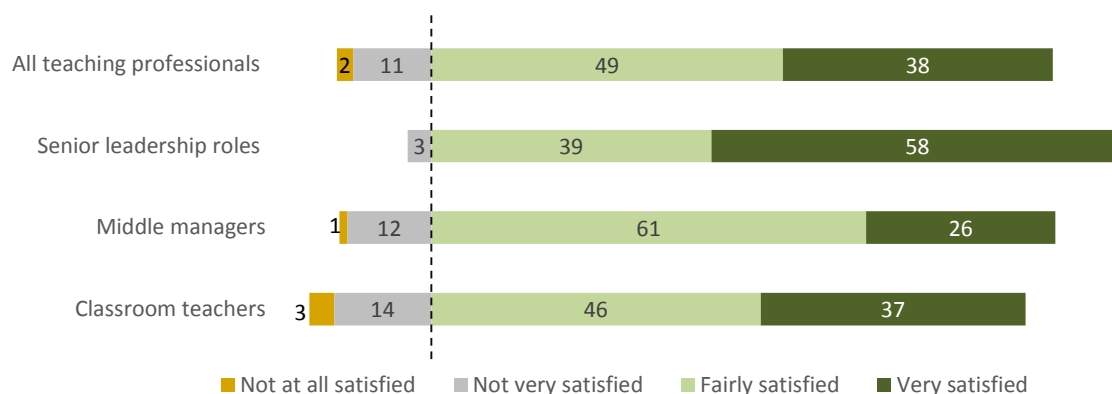
Job satisfaction

Overall satisfaction with current role

Jersey teachers were asked to rate how satisfied they felt with their current role. Results show that, at the time the survey was run, 87% of teachers were either ‘very’ (38%) or ‘fairly’ (49%) satisfied with their current positions. Only 2% of teachers reported being ‘not at all’ satisfied.

Overall satisfaction was found to vary significantly by the type of role held. A higher proportion of teachers in ‘senior leadership’ (97%) roles were found to be either ‘very’ or ‘fairly’ satisfied in their jobs compared to those holding ‘middle management’ (87%) or ‘classroom teacher’ roles (83%).

Figure 1: “Overall, how satisfied are you in your current role?” By role type

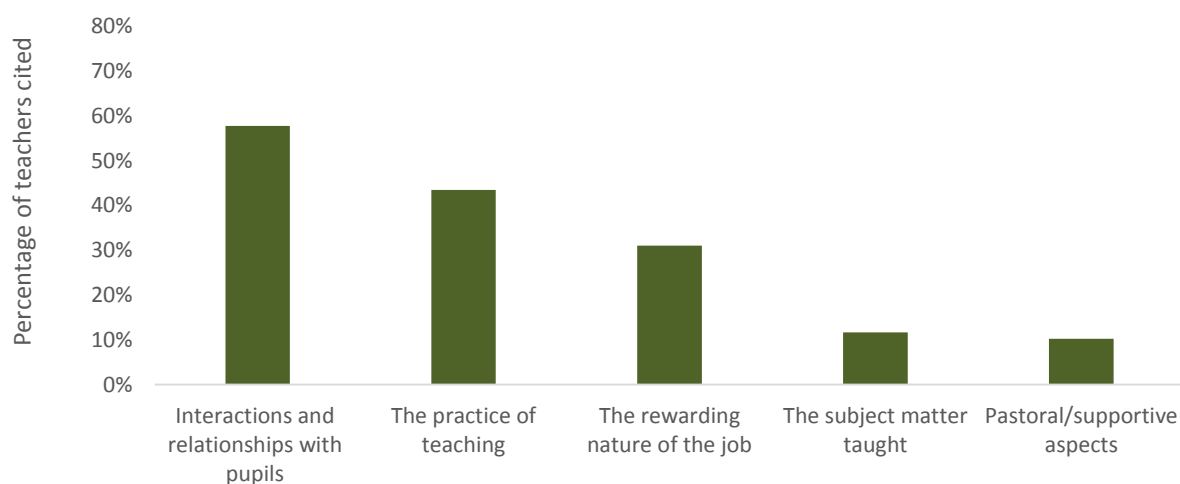


Positive and negative aspects of the role

In this section teachers were asked to describe, in open text, the aspects of their jobs they liked the most and those they felt most concerned about.

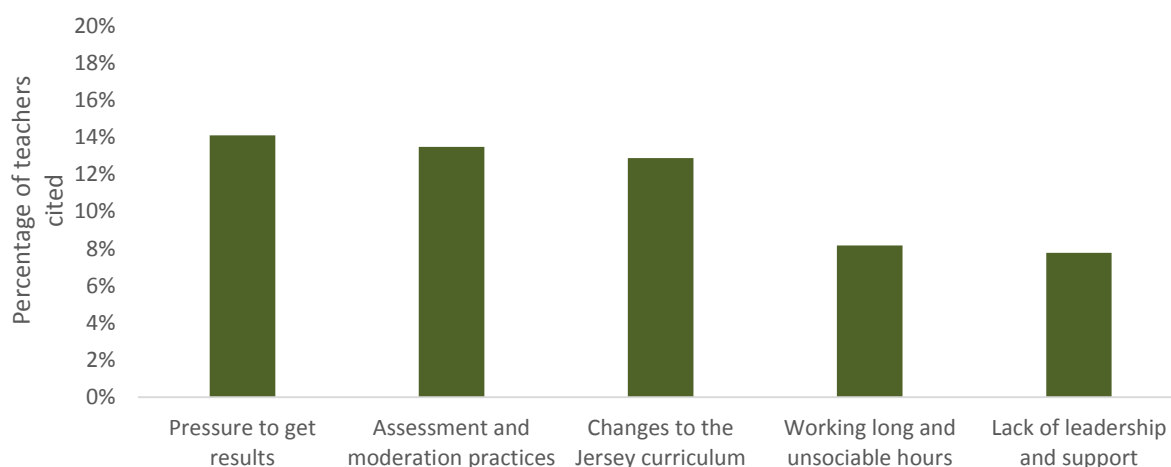
The most commonly cited positive aspects of teaching were the ‘interactions and relationships formed with pupils’ (cited by 58% of teachers), the ‘practice of teaching’ (45%) and the ‘rewarding nature of the job’ i.e. watching pupils learn and progress (31%).

Figure 2: “What aspects of your job do you like the most?”



In comparison, the aspects of the job that teachers felt most concerned about were ‘the pressure to get results’ (14%), ‘assessment and moderation practices’ (13%) and ‘changes to the Jersey curriculum’ (13%).

Figure 3: “What aspects of your job are you most concerned about?”



Attitudes towards the school

One aim of the survey was to gain an insight into the feelings and attitudes of teachers towards the ethos and practices within their school.

More than two-thirds (70%) of teachers in Jersey said that they would recommend their school as a good place to work. Responses to this question were found to vary significantly depending on the teaching role held within the school.

Whilst almost all teachers holding roles within ‘senior leadership teams’ (96%) said that they would recommend their school as a good place to work, less than two-thirds of teachers holding ‘middle management’ (62%) or ‘classroom teacher’ (63%) roles agreed that they would.

Table 1: “Would you recommend your school as good place to work?” By role type

	Yes	No	Not Sure
Classroom teacher	63%	13%	24%
Middle manager	62%	11%	27%
Senior leadership team	96%	1%	3%
All teaching professionals	70%	10%	20%

**Numbers in this table have been rounded independently and so rows may not add up to 100%*

Teachers were also asked whether they would recommend their school to their friends, who were considering a school for their children. More than four-fifths (83%) of all teachers said that they would recommend their school, one in twenty (5%) said they would not and a further one in ten (12%) reported that they were unsure. Again, a significant difference was found between the proportion of teachers in ‘senior management’ roles (95%) and those in ‘middle management’ and ‘classroom teacher’ roles (80 and 79% respectively) who responded positively to the question.

Responses to this question were also found to differ significantly between the school sectors. More than nine in ten teachers in the non-provided (95%) and States fee-paying (92%) sectors said that they would recommend their school to their friends. This compares to three-quarters of teachers in the States non fee-paying sector (75%).

Table 2: “Would you recommend your school to your friends, to send their children to?” By sector

	Yes	No	Not Sure
Non-provided	95%	0%	5%
States fee-paying	92%	1%	7%
States non fee-paying	75%	8%	17%
All	83%	5%	12%

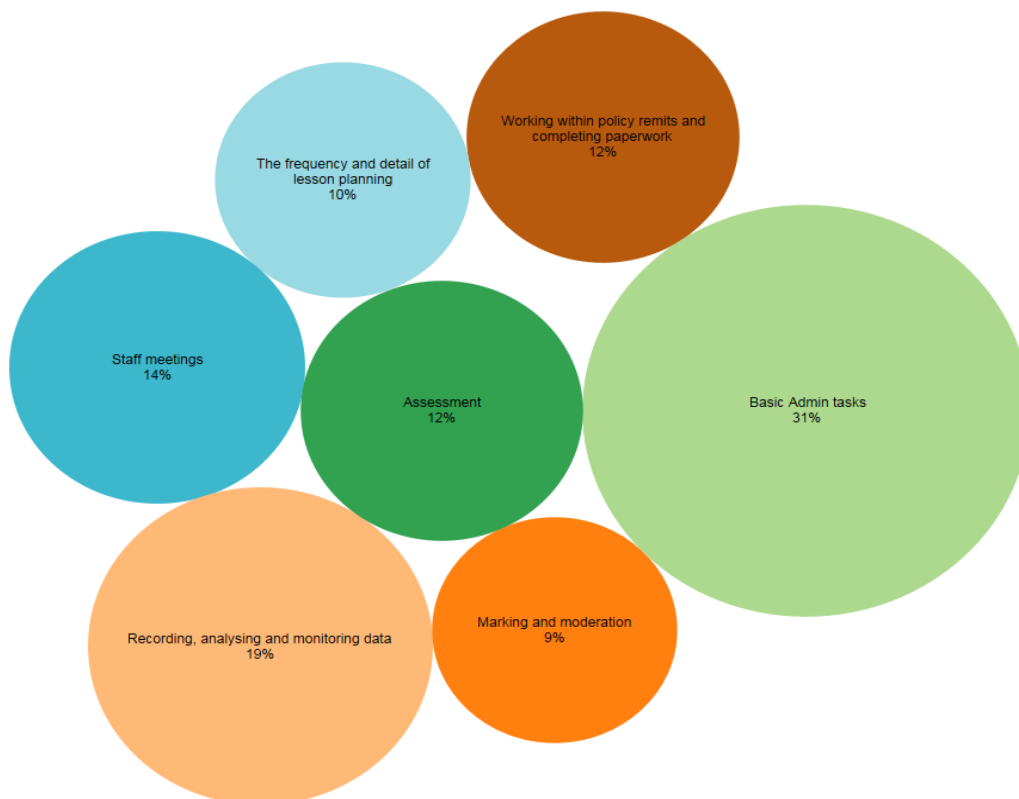
**Numbers in this table have been rounded independently and so rows may not add up to 100%*

Workload challenges

In this section, teachers were asked to describe, in open text, the tasks they felt were burdensome and unnecessary and where these tasks came from.

The tasks most commonly cited as burdensome and unproductive were ‘basic admin tasks’ (cited by 31% of teachers who responded), ‘recording, analysing and monitoring data’ (19%), ‘staff meetings’ (14%), ‘working within policy remits’ (12%) and ‘general assessment practices’ (12%).

Figure 4: “Tell us about any unnecessary and unproductive tasks which take up too much of your time” (presented as the proportion of teachers who cited)



When asked where these unnecessary and unproductive tasks came from, the most common responses from teachers were ‘Senior Leadership Teams within schools’ (referenced by 39% of teachers who responded), the ‘Education Department’ (27%) and ‘school policies’ (11%).

Table 3: “Where do these tasks come from?” (as the proportion of teachers who cited)

	Percentage of teachers
Senior Leadership Team within the school/Head	39%
The Education Department	27%
School policies	11%
Requirements of the job	6%
Parent requests	4%

**Numbers in this table have been rounded independently and so rows may not add up to 100%*

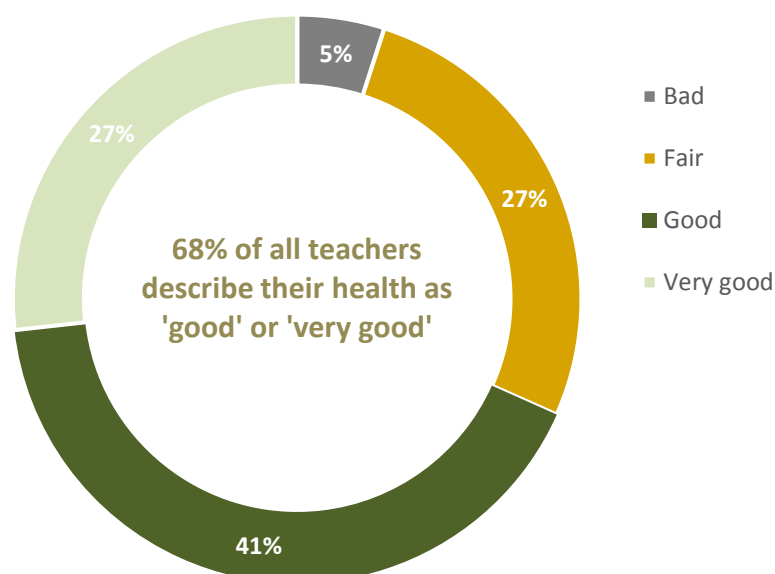
Health and wellbeing

General health

When asked to describe their general health, more than two-thirds (68%) of teaching professionals said that their health was either ‘good’ or ‘very good’. A further quarter (27%) of teachers described their health as ‘fair’ and one in twenty (5%) described their health as ‘bad’.

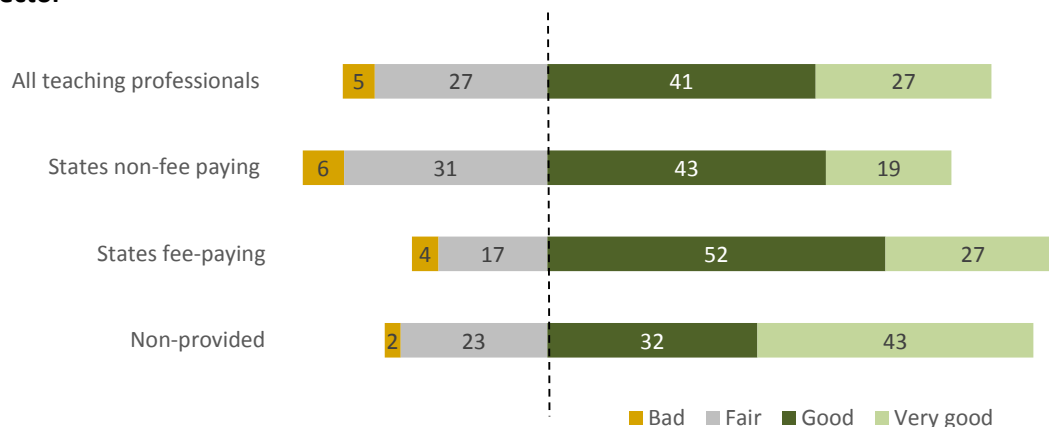
The Jersey Annual Social Survey (JASS) is an opinions and behaviour survey run once a year which asks the residents of Jersey a host of questions on different topics. In each round of the survey from 2007 to 2014 a similar question on general health has been asked of Jersey adults. Results have shown that the proportion of adults in Jersey that rate their general health as ‘good’, ‘very good’ or ‘excellent’ has ranged from 83% to 88% over the period 2007 to 2014.

Figure 5: “Thinking about the last twelve months, how would you describe your general health?”



How teachers rate their general health was found to vary by sector. A higher proportion of teachers in the States fee-paying (79%) and non-provided (75%) sectors described their health as ‘good’ or ‘very good’ compared to in the States non-fee paying sector (62%).

Figure 6: “Thinking about the last twelve months, how would you describe your general health?” By sector



Practices within schools

Quality of teaching

When asked about the issues that impacted the quality of teaching in their schools, around four-fifths of teachers reported that the ‘frequency of changes to the curriculum and teaching practices’ (81%) and the ‘culture within their schools’ (76%) had had a medium to high impact over the last three years.

Table 4: “Thinking about your school over the last three years, please indicate how much the following issues impact the quality of teaching”

	Not applicable to my school	No impact	Low impact	Medium Impact	High impact
The frequency of changes to the curriculum and teaching practices	2%	5%	11%	28%	53%
The culture within the school (including praise or blame)	2%	7%	13%	39%	37%
Access to relevant training for all the subjects and pupils groups that teachers are required to teach	4%	6%	20%	46%	25%
Access to continuing professional development	2%	7%	23%	43%	26%
The frequency of changes to leadership	12%	12%	21%	29%	26%
The provision of support for teachers who experience difficulties	7%	11%	28%	28%	26%
The frequency of supportive and developmental classroom observations	5%	13%	32%	36%	13%

**Numbers in this table have been rounded independently and so rows may not add up to 100%*

Celebrating teaching practice

Around two-thirds of teachers said that good teaching practice was celebrated in their school to some extent (47%) or to a great extent (18%). One in ten teachers (10%) reported that good practice was not celebrated at all in their institutions.

Whilst more than four-fifths of teachers in ‘senior leadership teams’ (86%) reported that good teaching practice was celebrated to ‘some extent’ or to ‘great extent’ in their schools, around three-fifths of teachers in ‘middle management’ (55%) and ‘classroom teacher’ (62%) roles agreed that this was the case. Around one in seven classroom teachers (14%) reported that good teaching practice was celebrated to ‘no extent’ within their school.

**Figure 7: “Please indicate to what the extent good teaching practices are celebrated in your school”
By role type**

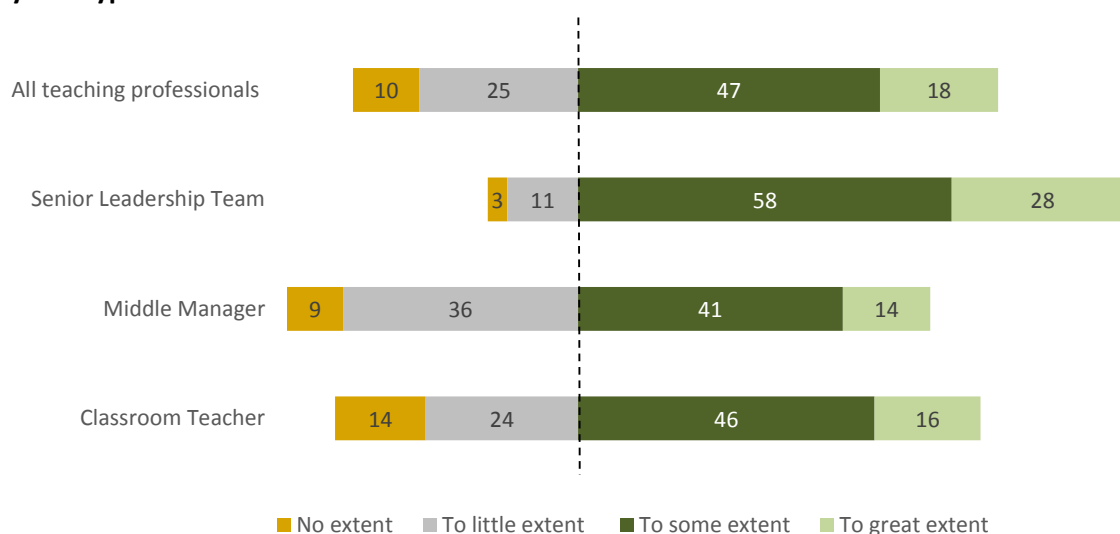


Table 5: “Please indicate how much you agree or disagree with the following statements.”

	Strongly disagree	Slightly disagree	Slightly agree	Strongly agree
The Qualified Teacher Status is important	2%	6%	15%	76%
All teachers should be entitled to receive CPD during work hours	1%	2%	18%	79%
Restructuring the academic year, so that there are an increased number of shorter terms, would lead to better outcomes for pupils	29%	23%	29%	19%
Restructuring the academic year, so that there are an increased number of shorter terms, would be positive for the wellbeing of teachers	30%	25%	26%	18%
SOJ Education policies help to improve outcomes for pupils	10%	36%	48%	6%

**Numbers in this table have been rounded independently and so rows may not add up to 100%*

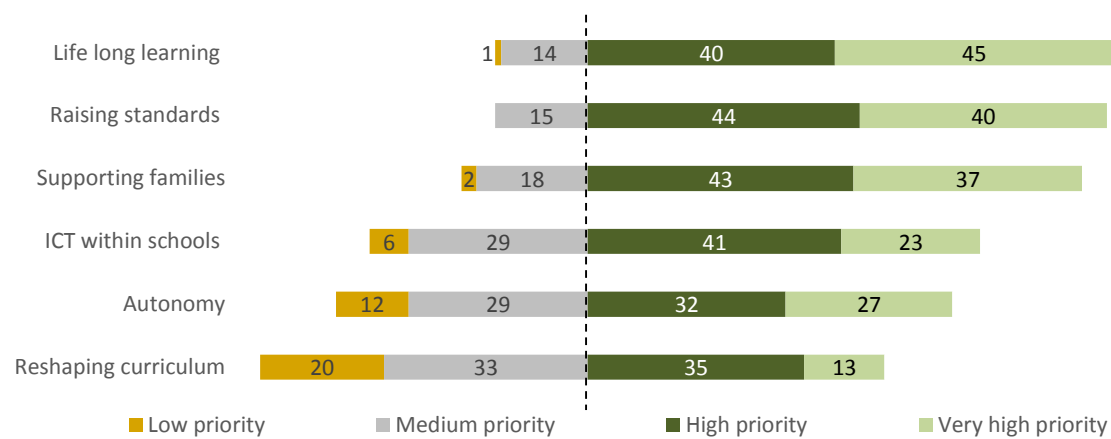
Whilst almost all teachers agreed (slightly or strongly) that the Qualified Teacher Status (93%) was important and that all teachers should be entitled to receive Continuing Professional Development (CPD) during work hours (97%), less than half of teachers agreed that restructuring the academic year to include an increased number of short terms would be positive for the well-being of teachers (44%) and improve outcomes for pupils (48%). Around a third of teachers strongly disagreed that restructuring the academic year would be positive for teachers or pupils.

Education Department priorities

Teachers were asked what importance the Education Department should place on the priorities outlined in the Education Business Plan over the next five years.

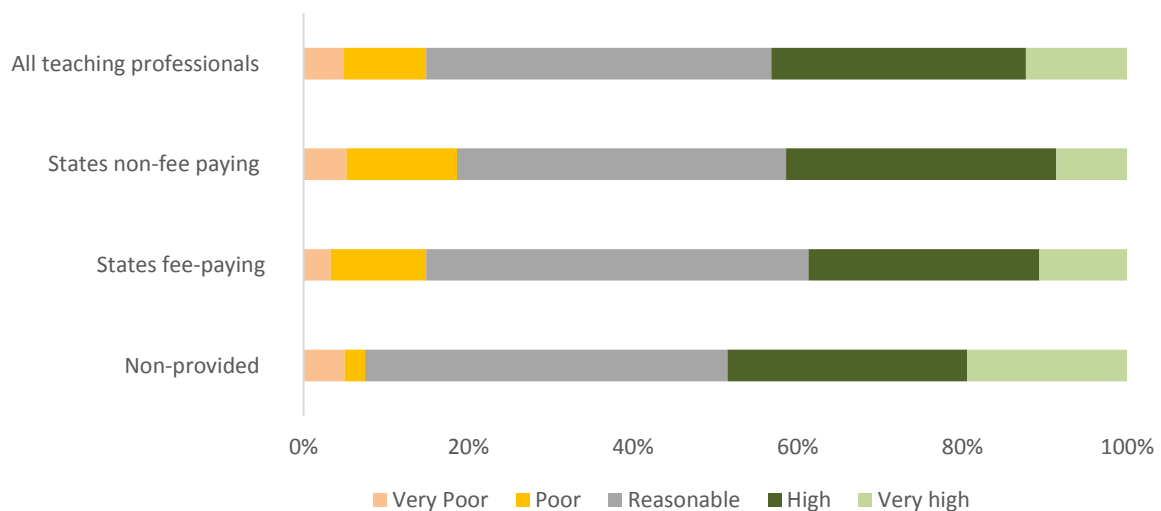
Around four-fifths of teachers said that ‘life-long learning and skills’ (85%), ‘raising standards in schools’ (84%) and ‘supporting families’ (80%) should be ‘high priority’ or ‘very high priority’ for the Department over the next five years.

Figure 8: “What priority do you think that the Education department in Jersey should give to following over the next five years”



The quality of Continuing Professional Development (CPD)

Figure 9: “How do you rate the quality of the continuing professional development (CPD) provided by your school?” By sector



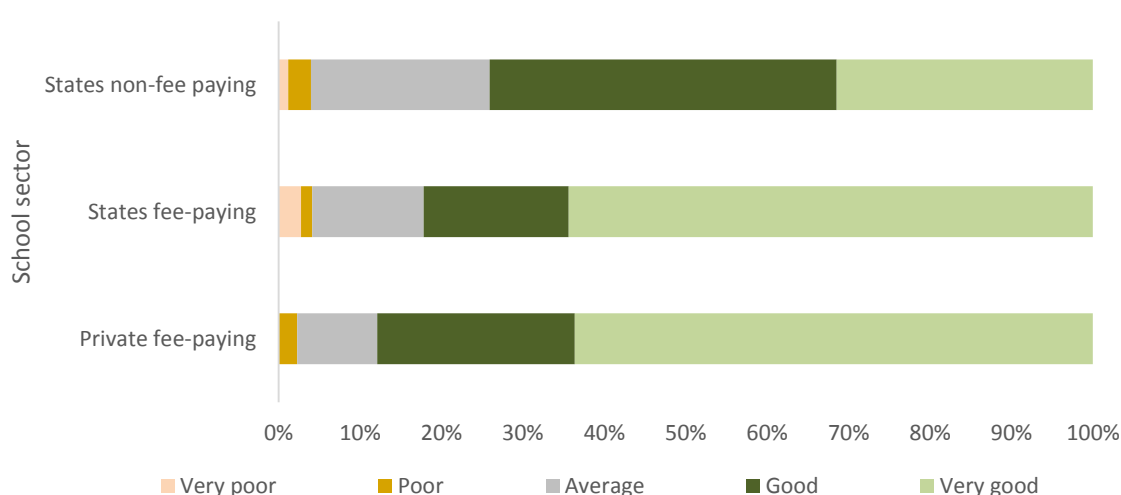
More than two-fifths (43%) of teachers said the quality of Continuing Professional Development provided by their school was either 'high' (31%) or 'very high' (12%). A further two-fifths (42%) of teachers felt that the quality of CPD within their school was 'reasonable' and around one in seven (15%) rated it as 'poor' or 'very poor'.

The rating that teachers gave to the quality of CPD provision in their school was found to vary significantly by sector. Within the non-provided sector almost half (49%) of teachers rated the quality of CPD provision as either 'good' or 'very good'. This compares to around two-fifths of teachers in the States fee-paying (39%) and States non-fee paying (41%) sectors.

PE, sport and extra-curricular activities

Four-fifths of teachers rate the quality of the overall provision of PE in their school as either 'good' (33%) or 'very good' (46%). Although the provision of PE was rated similarly in primary, secondary and special schools results on this indicator were found to differ significantly by sector.

Figure 10 “How would you rate the quality of the overall provision of PE in your school?” By sector



In the non-provided and States fee-paying sectors almost two-thirds (64%) of teachers rated the PE provision in their school as 'very good' and around a fifth rated it as 'good' (24% and 18% respectively). In the States non-fee paying sector around a third (31%) of teachers rated PE provision in their school as 'very good' and around two-fifths rated it as 'good' (43%).

Teachers were asked whether all pupils were engaged in PE in their school, including those with special educational needs. Almost all teachers (94%) reported that all pupils in their school were engaged in PE to 'some' or 'great' extent.

Table 6: “To what extent does your school engage all pupils in PE (including those with special educational needs)?”

	To no extent	To little extent	To some extent	To great extent
All teaching professionals	1%	5%	26%	68%

**Numbers in this table have been rounded independently and so rows may not add up to 100%*

More than four-fifths (82%) of teachers reported that PE, sport and physical activity make a positive impact on the health and well-being of pupils in their school and more than half of teachers said that it contributed positively to pupil 'confidence' (59%), 'behaviour' (56%) and the 'integration of the whole school community' (51%).

Figure 11: “In which of the following areas do you think that PE, sport and physical activity makes a positive contribution in your school?”



Pupil behaviour management

In this section teachers were asked about the behaviour of pupils in their schools, the possible causes for challenging pupil behaviour and the systems in place to promote positive conduct.

More than four-fifths (82%) of all teachers rated the behaviour of pupils in their schools as either 'good' or 'very good'. This proportion was seen to differ significantly by sector; 100% of teachers in the non-provided sector described pupil behaviour in their school as 'good' or 'very good' compared to more than nine tenths (94%) of teachers in the States fee-paying sector and around two-thirds (69%) of in the States non-fee paying sector.

Table 7: “How would you rate the pupil behaviour in your school?” By sector

	Very poor	Poor	Average	Good	Very good
Non-provided	0%	0%	0%	17%	83%
States fee-paying	0%	1%	4%	48%	46%
States non fee-paying	1%	6%	23%	44%	26%
All teaching professionals	0%	4%	14%	37%	45%

**Numbers in this table have been rounded independently and so rows may not add up to 100%*

Teachers were asked what they believed to be the main reasons for poor pupil behaviour in their school (discounting factors such as special educational needs and disability).

More than four-fifths (84%) teachers identified a ‘pupil’s home life/parental guidance’ as a main cause of poor pupil behaviour in their school. Other contributing factors identified by teachers included the ‘quality of teaching’ (24%), ‘access to external specialist support’ (22%), ‘alcohol, drug and other substance misuse amongst pupils’ (22%), ‘policies and procedures for dealing with poor pupil behaviour not being followed’ (21%) and a ‘lack of support for staff in the classroom’ (19%).

Figure 12: “Research has shown that special educational needs and disability are factors in some pupils’ challenging behaviour. Discounting these medical factors, what do you think are the main reasons for poor behaviour in you school?”

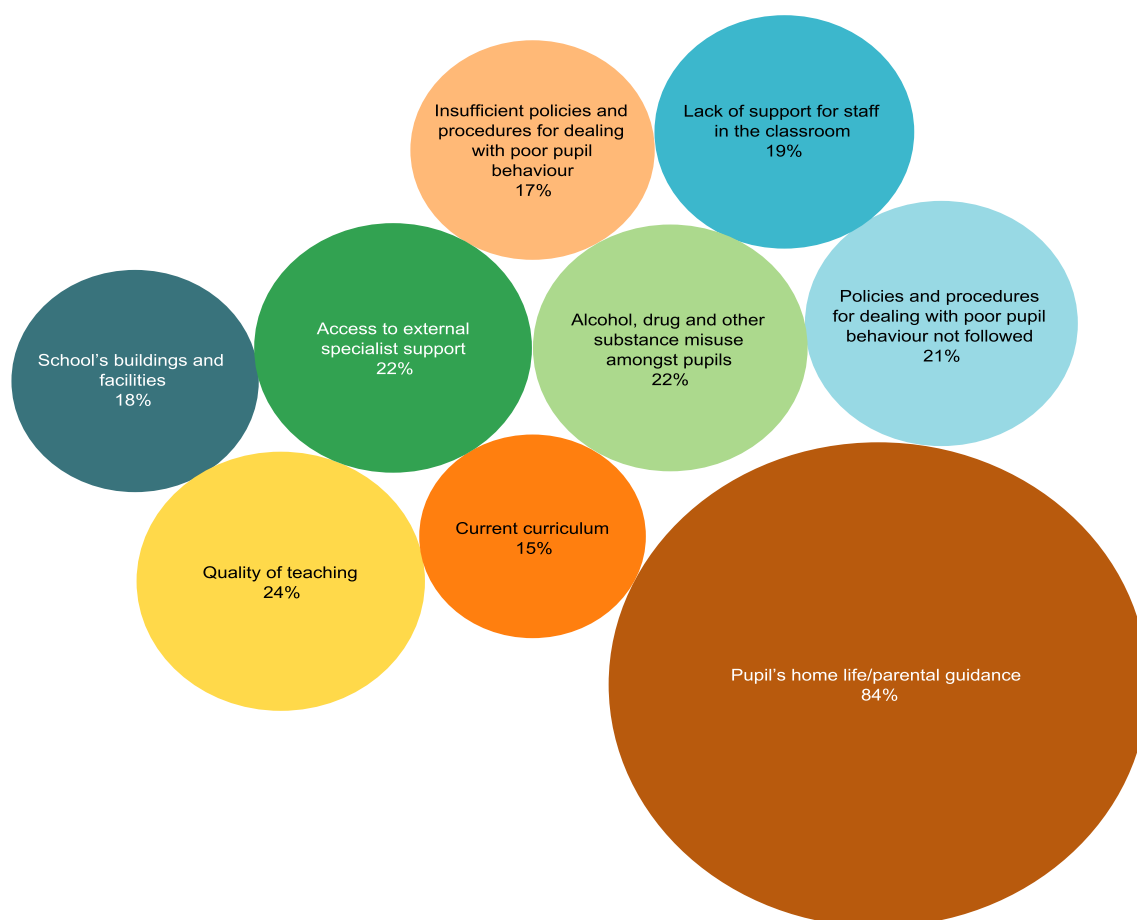
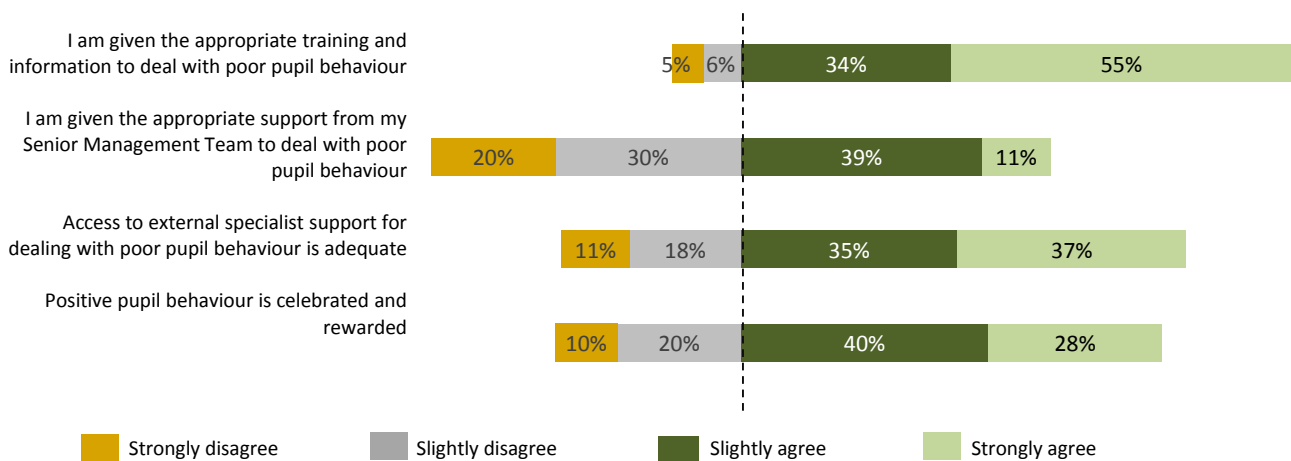
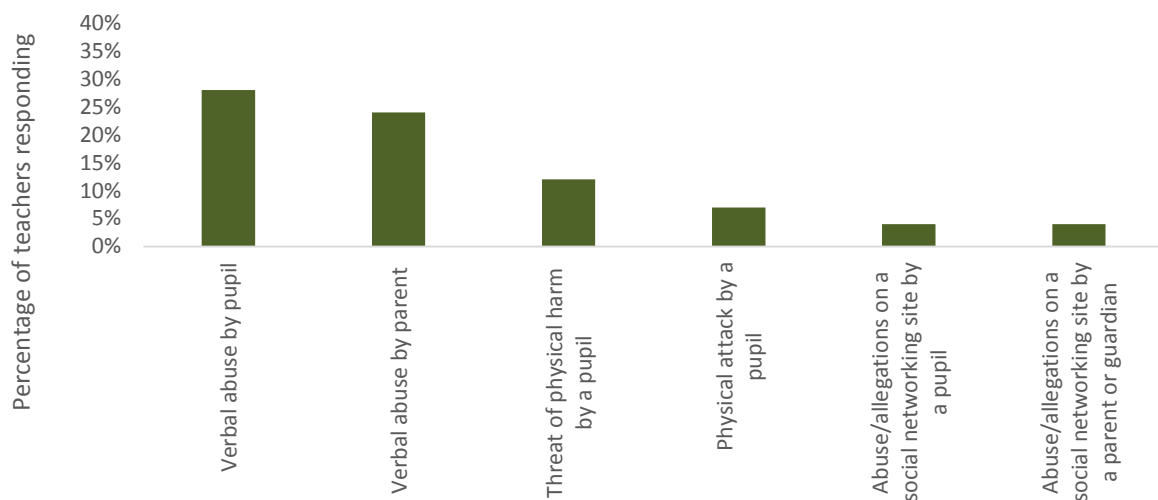


Figure 13: “Please indicate how much you disagree or agree with the following statements”



Nine out of ten (89%) teachers agreed (slightly or strongly) that they were given the appropriate training to deal with poor pupil behaviour in their school. In contrast, half of all teachers did not agree that they were given the appropriate support from their Senior Leadership Teams to be able to deal with challenging pupil conduct.

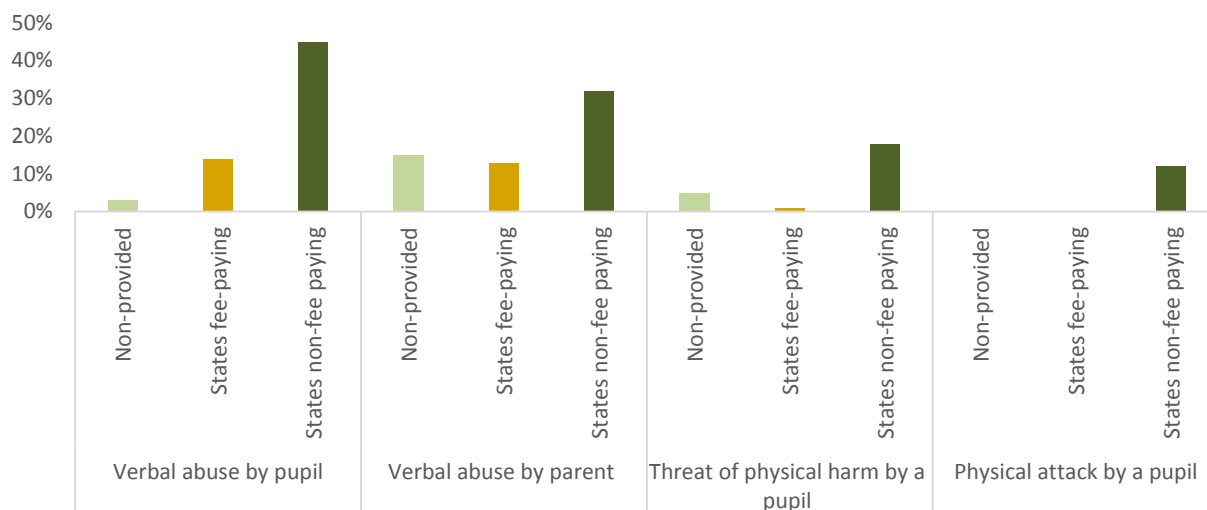
Figure 14: “During the last year, have you been subject to any of the following?”



Teachers were asked about any abuse, physical harm or allegations they had experienced by pupils or parents in the last year. Around a quarter of teachers reported that they had experienced verbal abuse by a pupil (28%) or parent (24%) in the last year. A further one in ten teachers reported that they had been threatened with physical violence (12%) or been subject to a physical attack (7%) by a pupil.

The proportion of teachers reporting an experience of verbal abuse or physical abuse was found to differ significantly by school sector. Almost half (45%) of teachers in the States non fee-paying sector said that they had experienced verbal abuse by a pupil in the last year compared to less than one in twenty (3%) teachers in the non-provided sector. Similarly, around a third (32%) of teachers in the States non fee-paying sector reported that they had experienced verbal abuse from a parent in the last twelve months compared to around one in seven teachers in the non-provided (15%) and States fee-paying (13%) sectors.

Figure 15: “During the last year, have you been subject to any of the following?” By sector



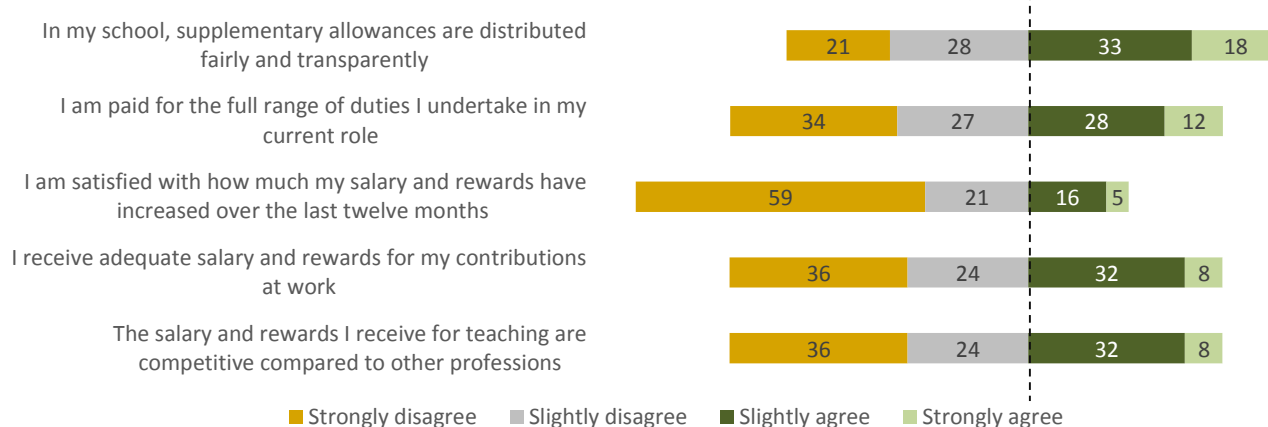
Pay and pensions

Results of the survey show that around two-fifths (40%) of teaching professionals feel that the salary and rewards they receive are competitive compared to those received in other professions. A similar proportion agreed that the pay and rewards they receive are adequate for their contributions at work and that they are paid for the full range of duties they undertake.

In comparison, a fifth (21%) of teachers reported that they were satisfied with how much their salary and rewards have increased in the past 12 months; almost three-fifths (59%) strongly disagreed with this statement and a further fifth (21%) slightly disagreed.

Just over half (51%) of all teachers reported that supplementary allowances were distributed fairly in their school.

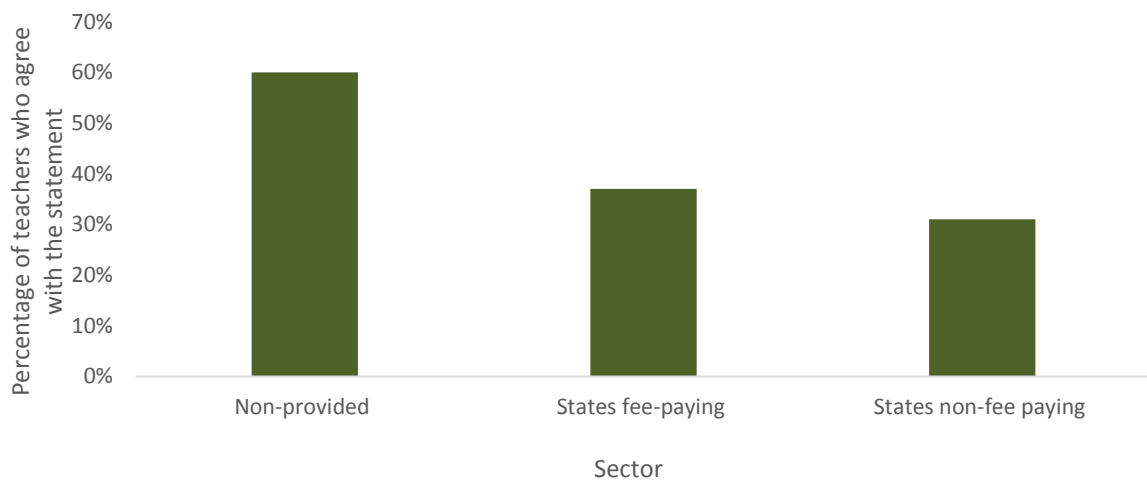
Figure 16: “Please indicate how much you agree or disagree with the following statements”



The proportion of teachers who agreed with all statements relating to pay and pensions (presented above in Figure 16) was higher in the non-provided sector compared to in the States fee-paying and non fee-paying sectors.

The largest difference recorded between the sectors was observed in the proportion of teachers who agreed that they were paid for the full range of duties they undertake in their role. In the non-provided sector three-fifths (60%) of teachers felt they were paid for the full range of duties they carried out compared to around a third of teachers in the States fee-paying (37%) and States non-fee paying (31%) sectors.

Figure 17: The proportion of teachers who ‘slightly agree’ or ‘strongly agree’ with the statement “I am paid for the for the full range of duties I undertake in my current role”, by sector



ICT

When asked about ICT, the majority of teachers were positive about its uses within schools with around three-quarters of teachers agreeing that the IT strategy within their schools had led to improvements in the delivery of the curriculum (74%) and that they felt confident in the use of technology in the classroom (73%).

Around three-fifths (58%) of teachers strongly agreed that being able to access the network remotely would benefit them in their role and further one in three (29%) slightly agreed.

In comparison, almost two-thirds (62%) of teachers disagreed that technology in their schools changes to frequently.

Figure 17: “Please indicate how much you disagree or agree with the following statements”

