

**Curriculum for Excellence Management Board  
Survey of Teachers**

**Full Report**

**April 2009**

**Education Analytical Services Division, Scottish  
Government**

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## EXECUTIVE SUMMARY

### Introduction

This summary provides an overview of the findings arising from the Curriculum for Excellence Management Board survey of teachers. All teachers in Scotland across all sectors (primary, secondary, special and pre school) were invited by the Scottish Government's Director of Learning to respond to the online survey between 10 and 26 March 2010. The survey response was 14,932, which represents 24% response rate of the total population of around 61,000 teachers. Therefore please note that the findings only represent the views of those teachers who chose to respond and **cannot be seen to represent the views of wider population of all 60 thousand teachers across Scotland**. For this reason, it may be useful to consider the number of teachers that have chosen to express a view on a given topic, which are provided in brackets throughout.

### Key Findings

#### ***Confidence in implementing CfE***

- 58% (N=8628) of all respondents expressed some level of confidence<sup>1</sup> that their school will be able to achieve sufficient progress in terms of implementing CfE over the next session while 39% (N=5838) were 'not at all confident'. 78% (N=5171) of primary respondents expressed some level of confidence compared to 37% (N=2615) of secondary respondents.

#### ***Confidence in implementing literacy and numeracy***

- 62% (N= 9194) of all respondents expressed some level of confidence that they will have sufficient information and support to enable them to support the development and assessment of literacy and numeracy skills, while 36% (N=5396) were 'not at all confident'. 77% of primary respondents (N=5136) expressed some level of confidence compared to 45% of secondary respondents (N=3188).
- Analysis of a sample of the free text responses<sup>2</sup> found that the most commonly mentioned type of support/advice was guidance (especially on assessment/assessment criteria), followed (in order) by time/resource concerns, exemplification and training/sharing best practice.

#### ***Confidence in delivering Literacy and Numeracy qualifications (secondary only)***

- Of all secondary school respondents<sup>3</sup> (N = 7023), 24% (N=1647) expressed some level of confidence that they will have sufficient information and support to draw evidence from across the curriculum for the award of Literacy and Numeracy Qualifications while 72% (N=5033) were 'not at all confident'.
- The most commonly mentioned type of support/advice was guidance (especially course content/what evidence is required and on assessment/assessment criteria), followed (in order) by exemplification, time/resource concerns, training/sharing of practice and questioning of the policy.

#### ***Confidence in delivering National 4 and 5 qualifications (secondary only)***

- Of all secondary school respondents (N = 7023), 23% (N=1529) expressed some level of confidence that they will have sufficient information and support about the senior phase to

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<sup>1</sup> Response categories were (1) Very Confident (2) Confident (3) Fairly Confident (4) Not at all confident (5) Don't Know. 'Some level of confidence' throughout this summary includes categories 1, 2 and 3.

<sup>2</sup> Ipsos MORI were commissioned to conduct the analysis of the free text responses and the responses to the 'other please specify' options. This involved a randomly selected sample of 2035 responses.

<sup>3</sup> Throughout this summary, 'secondary respondents' refers to all respondents who answered that they work in the secondary sector. It should be noted that the 'secondary only' questions were also answered by those who 'work in a sector that delivers qualifications' which included special schools – and that these overall 'secondary and other sector' figures are reported in the full report.

enable them to plan for the delivery of courses which lead to National 4 and National 5 qualifications, while 72% (N=5033) were 'not at all confident'.

- The most commonly mentioned type of support/advice was guidance (especially guidance on assessment/assessment criteria and about the senior phase to develop S1-S3), followed by time/resource concerns, exemplification and training/sharing of practice.

### ***Confidence in delivering a broad general education (secondary only)***

- Of all secondary school respondents (N = 7023), 23% (N=1593) expressed some level of confidence that they will have sufficient information and support about the senior phase, including National 4 and National 5 courses in their subject, to enable them to deliver a broad general education in S1 to S3, while 72% (N=5043) were 'not at all confident'.
- The most commonly mentioned type of support/advice was guidance (specifically on assessment/assessment criteria' and 'course content/curriculum guidelines'), followed by exemplification, time/resource concerns, training/sharing of practice, training/CPD/in service and Questioning the policy.

### ***Improvement Plans***

- 89% of all survey respondents (N=13296) said that their school/establishment has an Improvement Plan which reflects CfE. This includes 93% of primary respondents (N=6164) and 86% of secondary respondents (N=6095).

### ***CPD***

- Of those respondents who said that their school has an Improvement Plan reflecting CfE, 93% (N=12350) had been involved in discussions/CPD activities to support them to deliver their part of the Improvement Plan. This includes 95% of primary respondents (N=5877) and 90% of secondary respondents (N=5506).
- Three of the main types of activities mentioned were school in-service days, meetings involving all staff in the school and departmental/stage meetings. The activities overall were rated as very good or good by 43% of those answering the question (N=5212).
- 66% of respondents (N=9871) said that they have been involved in CPD in relation to CfE at local authority, cross-school, cross-sector or national level. This includes 77% of primary respondents (N=5153) and 55% of secondary respondents (N=3920).
- Three of the main types of activities mentioned were local authority CPD events, meetings outside the school working day and full day meetings. The activities overall were rated as very good or good by 40% of those answering the question (N=3876).

### ***Additional support***

- All respondents were asked, in addition to the support that is already being provided, whether there is any additional information or support that must be provided to enable them to do carry out a range of CfE roles (see main report) and if yes, what type of support is required. Overall, the majority of respondents felt that they do require additional information or support, particularly in relation to carrying out their assessment role and meeting the needs of those requiring additional support or who are at risk of disengaging.
- The most common request for information/support was training events, followed (in order of most commonly mentioned), signposting of emerging practice, creation of working groups amongst colleagues, networking opportunities and seminars. From analysis of a sample of the 'other' responses, time/resources concerns and guidance were the main additional requests expressed by respondents.
- When respondents were asked how whether they have additional points to make on how they can supported to implement CfE, the most common answer from respondents (based on the sample of analysed responses) was Guidance, particularly more detailed guidance and

specifically on assessment criteria and examples. Other less commonly cited requests included time ('more time/too much too soon', 'not ready/not prepared/delay/slow down' or 'time with colleagues'), resources and expression of concern about consistency/standards across Scotland.

## **Conclusions**

Given the response rate we cannot generalise to the wider teacher workforce, however, we can conclude that:

- The main requests for additional support and information were guidance (especially on assessment/assessment criteria) and training events.
- Around 9000 teachers (representing just over 60% of survey respondents) have stated that they are at least 'fairly confident' that they will have they will have sufficient information and support to enable them to support the development and assessment of literacy and numeracy skills and that their school will be able to achieve progress in implementing CfE.
- Around 5,000 teachers in the secondary sector (representing just over 70% of secondary respondents) stated that they were 'not at all confident' that they will have sufficient information/support to implement particular elements of CfE.

## CHAPTER ONE INTRODUCTION

1.1 This report summarises the findings arising from the Curriculum for Excellence Management Board survey of teachers.

1.2 All teachers in Scotland across all sectors (primary, secondary, special and pre school) were invited by the Scottish Government's Director of Learning to respond to the online survey between 10 and 26 March 2010. The survey response was 14,932. This represents 24% response rate of the total population of around 61,000 teachers.

## CHAPTER TWO METHODS AND INTERPRETATION OF FINDINGS

### Survey approach

2.1 The online survey, accessible via an open web link, was sent by the Director of Learning to all head teachers in Scotland, with instruction to circulate to all teachers in the school/establishment. Some teacher associations (EIS, ADHS and SLS) and the Scottish Council for Independent Schools (SCIS) also distributed the Director of Learning's survey invitation to their members. The survey link was advertised and accessible through the Scottish Government and LTS (Learning and Teaching Scotland) websites.

### Survey response

2.2 The 14932 survey responses covers the expected range of teachers in terms of a spread across sectors, teaching grade and experience, local authority, subjects and gender (please see Annex A for the detailed breakdown).

2.3 However, this cannot be taken to mean that the findings represent the views of wider population of all 60 thousand teachers across Scotland. The findings only represent the views of those teachers who chose to respond. This is because the respondents were self selecting and only represent 24% of the teacher population. We have no information on how the missing 76% of teachers might have responded.

2.4 Therefore, please note that for example, '89% of all survey respondents said that their school/establishment has an Improvement Plan which reflects CfE' cannot be taken to mean that 89% of all teachers would say this. We can conclude however, of around 61000 teachers, 14932 chose to respond to the survey and 13296 teachers have expressed this view. Therefore it may be useful to consider the number of teachers that have chosen to express a view on a given topic.

### Survey analysis

2.5 Analysis of the quantitative 'check box' responses to the survey was conducted by Education Analytical Services Division of the Scottish Government. This involved analysis of all 14932 responses.

2.6 Ipsos MORI were commissioned in March 2010 to conduct the analysis of the free text responses and the responses to the 'other please specify' options. Given the large response to the survey, Ipsos MORI were asked to analyse a randomly selected sample of 2035 of the 14932 responses. Please note that the base size for analysed questions is variable and is less than 2035

as most questions not answered by all respondents. The sample was broadly representative of the teacher population in terms of school sector – with 45% from the primary sector, 45% from the secondary sector and 5% from each of the pre school and special sector. The sample also included coverage across local authority, teaching grades, teaching experience, gender and public/independent schools.

2.7 Education Analytical Services collated the ‘check box’ and ‘free text’ elements of the analysis into this full report.

2.8 Please note that the percentages in this report have been rounded to the nearest whole number.

## CHAPTER THREE SURVEY FINDINGS – ALL RESPONDENTS

### *Improvement Plans and CPD*

3.1 All respondents were asked whether their school/establishment has an Improvement Plan which reflects Curriculum for Excellence.

- 89% of all survey respondents (N=13296) answered Yes (3% No, 8% Don’t Know).
- Primary/secondary analysis:
  - 93% (N=6164) of primary respondents answered yes (2% No, 6% Don’t Know)
  - 86% (N=6095) of secondary respondents answered Yes (3% No, 11% Don’t Know)

3.2 Those respondents who had an Improvement Plan (89%) were also asked whether they have been involved in any discussions/CPD activities in their school/establishment to support them to deliver their part of the Improvement Plan.

- 93% of this group (N=12350) had been involved in discussions/CPD activities (6% said no, 1% Don’t Know)
- Primary/secondary analysis: 95% of primary respondents (N=5877) had been involved in discussions/CPD activities (2% No, 6% Don’t Know) while 90% of secondary respondents (N=5506) had been (8% No, 1% Don’t Know)

3.3 Those who had been involved in discussions/CPD activities (93%) were asked:

- What types of discussions/activities they had been involved in. These are outlined in Table 1 below, including a breakdown by primary/secondary.

Table 1

	All respondents	Primary only	Secondary only
School in-service days	96%	97%	96%
Meetings involving all staff in the school	94%	95%	93%
Departmental/stage meetings	74%	60%	91%
Meetings Involving more than one department/stage	47%	43%	52%
Professional learning communities or other collaborative developments with colleagues	45%	57%	32%
Involvement in developing Curriculum for Excellence such as assessment work	31%	39%	22%
As part of the School Management Team	23%	27%	18%
Other (in order of most commonly mentioned, ‘other’ mainly included course/unit writing/planning/piloting, as well as working group, cluster/ neighbourhoods meetings, training courses/in-service and primary/secondary transition meetings. N=127)	7%	7%	6%

	N= 12350	N=5877	N=5506
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- To rate the quality of these activities in supporting them to deliver their part of the Improvement Plan so far. 43% of respondents (N=5212) felt that the activities were very good or good while 24% of respondents (N=2920) felt that the activities were weak or satisfactory. Primary respondents were more likely to rate activities more positively, as outlined in Table 2 below:

Table 2

	All respondents	Primary only	Secondary only
Very good	10%	13%	5%
Good	33%	42%	21%
Satisfactory	34%	33%	35%
Weak	19%	10%	30%
Unsatisfactory	5%	1%	9%
	N=12351	N=5587	N=5507

3.4 All respondents were asked whether they have been involved in CPD in relation to Curriculum for Excellence at local authority, cross-school, cross-sector or national level.

- 66% of respondents (N=9871) answered yes (32% No, 2% Don't Know)
- Primary/secondary analysis: 77% of primary respondents (N=5153) and 55% of secondary respondents (N=3920) answered Yes.

3.5 Those who had been involved in CPD (66% of all respondents) were asked to:

- Identify which CPD activities they had been involved in. These are listed in order of most commonly mentioned answers in the Table 3 below, which shows that local authority CPD events, meetings outside the school working day and full day meetings were the main activities.

Table 3

	All respondents	Primary only	Secondary only
Local authority CPD events	70%	76%	62%
Meeting outside the school working day (e.g Twilight meeting)	65%	73%	55%
Full day meetings	50%	50%	50%
Professional learning communities or other collaborative developments with colleagues	38%	45	29%
National CPD event at a local level (e.g. Scottish Government/LTS/HMIE organised)	18%	16%	18%
Trialling and providing feedback on draft Experiences and Outcomes, preparation of exemplification or development of initial content for the National Assessment Resource	18%	22%	15%
National CPD event at a central location (e.g. Scottish Government/LTS/HMIE organised)	13%	12%	15%
Other (in order of most commonly mentioned, 'other' mainly included in service day, network/subject/working group meetings, and training by external party, N=51)	5%	4%	6%

	N= 9804	N= 5139	N= 3869
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- Rate the quality of these activities in supporting them to prepare for the implementation of Curriculum for Excellence. 40% of respondents (N=3876) felt that the activities were very good or good while 24% of respondents (N=2644) felt they were weak or satisfactory. Primary respondents were more likely to rate activities more positively, as outlined in Table 4 below:

Table 4

	All respondents	Primary only	Secondary only
Very good	8%	10%	5%
Good	32%	40%	20%
Satisfactory	34%	34%	33%
Weak	20%	14%	30%
Unsatisfactory	7%	3%	13%

### **Confidence in implementing CfE**

3.6 All respondents were asked how confident they are that their school will be able to achieve sufficient progress in terms of implementing CfE over the next session.

3.7 58% of all respondents (N=8628) expressed some level of confidence while 39% (N=5838) were 'not at all confident'. 78% of primary respondents (N=5171) expressed some level of confidence compared to 37% of secondary respondents (N=2615). Table 5 below shows breakdown by levels of confidence and by primary/secondary:

Table 5

	All respondents	Primary only	Secondary only
Very confident	6%	10%	3%
Confident	17%	26%	7%
Fairly confident	35%	42%	27%
Not at all confident	39%	20%	60%
Don't know	3%	3%	4%
	N=14932	N=6661	N=7118

### **Confidence in literacy and numeracy and support required**

3.8 All respondents were asked how confident they are that they will have sufficient information and support to enable them to support the development and assessment of literacy and numeracy skills. 62% of respondents (N= 9194) expressed some level of confidence while 36% (N=5396) were 'not at all confident'. 77% of primary respondents (N=5136) expressed some level of confidence compared to 45% of secondary respondents (N=3188). The table below shows breakdown by levels of confidence and by primary/secondary:

Table 7

	All respondents	Primary only	Secondary only
Very confident	5%	6%	4%
Confident	19%	26%	11%
Fairly confident	38%	45%	30%
Not at all confident	36%	21%	53%
Don't know	2%	2%	2%

	N=14932	N=6661	N=7118
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3.9 Those respondents answering that they were 'not all confident' (36%) were asked what type of information/support they require to be able to support the development and assessment of literacy and numeracy skills and when they require this information. Of the 2035 responses analysed, 753 had outlined the type of information/support they require.

3.10 The most common answer, mentioned by a large majority of the sampled responses was **Guidance** (specifically guidance on assessment/assessment criteria, which was the most commonly cited request, followed by guidance on role/what to teach/course content/folio content, then clearer/more detailed guidance and subject specific guidance).

3.11 Other answers - expressed by a minority of the sampled responses – are listed below in order of those most commonly mentioned:

- **Exemplification** (specifically on assessment/assessment criteria and good practice).
- **Time/resource concerns** (specifically time general – to read/prepare, also workload/resource concerns after implementation, and time with colleagues, etc)
- **Training/sharing best practice** (training and also working group/parties)
- **Questioning of the policy/aspects of the plan.**
- Primary/secondary analysis - the same themes emerged from both groups, although subject specific guidance and exemplification and also guidance on collation/responsibility for collation was more common among secondary respondents.

3.12 In terms of timing, 75% of respondents requesting support/information (N=4015) said that they require this information 'this session'. 39% (N=2118) require it 'next session', 10% (N=535) require it in the '2011 session' while 7% (N=395) require it in the '2012 session'.

3.13 'This session' was more commonly cited among secondary respondents (79% of those answering question) compared to primary respondents (64%) while 'next session' was more commonly cited among primary respondents (53%) than secondary respondents (34%).

### **Additional support**

3.14 All respondents were asked, in addition to the support that is already being provided, whether there is any additional information or support that must be provided to enable them to do the 7 CfE actions (in Table 6 below), and if answering yes, the respondents were asked to identify what type of support is required.

3.15 Overall, the majority of respondents felt that they do require additional information or support to enable them to carry out the 7 CfE actions, particularly in relation to carrying out their assessment role and meeting the needs of those requiring additional support or who are at risk of disengaging. For all of the 7 CfE actions, the most commonly cited types of information/support required were **training events, signposting of emerging practice and creation of working groups amongst colleagues**. From analysis of a sample of the 'other' responses, time/resources concerns and guidance were the main additional points expressed by respondents.

3.16 The following table summarises the findings, with a primary/secondary breakdown:

Table 6

	<i>In addition to the support that is already being provided, is any additional information or support that must be provided to enable you to....</i>	<i>Of those respondents answering yes, what support /info do they require? (listed in order of those most commonly cited)</i>
Align your teaching with	<b>All respondents:</b>	• Training events – 76%

the Experiences and Outcomes?	<p>Yes - 67%, No – 26%, Don't Know 7%</p> <p><b>Primary only:</b> Yes - 64%, No – 30%, Don't Know 7%</p> <p><b>Secondary only</b> Yes - 70%, No – 23%, Don't Know 7%</p>	<ul style="list-style-type: none"> <li>• Signposting of emerging practice – 58%</li> <li>• Networking opportunities 47%</li> <li>• Creation of working groups amongst Colleagues – 44%</li> <li>• Seminars – 28%</li> <li>• Other please specify - 18%</li> </ul> <p>(in order of most commonly mentioned, 'other' mainly included time/resource concerns, guidance and exemplification) N=9948</p>
Communicate effectively with parents and carers?	<p><b>All respondents:</b> Yes - 55%, No – 34%, Don't Know 11%</p> <p><b>Primary only:</b> Yes - 53%, No – 39%, Don't Know 7%</p> <p><b>Secondary only</b> Yes - 58%, No – 28%, Don't Know 14%</p>	<ul style="list-style-type: none"> <li>• Training events – 60%</li> <li>• Signposting of emerging practice – 58%</li> <li>• Networking opportunities 33%</li> <li>• Creation of working groups amongst Colleagues – 30%</li> <li>• Seminars – 26%</li> <li>• Other please specify – 14%</li> </ul> <p>(in order of most commonly mentioned, 'other' mainly included communication with parents, guidance, time and media/promotional campaigns) N=8171</p>
Carry out your assessment role?	<p><b>All respondents:</b> Yes - 87%, No – 8%, Don't Know 4%</p> <p><b>Primary only:</b> Yes - 88%, No – 9%, Don't Know 4%</p> <p><b>Secondary only</b> Yes - 88%, No – 7%, Don't Know 5%</p>	<ul style="list-style-type: none"> <li>• Training events – 79%</li> <li>• Signposting of emerging practice – 64%</li> <li>• Creation of working groups amongst Colleagues – 49%</li> <li>• Networking opportunities 47%</li> <li>• Seminars – 35%</li> <li>• Other please specify – 18%</li> </ul> <p>(in order of most commonly mentioned, 'other' mainly included guidance, time/resource, exemplification) N=12991</p>
Meet the needs of those requiring additional support or who are at risk of disengaging?	<p><b>All respondents:</b> Yes - 70%, No – 21%, Don't Know 9%</p> <p><b>Primary only:</b> Yes - 68%, No – 26%, Don't Know 8%</p> <p><b>Secondary only</b> Yes - 74%, No – 16%, Don't Know 11%</p>	<ul style="list-style-type: none"> <li>• Training events – 77%</li> <li>• Signposting of emerging practice – 59%</li> <li>• Networking opportunities 45%</li> <li>• Creation of working groups amongst Colleagues – 43%</li> <li>• Seminars – 32%</li> <li>• Other please specify – 13%</li> </ul> <p>(in order of most commonly mentioned, 'other' mainly included time/resource concerns, guidance and exemplification) N=10472</p>
Contribute effectively to learning in literacy	<p><b>All respondents:</b> Yes - 58%, No – 35%, Don't Know 8%</p> <p><b>Primary only:</b> Yes - 52%, No – 41%, Don't Know 7%</p> <p><b>Secondary only</b> Yes - 64%, No – 28%, Don't Know 9%</p>	<ul style="list-style-type: none"> <li>• Training events – 74%</li> <li>• Signposting of emerging practice – 60%</li> <li>• Creation of working groups amongst Colleagues – 45%</li> <li>• Networking opportunities 45%</li> <li>• Seminars – 31%</li> <li>• Other please specify - 13%</li> </ul> <p>(in order of most commonly mentioned, 'other' mainly included time/resource concerns, guidance and exemplification) N=8592</p>
Contribute effectively to learning numeracy	<p><b>All respondents:</b> Yes - 58%, No – 34%, Don't Know 8%</p>	<ul style="list-style-type: none"> <li>• Training events – 74%</li> <li>• Signposting of emerging practice – 60%</li> <li>• Creation of working groups amongst</li> </ul>

	<p><b>Primary only:</b> Yes - 54%, No – 40%, Don't Know 7%</p> <p><b>Secondary only</b> Yes - 64%, No – 27%, Don't Know 9%</p>	<p>Colleagues – 45%</p> <ul style="list-style-type: none"> <li>• Networking opportunities 45%</li> <li>• Seminars – 32%</li> <li>• Other please specify– 13%</li> </ul> <p>(in order of most commonly mentioned, 'other' mainly included time/resource concerns, guidance and exemplification) N=8652</p>
Contribute effectively to learning in health and well being	<p><b>All respondents:</b> Yes - 61%, No – 30% Don't Know 9%</p> <p><b>Primary only:</b> Yes - 58%, No – 35%, Don't Know 7%</p> <p><b>Secondary only</b> Yes - 66%, No – 24%, Don't Know 11%</p>	<ul style="list-style-type: none"> <li>• Training events – 75%</li> <li>• Signposting of emerging practice – 62%</li> <li>• Creation of working groups amongst Colleagues – 45%</li> <li>• Networking opportunities - 45%</li> <li>• Seminars – 33%</li> <li>• Other please specify – 11%</li> </ul> <p>(in order of most commonly mentioned, 'other' mainly included time/resource concerns, guidance and exemplification) N=9136</p>

### **Additional views on support to implement CfE**

3.17 All respondents were asked whether they have any additional points to make about how they can be supported to implement Curriculum for Excellence. A randomly selected sample of 1032 responses to this free text question were analysed.

3.18 The most common answer, mentioned by a nearly half of the sampled responses was that they need **guidance**. The two main guidance requests were 'more detail/more guidance/too woolly/too vague' and 'more detail on assessment/assessment criteria/example of assessments'. A range of less commonly cited guidance requests were 'more detail on experiences and outcomes/experience and outcomes too broad' 'more information on the senior phase' and 'information/examples of planning formats/documents'.

3.19 Other answers - expressed by a minority of the sampled responses - are listed below in order of those most commonly mentioned:

- Time ('more time/too much too soon', not 'ready/not prepared/delay/slow down' or 'time with colleagues')
- Resources ('more money/resources', 'concerns about budget cuts' etc)
- Supportive of CfE in principle/theory is good, but..
- Concerns about consistency/standards across Scotland
- More CPD/training
- Questioning the policy
- Duplicating effort/reinventing the wheel in each school
- Positive comments (such as 'making don't progress', 'don't delay', 'good policy – no buts')
- Concerns about vulnerable pupils
- Information for parents/employers
- More leadership from government/local authority/school
- Currently teaching CfE but using 5 – 14 assessment
- Need opportunities to share best practice

3.20 Primary/secondary analysis - the same themes emerged from both groups, although information on senior phase and time were more commonly cited among secondary respondents, while information for parent/employers and 'currently teaching CfE but using 5 – 14 assessment' were more commonly cited among primary respondents.

## CHAPTER FOUR SURVEY FINDINGS – SECONDARY SECTOR QUESTIONS

4.1 Those respondents that answered that they ‘work in the secondary sector or another sector that delivers qualifications’ (51% of all respondents, N=7553) were asked the following questions. This includes 7023 from the secondary sector, with the remaining respondents choosing to answer from the special school sector.

### **Confidence in Literacy and Numeracy qualifications**

4.2 *It is proposed that the award of Literacy and Numeracy qualifications is based on drawing evidence from across the curriculum. How confident are you that you will have sufficient information and support to do this?*

- Of those secondary teachers who responded (N=7023), 24% (N=1647) stated that they were at least ‘fairly confident’ while 72% (N=5085) were ‘not at all confident’.
- The table below shows the confidence levels of all respondents, all secondary respondents and also breaks this down into *secondary head teachers and all secondary teachers* excluding headteachers (class, probation, principal and depute). This shows a smaller proportion of the head teacher respondents were ‘not at all confident’ (67%) compared to all other secondary teacher respondents(73%).

Table 8

	All respondents (secondary and special sectors)	All secondary respondents	Secondary headteachers	All secondary teachers excluding headteachers
Very confident	1%	1%	3%	1%
Confident	5%	5%	9%	5%
Fairly confident	18%	18%	19%	18%
Not at all confident	71%	72%	67%	73%
Don't know	4%	4%	2%	4%
	N= 7552	N= 7023	N=189	N= 6834

4.3 Those who answered that they were ‘not at all confident’ were then asked: What type of information/support do you require to be able to draw evidence from across the curriculum for the award of the qualification?

4.4 A randomly selected sample of 715 responses to this free text question were analysed. Many responses mentioned more than one type of information/support.

4.5 The most common answer, mentioned by a very large majority of the sampled responses was that they need **Guidance**. The two main guidance requests were ‘guidance on course content/what evidence is required’ and ‘guidance on assessment/assessment criteria’. A range of less commonly cited guidance requests were ‘guidance on collation/responsible for collation’, ‘general advice/guidance’ and ‘guidance on how quality assurance will be achieved’.

4.6 Other answers - expressed by a minority of the sampled responses - in order of most commonly mentioned are:

- Exemplification (mainly exemplification in general and on ‘assessment/assessment criteria’, but also including ‘suitable evidence/folio’)
- Time/resource concerns (mainly ‘time – general/to read/to prepare’ but also ‘workload/resource concerns’ and ‘time with colleagues’)
- Training/sharing of practice (mainly ‘training/CPD/in service’, also ‘working groups/parties’)

- Questioning the policy

In terms of timing, 72% of respondents requesting support/information (N=3849) said that they require this information 'this session'. 38% (N=2060) require it 'next session', 11% (N=604) require it in the '2011 session' while 7% (N=395) require it in the '2012 session'.

**Confidence in delivering a broad general education**

4.7 How confident are you that you will have sufficient information and support about the senior phase, including National 4 and National 5 courses in your subject, to enable you to deliver a broad general education in S1 to S3?

- Of those secondary teachers who responded (N=7023), 23% (N=1593) stated that they were at least 'fairly confident' while 72% (N=5043) were 'not at all confident'.
- The table below shows the confidence levels of all respondents, all secondary respondents and also breaks this down into *secondary head teachers and all secondary teachers* excluding headteachers (class, probation, principal and depute). This shows a smaller proportion of the head teacher respondents were 'not at all confident' (66%) compared to all other secondary teacher respondents(72%).

Table 9

	All respondents (secondary and special sectors)	All secondary respondents	Secondary headteachers	All secondary teachers excluding headteachers
Very confident	1%	1%	3%	1%
Confident	5%	4%	11%	4%
Fairly confident	18%	18%	16%	18%
Not at all confident	70%	72%	66%	72%
Don't know	7%	6%	4%	6%
	N= 7552	N= 7023	N=189	N= 6834

4.8 Those who answered that they were 'not at all confident' were then asked what type of information/support they require to be able to deliver a broad general education in S1 to S3. A randomly selected sample of 678 responses to this free text question were analysed. Many responses mentioned more than one type of information/support.

4.9 The most common answer, mentioned by a very large majority of sampled responses was that they need **Guidance**. The main four guidance requests were 'guidance on assessment/assessment criteria', 'more information about the senior phase to develop S1-S3', 'details of new senior qualifications, including changes to Highers' and 'guidance on course content/curriculum guidelines'. A range of less commonly cited guidance requests included 'guidance on route from junior level to senior qualifications/how senior qualifications are articulated', guidance on quality assurance /consistency across schools' and guidance on outcomes'.

4.10 Other answers - expressed by a minority of the sampled responses – are listed below in order of those most commonly mentioned:

- Time/resource concerns (mainly 'time – general/to read/to prepare' but also 'staffing and resources – funding concerns' and 'time with colleagues')
- Exemplification (mainly exemplification in general and on 'assessment/assessment criteria')
- Training/sharing of practice (mainly training/CPD/in service, also working groups/parties')
- Questioning the policy

- Training/CPD/in service
- Information needed immediately/information should already be available
- Stronger leadership from school/local authority

4.11 In terms of timing, 78% of respondents requesting support/information (N=4126) require the information 'this session'. 34% (N=1811) require it 'next session', 11% (N=559) require it in the '2011 session' while 8% (N=410) require it in the '2012 session'.

### **Confidence in delivering National 4 and 5 qualifications**

4.12 *How confident are you that you will have sufficient information and support* about the senior phase to enable you to plan for the delivery of courses which lead to National 4 and National 5 qualifications?

- Of all secondary teachers who responded (N=7023), 23% (N=1529) stated that they were at least 'fairly confident' while 72% (N=5033) were 'not at all confident'.
- The table below shows the confidence levels of all respondents, all secondary respondents and also breaks this down into *secondary head teachers and all secondary teachers* excluding headteachers (class, probation, principal and depute). This shows a smaller proportion of the head teacher respondents were 'not at all confident' compared to all other secondary teacher respondents.

Table 10

	All respondents (secondary and special sectors)	All secondary respondents	Secondary headteachers	All secondary teachers excluding headteachers
Very confident	1%	1%	4%	1%
Confident	4%	3%	10%	3%
Fairly confident	18%	18%	16%	18%
Not at all confident	70%	72%	66%	72%
Don't know	8%	7%	4%	7%
	N= 7552	N= 7023	N=189	N= 6834

4.13 Those who answered that they were 'not at all confident' were then asked: What type of information/support do you require to be able to able to plan for the delivery of courses leading to National 4 and National 5 qualifications?

4.14 A randomly selected sample of 679 responses to this free text question were analysed. Many responses mentioned more than one type of information/support.

4.15 The most common answer, mentioned by a very large majority of sampled responses was that they need **Guidance**. The main three guidance requests were 'guidance on assessment/assessment criteria', 'course content/curriculum guidelines' and 'basic information on what the qualifications are/general information'. A range of much less commonly cited guidance requests included guidance on outcomes and on quality assurance /consistency across schools.

4.16 Other answers - expressed by a minority of the sampled responses - in order of most commonly mentioned are:

- Exemplification (mainly exemplification on 'assessment/assessment criteria' and in general)
- Time/resource concerns (mainly 'time – general/to read/to prepare' but also 'workload/resource concerns including after implementation' and 'time with colleagues')
- Training/sharing of practice (mainly training/CPD/in service, also working groups/parties')
- Training/CPD/in service
- Questioning the policy

4.17 In terms of timing, 69% of respondents requesting support/information (N=3647) require the information 'this session', 40% (N=2101) require it 'next session', 14% (N=714) require it in the '2011 session' while 9% (N=478) require it in the '2012 session'.

## **CHAPTER FIVE      CONCLUSIONS**

5.1 Given the response rate we cannot generalise to the wider teacher workforce, however, we can conclude that:

- The main requests for additional support and information were guidance (especially on assessment/assessment criteria) and training events.
- Around 9000 teachers (representing just over 60% of survey respondents) have stated that they are at least 'fairly confident' that they will have they will have sufficient information and support to enable them to support the development and assessment of literacy and numeracy skills and that their school will be able to achieve progress in implementing CfE.
- Around 5,000 teachers in the secondary sector (representing just over 70% of secondary respondents) stated that they were 'not at all confident' that they will have sufficient information/support to implement particular elements of CfE.

## ANNEX A BREAKDOWN OF RESPONSES

### Total response

The total number responses 14932. This represents a 24% response rate of the total population of 61681 teachers (primary, secondary, pre school, special). The survey was accessible via an open link therefore it would have been possible for individuals to submit multiple responses. However, it should be noted that analysis of the free text responses did not suggest any evidence of campaign responses.

In terms of **sector**, the responses have been broadly representative of the teacher population.

Table A

Sector	Survey response	Teacher population
Pre school	3% (N=429)	4%
Primary	45% (N=6661)	44%
Secondary	48% (N=7118)	47%
Special	5% (N=726)	4%

In terms of **public/ independent** split, the response (97% public, 3% independent) shows slight underrepresentation of the independent sector (who make up 7% of teacher population).

In terms of **teacher position**, the response is broadly representative of the teacher population:

Table B

Teacher position	Survey response	Teacher population
Probation	4% (N=660)	6%
Class teacher	65 % (N=9630)	69%
Principal	19% (N=2824)	17%
Depute	5% (N=782)	5%
Head	7% (N=1036)	5%

In terms of breakdown of head teachers by sector, the response is broadly representative of the head teacher population although secondary head teachers are slightly overrepresented than the teacher population, due to their higher response rate. Please note data is not collected on total population of pre school headteacher although it is likely that many are primary school head teachers.

Table C

Sector	Survey response	Teacher population	Response rate
Primary	713 (69%)	2106 (80%)	33%
Secondary	191 (18%)	371 (14%)	52%
Special	60 (6%)	134 (6%)	45%
Pre school	72 (7%)	n/a	n/a

Analysis of responses by **local authority** shows that there is coverage from all 32 local authorities. The response from each local authority is broadly representative of the teaching population although a couple of local authorities (such as Glasgow City) are slightly under represented.

Table D

LA	Survey response	Teacher population
Aberdeen City	3.5%	3.8%
Aberdeenshire	6.7%	5.1%
Angus	3.2%	2.1%
Argyll & Bute	1.9%	1.9%

Clackmannanshire	1.2%	1.1%
Dumfries & Galloway	2.4%	2.7%
Dundee City	2.7%	2.8%
East Ayrshire	1.8%	2.3%
East Dunbartonshire	2.0%	2.1%
East Lothian	2.3%	2.0%
East Renfrewshire	1.8%	2.2%
Edinburgh City	7.1%	7.9%
Eilean Siar	0.9%	0.7%
Falkirk	3.7%	2.9%
Fife	6.1%	6.4%
Glasgow City	7.4%	10.1%
Highland	5.0%	4.8%
Inverclyde	1.3%	1.6%
Midlothian	2.0%	1.6%
Moray	1.9%	1.8%
North Ayrshire	2.4%	2.5%
North Lanarkshire	4.7%	6.5%
Orkney Islands	1.0%	0.5%
Perth & Kinross	3.8%	3.0%
Renfrewshire	3.3%	3.1%
Scottish Borders	2.4%	2.2%
Shetland Islands	0.9%	0.8%
South Ayrshire	2.4%	2.1%
South Lanarkshire	5.9%	6.0%
Stirling	2.9%	1.9%
West Dunbartonshire	1.6%	1.7%
West Lothian	3.9%	3.6%

In terms of **gender**, the responses are broadly representative of the teacher population. Of those who chose to select their gender in the survey (99.6% of all respondents), 76% were female and 24% were male which is the exact proportion in the teacher population.

Responses from secondary teachers have come from teachers from a range of **subject areas**. They are broadly representative in terms of Numeracy and Mathematics, Literacy and English, Literacy and Gaidhlig, Modern Languages, Religious and Moral Education, religious Education in Catholic Schools, Sciences, Social studies, Technologies, Expressive arts, Other. However, Science (13% of population) and Technologies (12% of population) teachers were slightly overrepresented in responses (both making up 15% of responses) while social studies were slightly underrepresented (12% instead of 14% of the population).

In terms of **years of teaching experience** : 0 – 2; 3- 5; 6 – 10; 11 – 15; 16 – 20; 21– 30; 31 – 40; 40, there is coverage from each of these levels of experience. Comparable teacher population data is not available.