

Guernsey Teachers' Survey 2016

RESEARCH AIMS

The survey of teachers in Guernsey examined teachers' views and experiences in relation to:

- the performance management system;
- pay progression;
- classroom observation;
- workload;
- job satisfaction;
- the impact of education policies.

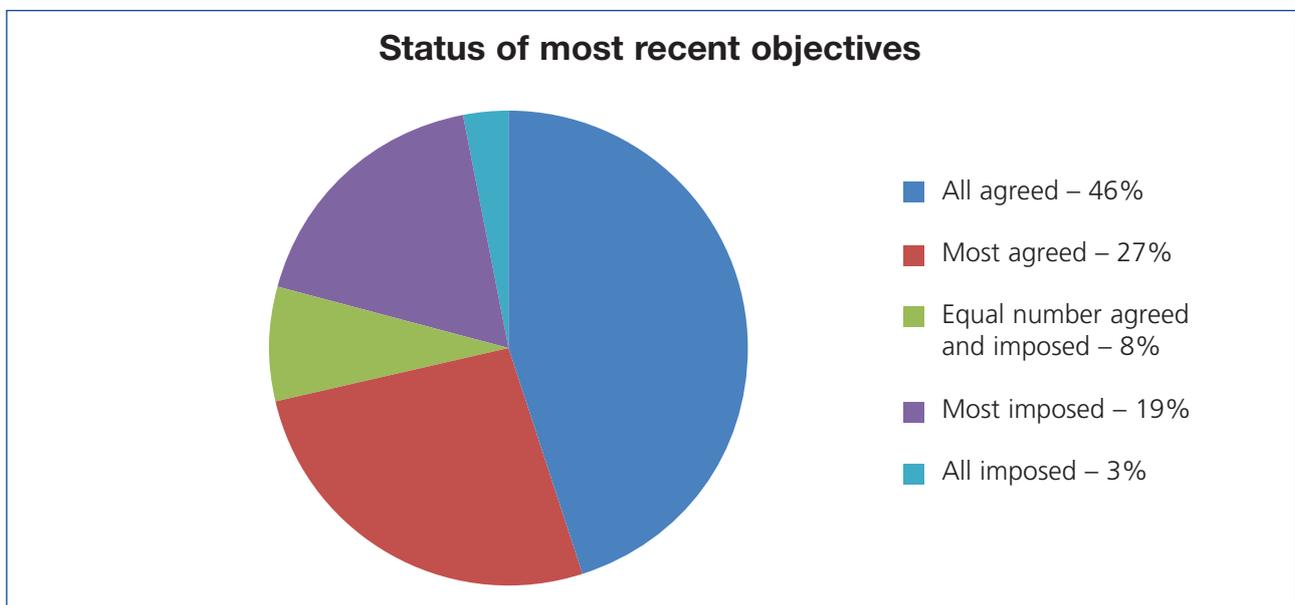
There were 180 responses to the survey.

MAIN FINDINGS

Almost two thirds of respondents (61%) reported having to produce a portfolio of evidence as part of the performance management system.

The vast majority of respondents (77%) had three performance objectives or fewer. However, 14% reported having 4 objectives, 5% having 5 objectives and a further 3% having 6 or more, including 2 members who reported more than 10.

Just under half (46%) of respondents reported that all of their objectives were agreed, whilst 19% reported having most or all of their objectives imposed.



More than two fifths of respondents overall (46%) indicated that they had performance objectives which related wholly or partially to raw pupil-data targets.

A total of 17% of respondents reported at least one objective being dependent on data, and 28% reported more than one. Two respondents reported that all of their objectives were dependent on data targets. One third of teachers in fee-paying schools reported that their objectives were dependant on raw data targets.

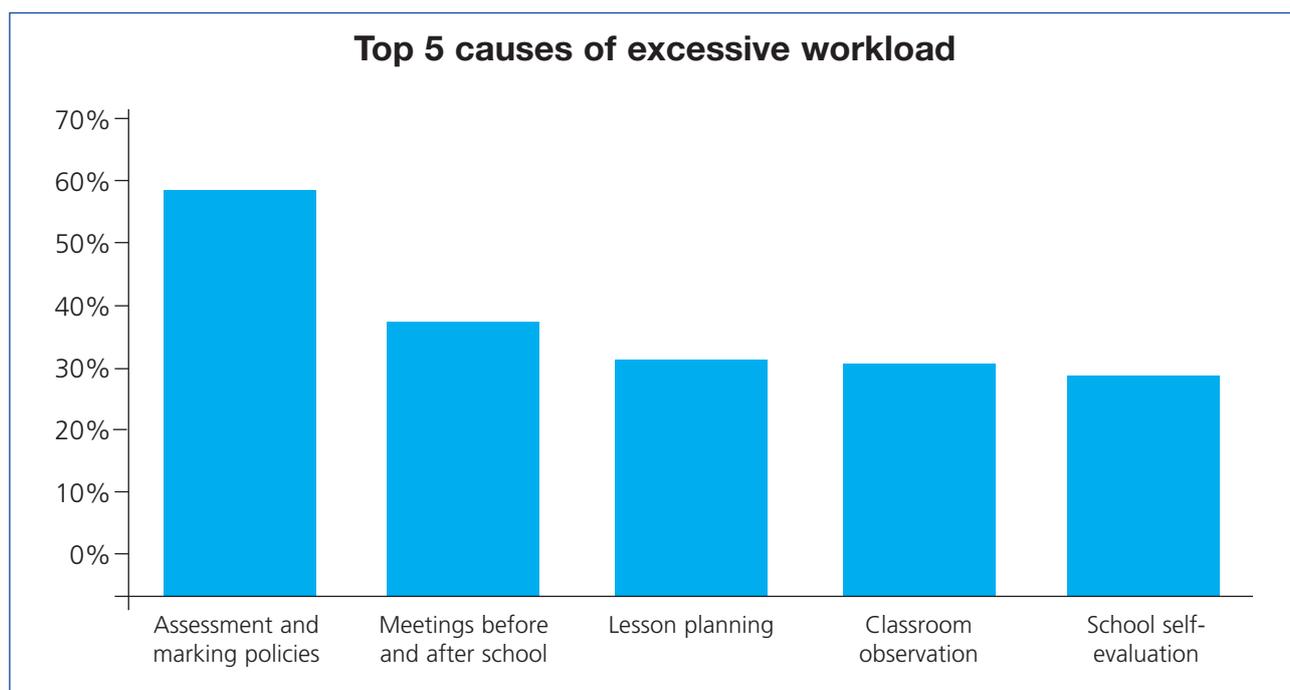
Two thirds of respondents said they believed their performance objectives were achievable, with 32% responding that only some were.

A significant minority (14%) responded that they had not received the pay progression they were entitled to.

A small majority of respondents reported being observed on three occasions or fewer in the last academic year. A further 10% experienced 4 observations, and 12% had 5 observations, while 3% reported more than 15 observations last year.

When asked about feedback from observations, more than one third reported not always receiving feedback, while 59% reported always receiving feedback. Six members had no feedback.

There were a variety of responses regarding drop-ins. Fifteen per cent reported they did not have any drop-ins, and a further 15% reported they were either irregular or sporadic. Monthly drop-ins were experienced by 22% of respondents, the same proportion experiencing them half-termly. A smaller proportion of respondents reported daily drop-ins.



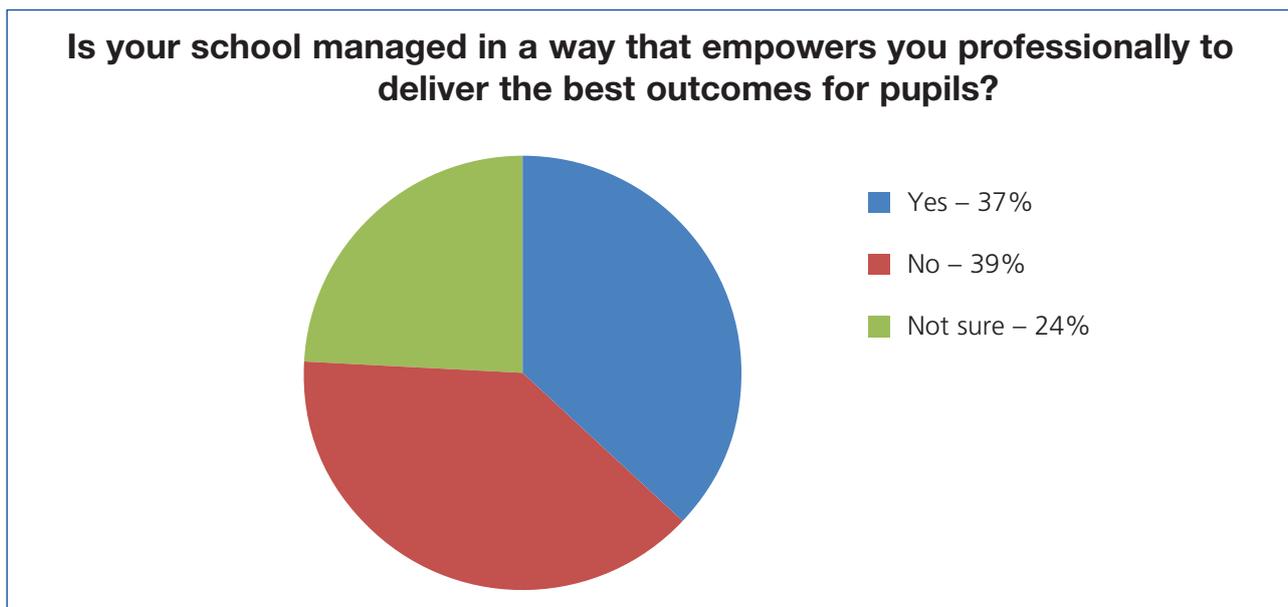
Additionally, almost one in five teachers reported covering for absent colleagues as being a driver for excessive workload.

In fee-paying schools, 50% of respondents reported administration for inspection as a key driver. Half of teachers also reported cover being a significant issue.

A small minority (7%) had been threatened with capability procedures, rising to 11% in the 51-60 age group, with some respondents reporting that they had been subject to a process of capability. All of these respondents were aged between 51 and 60 years. When asked about support programmes, 4% had been put on to a programme.

Teachers were divided as to whether their school was managed in a way that empowers them professionally to deliver the best outcomes for pupils. Thirty-seven per cent of respondents indicated

that their school managed teachers appropriately, 39% indicated that their schools did not do so, and 24% were not sure.



More than 8 out of 10 teachers said that their work was valued by parents and 74% agreed that they were respected by parents as professionals.

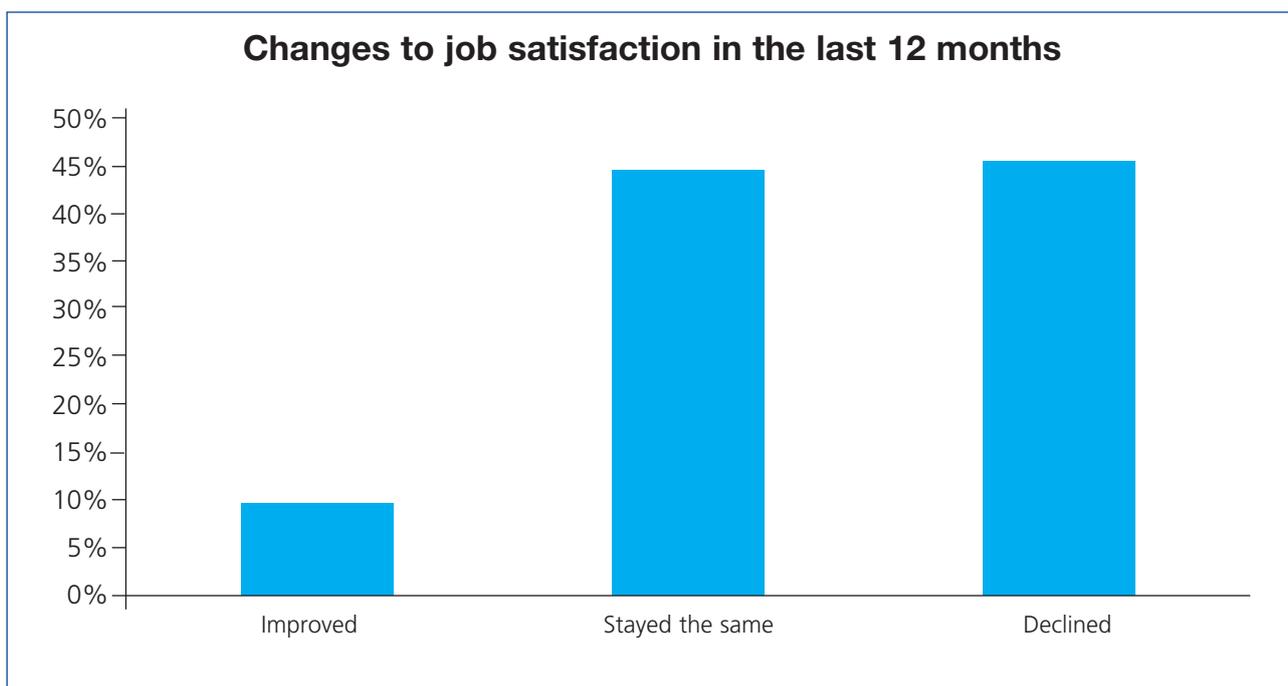
Seventy-two per cent of respondents said that their classroom expertise was valued, whilst 70% said their work was valued by school management.

Over two thirds agreed that they had the resources they needed to support students. However, only 52% indicated that students had access to high-quality ICT in school.

Fifty-nine per cent of respondents said their opinions were valued by school management but 45% indicated that they did not believe their wellbeing was seen as important.

Over four in ten teachers reported that they were not satisfied (27%) or very dissatisfied (14%) with the job of teaching. Only 8% reported being very satisfied.

Fewer than one in ten teachers reported that their job satisfaction had improved over the last 12 months and 45% reported it had declined, including 56% of teachers under the age of 30.



Almost two thirds of teachers had seriously considered leaving their current job in the last 12 months, whilst 55% said they had seriously considered leaving teaching altogether.

Less than 5% of teachers thought the policies of the States would help improve education, whilst 60.5% reported that they did not think the policies would improve education and 35% did not know.

