

Consultation on a Professional Development Framework for Teachers

Summary Report of Findings for General Teaching Council for Wales

08/06/2005

Opinion Research Services

Spin out Company of the
University of Wales Swansea

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1. Project Overview

Introduction

Opinion Research Services (ORS) was commissioned by the General Teaching Council for Wales to undertake data processing and analysis services on a self completion consultation survey. The questionnaire asked respondents about a proposal for a Professional Development Framework in Wales (Strand 1).

Methodology

The survey was designed, distributed and publicised by the General Teaching Council for Wales. Some 38,000 questionnaires were sent to registered teachers and some 100 were sent to other organisations (including teacher unions, local education authorities etc).

A total of 1,017 completed questionnaires were received and these were processed electronically using ORS' established systems. 978 were received from individual teachers and 22 were returned by people representing organisations. A further 17 questionnaires were processed, these had incomplete personal profiles.

Detailed frequencies and cross-tabulations were produced to inform this summary report which details the responses from teachers and organisations separately. These tabulations can be found in the annex to this document.

2. Teachers' Responses

Introduction

A total of 978 completed questionnaires were received from individual teachers. Their responses are considered in this Chapter.

Respondent Profile

A high proportion (71%) of individual respondents were female while 29% were male. This is broadly representative and reflects the fact that 73% of all teachers in Wales are female (GTCW March 2005).

Just over half (51%) of all respondents worked in primary school education, while nearly two-in-five (38%) were involved in secondary school education (see figure 2.2). This was broadly representative of the corresponding profile of all registered teachers in Wales (GTCW March 2005)

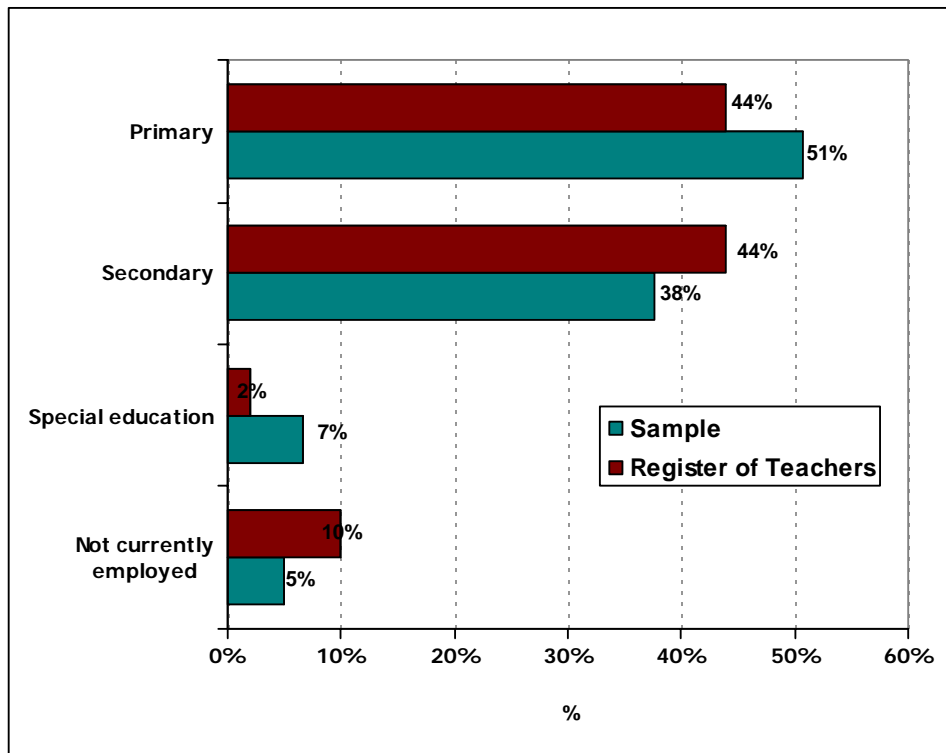


Figure 2.1: Phase Where Usually Employed, by Teacher Respondents

The age profile of respondents is shown below in figure 2.1 and this was broadly representative of the corresponding profile of all registered teachers in Wales (GTCW March 2005) although the age groupings were not exactly comparable.

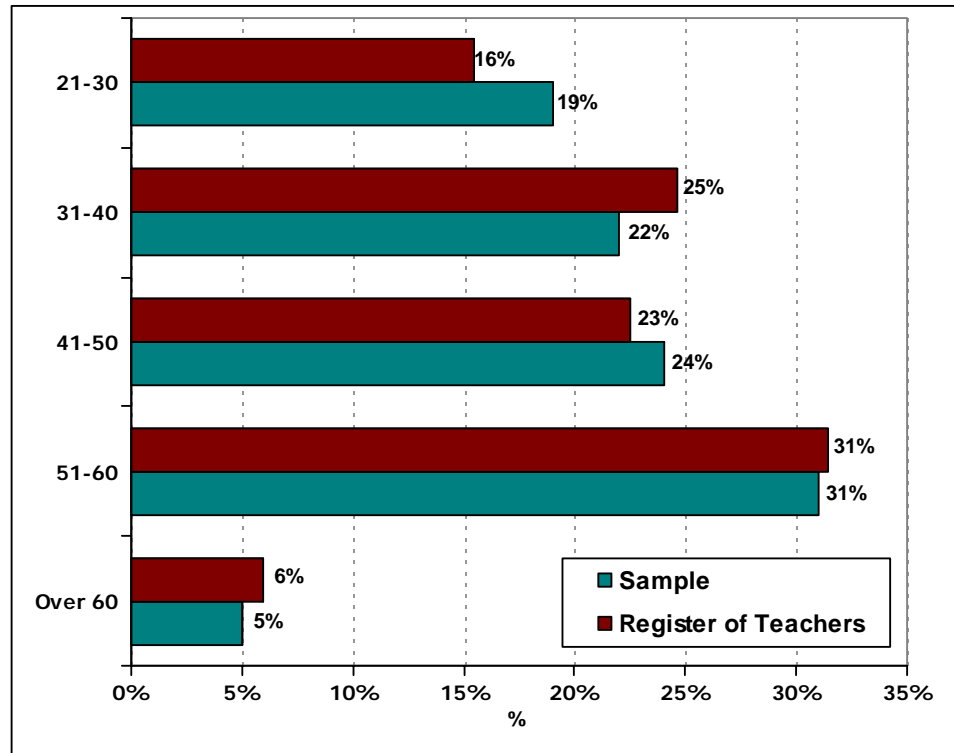


Figure 2.2: Age of Teacher Respondents

Most teacher respondents completed the survey in English (93%), while 7% returned questionnaires in Welsh.

81% of responses were received on a questionnaire and 19% were in the standardised format (see figure 2.3).

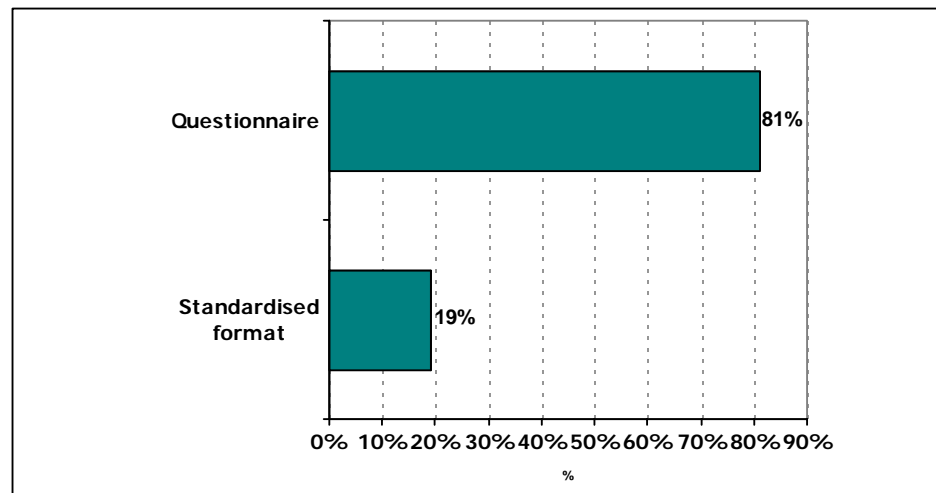


Figure 2.3: Responses on the Questionnaire and Standardised Format, by Teacher Respondents

Underlying Principles of the Professional Development Framework

The vast majority of teacher respondents (73%) agreed with the underlying principle of establishing a Professional Development Framework for teachers in Wales.

However, none of the differences were evident between the questionnaire and standardised responses. None of the standardised responses were in agreement with the principle of the Framework, compared to 89% of those from the questionnaire, which were in agreement.

Respondents were asked if they wished to make comments about the underlying principles of the Professional Development Framework and the comments are summarised in figure 2.4. The main comment was that it falls outside the GTCW remit. However, this was only the main comment received from standardised responses. Those who completed a questionnaire were more likely to state the need for equality for all teachers (18%), concern about additional paperwork and time (21%), and worries about funding availability and whether it could be used for other projects (16%).

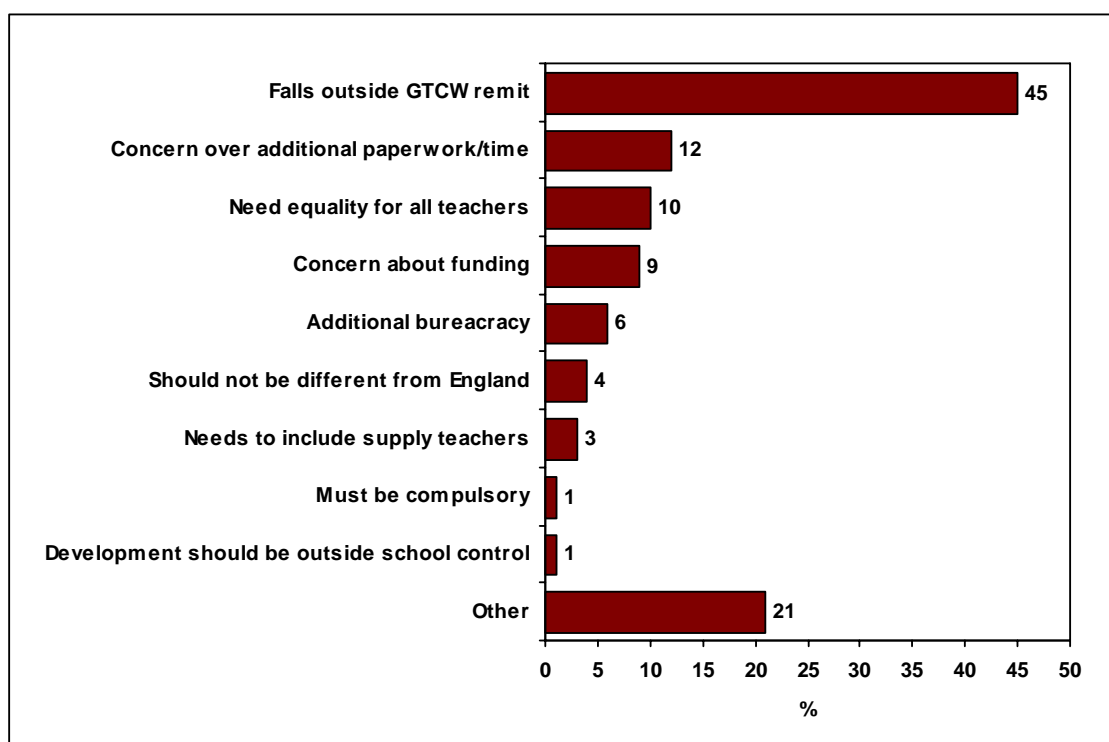


Figure 2.4: Additional Comments Regarding the Establishment of an Underlying Principle of a Professional Development Framework for Teachers in Wales, by all Teacher Respondents.

Objectives of the Professional Development Framework

Respondents were asked if the Professional Development Framework should be based on objectives set out in Chapter 3. The majority of teachers (73%) agreed (see figure 2.5). However, it should be noted that none of the standardised responses were in agreement compared to 91% of those on a completed questionnaire.

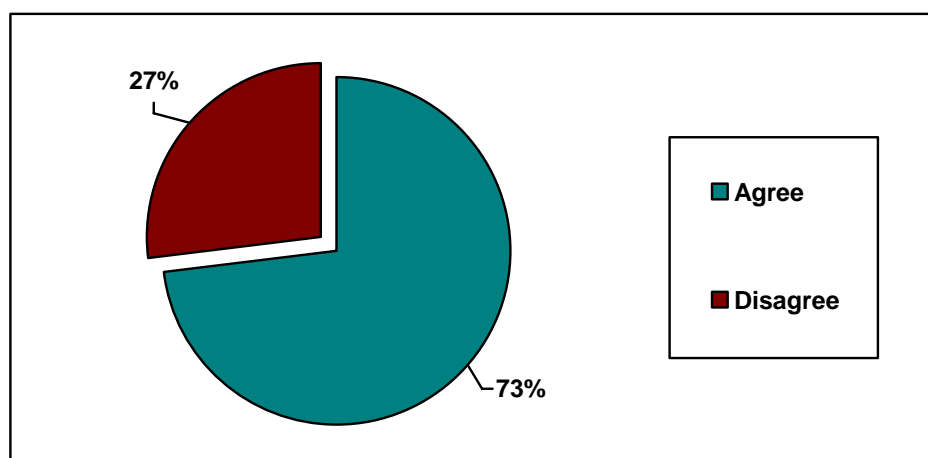


Figure 2.5: Views Regarding the Professional Development Framework Being Based on Objectives Set Out in Chapter 3, by all Teacher Respondents.

Developing the Structure of the Professional Development Framework

Around three-quarters (73%) of teacher respondents felt that the four strands identified are areas which should be addressed in the development of a Professional Development Framework. Figure 2.6 illustrates the detailed responses for teachers.

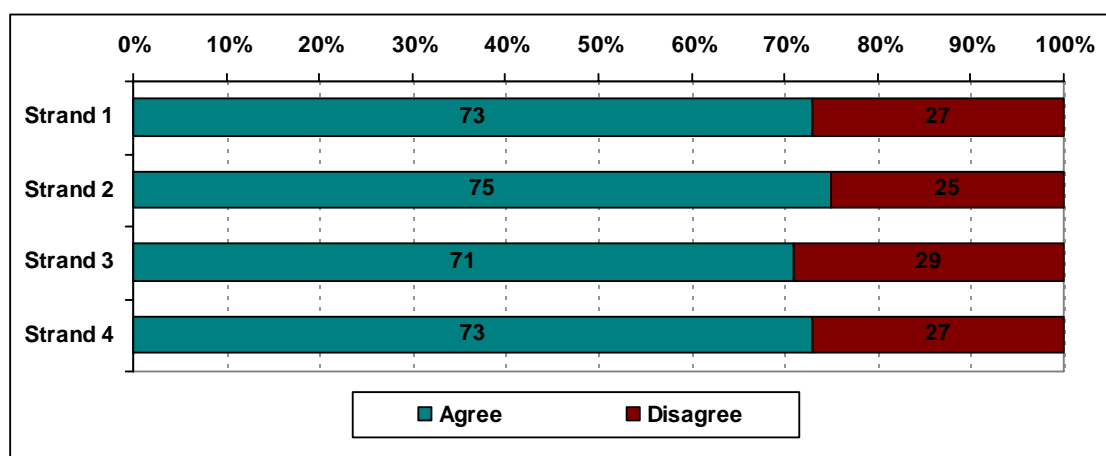


Figure 2.6: Respondents Views of the Four Strands Identified as Areas to be Addressed in Developing the Professional Development Framework, by all Teacher Respondents

However, notable differences were evident for standardised responses. None were in agreement with any of the areas mentioned compared to over nine-in-ten of respondents who completed a questionnaire.

Overall, other areas that were suggested by teachers were:

- Concern over paperwork, bureaucracy generated (37%)
- Acknowledge external experiences (17%)
- Co-operation/ teamwork within schools (8%)
- Success within subject specialism (2%)
- Generate links with external bodies (1%)

These were all stated by respondents completing a questionnaire (no comments were made in standardised responses).

Structure of the First Strand

Respondents were asked if they agreed that the underlying structure of the First Strand of The Framework should be based on the main professional milestones within a teacher's career, as opposed to other possible models described in paragraphs 48-60. As figure 2.7 illustrates, 69% of teachers agreed with this statement.

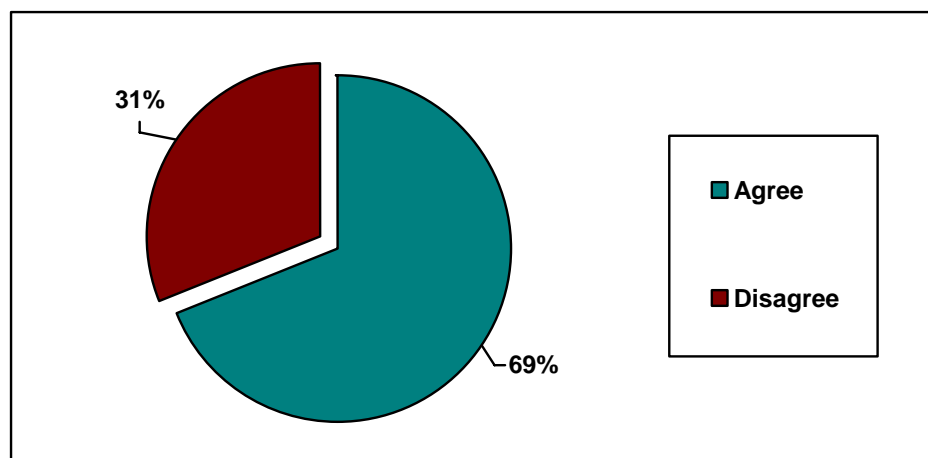


Figure 2.7: Views Regarding the Underlying Structure of the First Strand of the Framework Should be Based on the Main Professional 'Milestones' Within a Teacher's Career, by all Teacher Respondents.

However, it should be noted that none of the standardised responses were in agreement compared to 87% of the responses on a questionnaire.

When asked to make comments, the following issues were highlighted by teachers:

- Development linked to pay (26%)
- How can the structure be applied to all across many school types (11%)?
- Ignores classroom excellence/experience (6%)
- Teachers may not want to progress within the structure (7%)

These were all stated by respondents completing a questionnaire (no comments were made in standardised responses).

Those respondents who agreed that the underlying structure of the first strand of the framework should be based on the main professional 'milestones' within a teacher's career were asked if they also agreed with the five milestones included in this strand. A large proportion of teacher respondents agreed with the five milestones for strand one (see figure 2.8). There were no standardised responses on these issues.

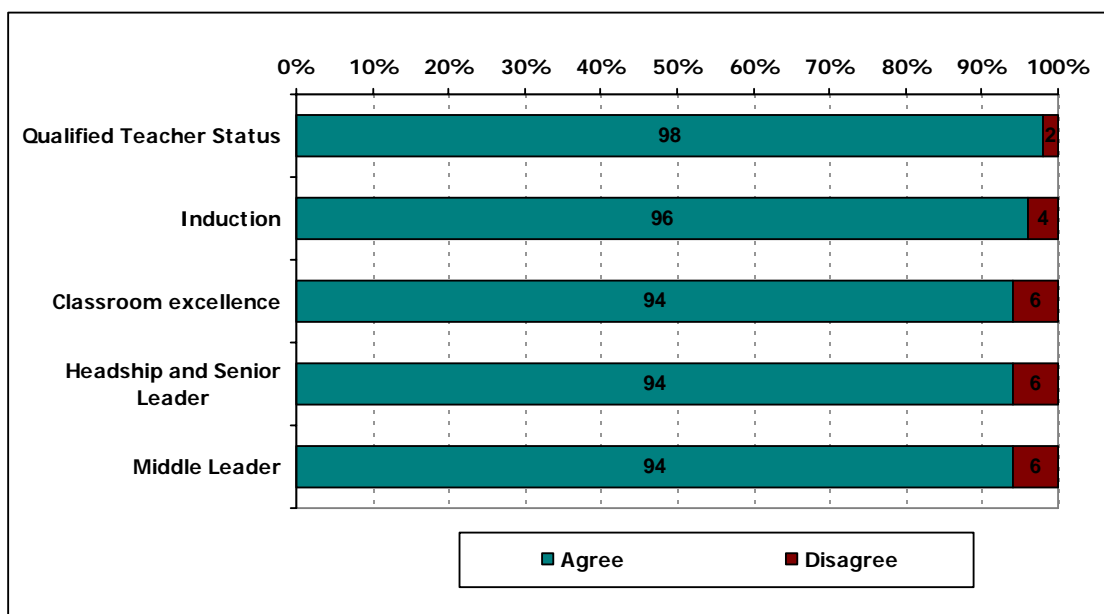


Figure 2.8: Views of the Five Milestones Included in This Strand of the Framework, by all Teacher Respondents Who Agreed The Framework Should be Based on the Main Professional 'Milestones' of a Teacher's Career.

When asked what other milestones respondents felt should be added, the main suggestions were:

- Middle leader and classroom excellence can be the same dependant on school (22%)
- Concern over equality of access (20%)
- Focus on skills rather than position (20%)
- Classroom excellence should underpin whole structure (19%)
- General experience (12%)
- Pastoral/care experience (2%)

Developing a Milestone Recognising Teaching Excellence

Around seven-in-ten teacher respondents (71%) felt a milestone which recognises teacher excellence should be developed. However, it should be noted that none of the standardised responses were in agreement compared to 89% of those from a questionnaire.

The main question/problem highlighted was that excellence should be the most important milestone. There were no standardised responses on these issues

Those respondents who agreed with a milestone which recognises teacher excellence were asked if they agreed with a programme which gives a teacher the opportunity to gain professional development through a chartered teacher status (see figure 2.9). A high proportion of teachers (87%) supported this idea. There were no standardised responses on these issues.

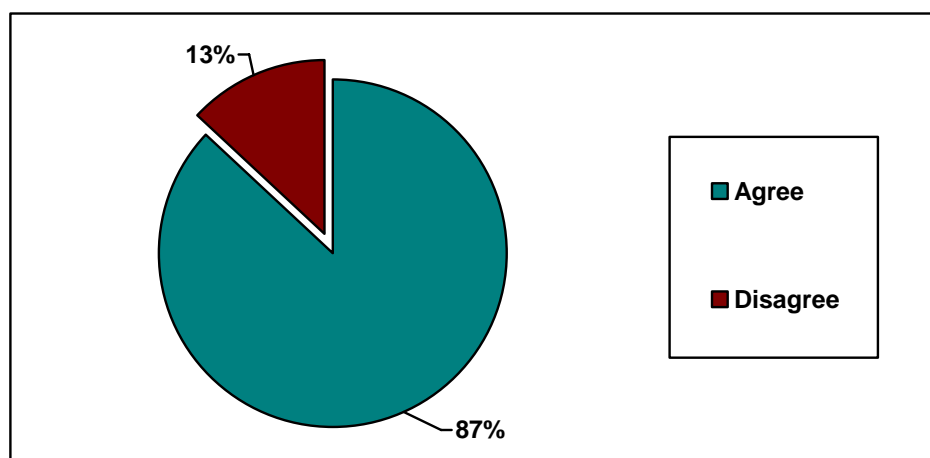


Figure 2.9: A Programme which Additionally Gives Opportunity for Teachers to Gain Significant Development Through Chartered Teacher Status, by Teacher Respondents who Thought a Milestone that Recognises Teacher Excellence Should be Developed.

Some of the teacher's comments about the opportunity for the chartered teacher status within the programme were:

- Concern over equality of access (22%)
- Who would access it? (12%)
- Linked to other qualifications (14%)
- Programme needs to provide extra/free time for development (13%)
- Concern over funding and funding sources (9%)

Developing a Generic Milestone for Middle Leaders

Around two-thirds of teacher respondents (66%) agreed that a generic milestone, with related professional standards, is necessary for middle leaders (see figure 2.10). However, it should be noted that none of the standardised responses were in agreement compared to 82% of those from a completed questionnaire.

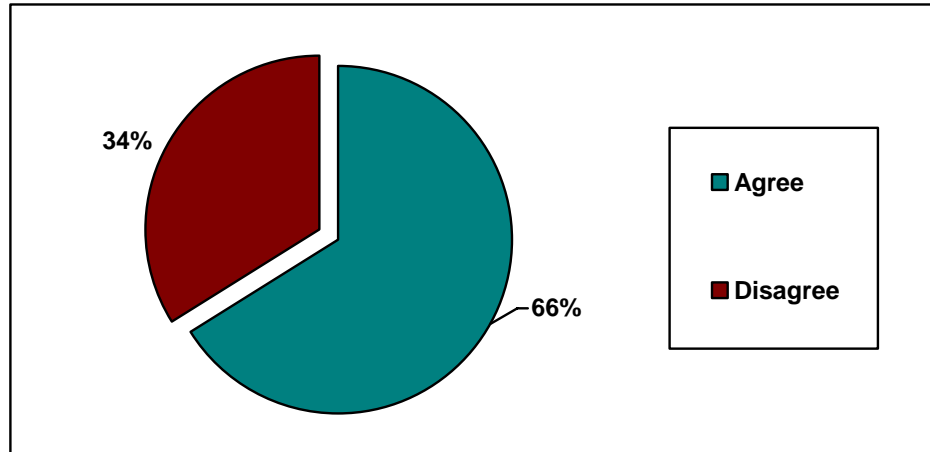


Figure 2.10: A Generic Milestone, with Related Professional Standards, is Necessary for Middle Leaders, by all Teacher Respondents.

The main comment made by teacher respondents was that they were unsure how milestones could encompass variability in post. There were no standardised responses on these issues.

Standards within Each Milestone

The majority of respondents (68%) agreed that having confirmed the milestones, there is a need to get to the point where every milestone has a set of standards developed under a common set of headings (see figure 2.11). However, it should be noted that none of the standardised responses were in agreement compared to 86% of those from a completed questionnaire.

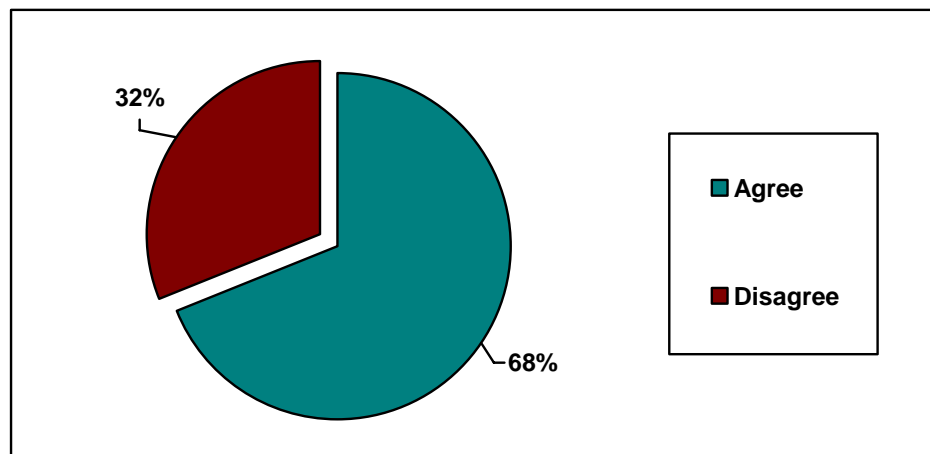


Figure 2.11: Views Regarding The Need To Develop Milestone Standards Under A Common Set Of Headings, by all Teacher Respondents.

Respondents were asked if they agreed with the particular set of common headings suggested at Annex C. 70% of teachers did so (see figure 2.12). However, it should be noted that none of the standardised responses were in agreement compared to 88% of those from a completed questionnaire.

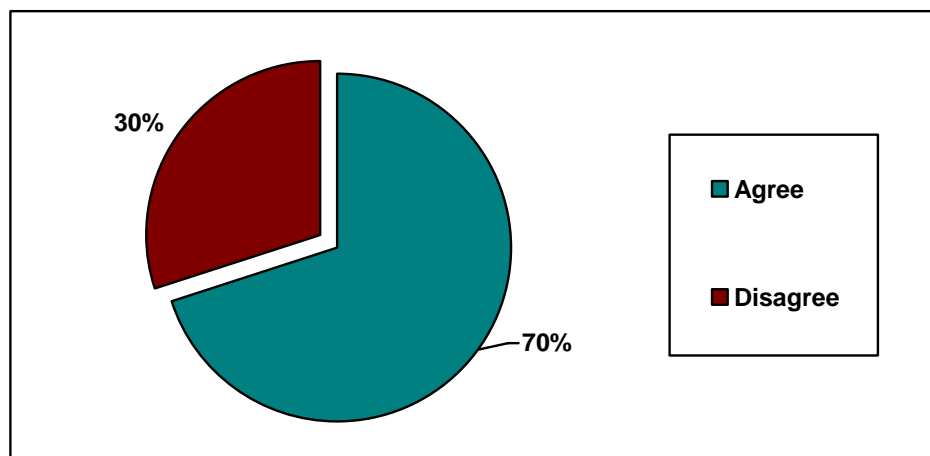


Figure 2.12: Agreement with Particular Set of Common Headings Suggested at Annex C, by all Teacher Respondents.

Of the teachers who did not agree, it was suggested that communication skills (3%) and leadership and management (3%) should be removed and communication/people skills should be emphasised (2%). There were no standardised responses on these issues.

3. Responses from Organisations

Introduction

A total of 22 completed questionnaires were received from people representing organisations. The responses to each question by these respondents are considered in this Chapter. Three organisations provided written responses to GTCW.

Underlying Principles of the Professional Development Framework

Of the 21 valid responses to question one, 20 organisations agreed with the underlying principle of establishing a Professional Development Framework for teachers in Wales. One organisation disagreed with the underlying principle, two of the written responses also disagreed.

When asked if they wished to make comments about the underlying principles of the Professional Development Framework the main comments were:

- Need equality for all teachers
- Concern over funding availability and that it could be better used for other projects
- Should not be different from England, creates barriers for moving between England and Wales.

Objectives of the Professional Development Framework

Respondents were asked if the Professional Development Framework should be based on objectives set out in Chapter 3. All but two of the 21 respondents from an organisation agreed.

Developing the Structure of the Professional Development Framework

19 of the 20 respondents from organisations felt that the four strands identified are areas that should be addressed in the development of a Professional Development Framework.

The main other comments suggested were:

- Concern over paperwork, bureaucracy generated
- Co-operation/ teamwork within schools

Structure of the First Strand

Respondents were asked if they agreed that the underlying structure of the first strand of The Framework should be based on the main professional milestones within a teacher's career, as opposed to other possible models described in paragraphs 48-60. All but two of the 20 respondents from an organisation agreed with this statement.

Of those who made comments (twelve), the main issue highlighted (50%) was that development should be linked to pay.

Those respondents who agreed that the underlying structure of the first strand of the framework should be based on the main professional 'milestones' within a teacher's career were asked if they agreed with the five milestones included in this strand.

17 respondents from organisations agreed with the following milestones: Qualified Teacher Status, Induction and Headship/Senior Leader. 15 of the 17 respondents agreed with classroom excellence and middle leader.

When asked what other milestones respondents felt should be added, the main comments were:

- Middle leader and classroom excellence can be the same dependant on school
- General experience

Developing of a Milestone Recognising Teaching Excellence

18 out of 21 respondents from organisations felt a milestone which recognises teacher excellence should be developed.

The main question/problem highlighted was how would excellence be proved and who would do this?

Those respondents who agreed with a milestone which recognises teacher excellence were asked if they agreed with a programme which gives a teacher the opportunity to gain professional development through a chartered teacher status. 18 out of 19 respondents from organisations agreed.

The main comment about the opportunity for the chartered teacher status within the programme was that it should be linked to qualifications.

Developing a Generic Milestone for Middle Leaders

15 out of 17 respondents from organisations agreed that a generic milestone, with related professional standards, is necessary for middle leaders.

Standards within Each Milestone

16 out of 20 respondents from organisations agreed that having confirmed the milestones, there is a need to get to the point where every milestone has a set of standards developed under a common set of headings.

Respondents were asked if they agreed with the particular set of common headings suggested at Annex C. 13 out of 17 respondents from organisations did so. Of those who did not agree, it was suggested class management; and leadership and management should be added.

4. Annex

Crosstabulations Of Responses By Individuals

A01 Do you agree with the underlying principle of establishing a Professional Development Framework for teachers in Wales?

	<i>count</i>	<i>Total%</i>	<i>count</i>	<i>Valid%</i>
Not answered	6	1	-	-
Agree	709	72	709	73
Disagree	263	27	263	27
Total	978	100	972	100

	<i>Cases N</i>	<i>Agree %</i>	<i>Disagree %</i>
By Overall Figures	972	73	27
By Language			
English	905	72	28
Welsh	67	90	10
By Type of Response			
Questionnaire Used	790	90	10
Standardised Response	182	0	100
By Gender			
Male	228	79	21
Female	552	94	6
By Age			
21-30	150	95	5
31-40	172	90	10
41-50	184	88	12
51-60	241	86	14
Over 60	35	97	3
By phase where usually employed			
A - Primary	395	92	8
B - Secondary	291	86	14
C - Special Education/Pupil Referral Unit	52	94	6
D - Not currently employed as a teacher	38	100	0
By number of years since gaining Qualified Teacher Status			
1-5	179	96	4
6-10	101	88	12
11-15	95	87	13
16-20	61	72	28
Over 20	346	90	10

A01tx Do you agree with the underlying principle of establishing a Professional Development Framework for teachers in Wales? (comments)

	<i>count</i>	<i>Valid%</i>
Other	89	21
A - Needs to include supply teachers	12	3
B - Need equality for all teachers	40	10
C - Concern over additional paperwork/time	52	12
D - Must be compulsory	3	1
E - Development should be outside of schools control	4	1
F - Concern over funding (availability and better used for other projects)	36	9
G - Falls outside of GTCW remit	188	45
H - Should not be different from England, creates barriers for moving between England and Wales	17	4
I - Additional bureaucracy - Targets to reach	26	6
Respondent Count	419	
Total Number of Responses	467	

	<i>Cases</i>	<i>Oth</i>	<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>	<i>E</i>	<i>F</i>	<i>G</i>	<i>H</i>
	<i>N</i>	<i>%</i>	<i>%</i>	<i>%</i>	<i>%</i>	<i>%</i>	<i>%</i>	<i>%</i>	<i>%</i>	<i>%</i>
By Overall Figures	419	21	3	10	12	1	1	9	45	4
By Language										
English	410	21	3	9	12	1	1	8	46	4
Welsh	9	44	11	22	44	0	0	22	0	0
By Type of Response										
Questionnaire Used	237	38	5	17	22	1	2	15	3	7
Standardised Response	182	0	0	0	0	0	0	0	100	0
By Gender										
Male	94	40	2	16	23	1	3	15	5	4
Female	138	36	7	18	21	1	1	16	0	9
By Age										
21-30	43	37	5	21	21	5	2	14	0	2
31-40	60	42	7	15	22	2	2	15	2	10
41-50	53	28	6	17	21	0	0	21	4	8
51-60	73	41	4	15	23	0	1	12	4	8
Over 60	6	50	0	33	17	0	0	17	0	0
By phase where usually employed										
A - Primary	109	36	6	15	20	1	3	16	3	6
B - Secondary	96	33	3	15	27	2	1	17	3	8
C - Special Education/Pupil Referral Unit	13	46	0	23	23	0	0	23	0	0
D - Not currently employed as a teacher	15	73	7	47	0	0	0	0	0	7
By number of years since gaining Qualified Teacher Status										
1-5	46	37	9	24	11	4	2	11	0	7
6-10	37	19	3	11	43	0	3	24	0	8
11-15	38	45	5	21	13	3	0	8	5	8
16-20	20	40	0	15	25	0	0	10	5	10
Over 20	92	43	4	13	22	0	2	18	3	5

(continued)

	/
	%
By Overall Figures	6
By Language	
English	6
Welsh	0
By Type of Response	
Questionnaire Used	11
Standardised Response	0
By Gender	
Male	14
Female	9
By Age	
21-30	9
31-40	8
41-50	9
51-60	16
Over 60	0
By phase where usually employed	
A - Primary	10
B - Secondary	14
C - Special Education/Pupil Referral Unit	8
D - Not currently employed as a teacher	0
By number of years since gaining Qualified Teacher Status	
1-5	7
6-10	16
11-15	11
16-20	10
Over 20	12

A02 Should the Professional Development Framework be based on objectives set out in chapter 3? If not what other objectives should the framework be based on?

	<i>count</i>	<i>Total%</i>	<i>count</i>	<i>Valid%</i>
Not answered	55	6	-	-
Agree	674	69	674	73
Disagree	249	25	249	27
Total	978	100	923	100

	<i>Cases N</i>	<i>Agree %</i>	<i>Disagree %</i>
By Overall Figures	923	73	27
By Language			
English	862	71	29
Welsh	61	95	5
By Type of Response			
Questionnaire Used	741	91	9
Standardised Response	182	0	100
By Gender			
Male	206	82	18
Female	525	95	5
By Age			
21-30	143	92	8
31-40	160	91	9
41-50	172	92	8
51-60	226	88	12
Over 60	33	100	0
By phase where usually employed			
A - Primary	368	92	8
B - Secondary	274	88	12
C - Special Education/Pupil Referral Unit	49	96	4
D - Not currently employed as a teacher	37	100	0
By number of years since gaining Qualified Teacher Status			
1-5	172	94	6
6-10	96	89	11
11-15	87	91	9
16-20	57	74	26
Over 20	322	93	7

A02tx Should the Professional Development Framework be based on objectives set out in chapter 3? If not what other objectives should the framework be based on? (comments)

	<i>count</i>	<i>Valid%</i>
Other	145	93
A - Acknowledge those who purely want to teach/ the classroom teacher	14	9
B - Acknowledge teaching skills/ability	12	8
Respondent Count	156	
Total Number of Responses	171	

	<i>Cases</i> <i>N</i>	<i>Oth</i> <i>%</i>	<i>A</i> <i>%</i>	<i>B</i> <i>%</i>
By Overall Figures	156	93	9	8
By Language				
English	150	94	9	7
Welsh	6	67	0	33
By Type of Response				
Questionnaire Used	156	93	9	8
By Gender				
Male	57	95	7	7
Female	95	92	11	8
By Age				
21-30	26	85	4	15
31-40	38	95	18	5
41-50	38	92	8	11
51-60	47	96	6	4
Over 60	6	100	0	0
By phase where usually employed				
A - Primary	77	91	6	9
B - Secondary	53	94	13	8
C - Special Education/Pupil Referral Unit	9	100	0	0
D - Not currently employed as a teacher	15	93	13	7
By number of years since gaining Qualified Teacher Status				
1-5	25	92	0	12
6-10	22	82	18	14
11-15	22	100	18	5
16-20	15	100	0	7
Over 20	70	93	9	4

A03a Do you agree that the four work strands identified are the areas that should be addressed in developing a Professional Development framework for teachers in Wales? (Chapter 4)... Strand 1 – Career progression – professional milestones and standards

	<i>count</i>	<i>Total%</i>	<i>count</i>	<i>Valid%</i>
Not answered	60	6	-	-
Agree	667	68	667	73
Disagree	251	26	251	27
Total	978	100	918	100

	<i>Cases N</i>	<i>Agree %</i>	<i>Disagree %</i>
By Overall Figures	918	73	27
By Language			
English	855	71	29
Welsh	63	95	5
By Type of Response			
Questionnaire Used	736	91	9
Standardised Response	182	0	100
By Gender			
Male	206	83	17
Female	522	94	6
By Age			
21-30	146	91	9
31-40	161	90	10
41-50	172	88	12
51-60	219	91	9
Over 60	31	100	0
By phase where usually employed			
A - Primary	368	91	9
B - Secondary	270	88	12
C - Special Education/Pupil Referral Unit	49	96	4
D - Not currently employed as a teacher	37	97	3
By number of years since gaining Qualified Teacher Status			
1-5	177	92	8
6-10	92	89	11
11-15	85	87	13
16-20	56	77	23
Over 20	320	94	6

A03b Do you agree that the four work strands identified are the areas that should be addressed in developing a Professional Development framework for teachers in Wales? (Chapter 4)... Strand 2 – Professional development, recognition and accreditation

	<i>count</i>	<i>Total%</i>	<i>count</i>	<i>Valid%</i>
Not answered	60	6	-	-
Agree	684	70	684	75
Disagree	234	24	234	25
Total	978	100	918	100

	<i>Cases N</i>	<i>Agree %</i>	<i>Disagree %</i>
By Overall Figures	918	75	25
By Language			
English	856	73	27
Welsh	62	95	5
By Type of Response			
Questionnaire Used	736	93	7
Standardised Response	182	0	100
By Gender			
Male	206	86	14
Female	522	96	4
By Age			
21-30	144	94	6
31-40	161	93	7
41-50	172	92	8
51-60	221	92	8
Over 60	31	100	0
By phase where usually employed			
A - Primary	365	95	5
B - Secondary	274	89	11
C - Special Education/Pupil Referral Unit	48	98	2
D - Not currently employed as a teacher	37	100	0
By number of years since gaining Qualified Teacher Status			
1-5	175	94	6
6-10	94	93	7
11-15	84	93	7
16-20	57	79	21
Over 20	320	95	5

A03c Do you agree that the four work strands identified are the areas that should be addressed in developing a Professional Development framework for teachers in Wales? (Chapter 4)... Strand 3 – Recording and self-reflection

	<i>count</i>	<i>Total%</i>	<i>count</i>	<i>Valid%</i>
Not answered	66	7	-	-
Agree	643	66	643	71
Disagree	269	28	269	29
Total	978	100	912	100

	<i>Cases N</i>	<i>Agree %</i>	<i>Disagree %</i>
By Overall Figures	912	71	29
By Language			
English	849	69	31
Welsh	63	90	10
By Type of Response			
Questionnaire Used	730	88	12
Standardised Response	182	0	100
By Gender			
Male	203	79	21
Female	520	92	8
By Age			
21-30	145	89	11
31-40	159	85	15
41-50	171	88	12
51-60	217	88	12
Over 60	31	100	0
By phase where usually employed			
A - Primary	364	91	9
B - Secondary	269	83	17
C - Special Education/Pupil Referral Unit	48	92	8
D - Not currently employed as a teacher	37	97	3
By number of years since gaining Qualified Teacher Status			
1-5	176	91	9
6-10	92	82	18
11-15	83	83	17
16-20	57	75	25
Over 20	316	92	8

A03d Do you agree that the four work strands identified are the areas that should be addressed in developing a Professional Development framework for teachers in Wales? (Chapter 4)... Strand 4 – Quality assurance of providers

	<i>count</i>	<i>Total%</i>	<i>count</i>	<i>Valid%</i>
Not answered	75	8	-	-
Agree	656	67	656	73
Disagree	247	25	247	27
Total	978	100	903	100

	<i>Cases N</i>	<i>Agree %</i>	<i>Disagree %</i>
By Overall Figures	903	73	27
By Language			
English	840	71	29
Welsh	63	94	6
By Type of Response			
Questionnaire Used	721	91	9
Standardised Response	182	0	100
By Gender			
Male	202	83	17
Female	512	94	6
By Age			
21-30	140	93	7
31-40	159	89	11
41-50	168	91	9
51-60	217	91	9
Over 60	30	97	3
By phase where usually employed			
A - Primary	359	92	8
B - Secondary	266	88	12
C - Special Education/Pupil Referral Unit	48	94	6
D - Not currently employed as a teacher	36	97	3
By number of years since gaining Qualified Teacher Status			
1-5	172	93	7
6-10	91	91	9
11-15	83	87	13
16-20	55	76	24
Over 20	314	94	6

A03tx Are there any other areas that should be considered in developing a Professional Development Framework for teachers in Wales?

	<i>count</i>	<i>Valid%</i>
Other	120	52
A - Concern over paperwork, buroceracy generated	86	37
B - Co-operation/ team work within schools	18	8
C - Success within subject specialism	5	2
D - Acknowledge external experiences	39	17
E - Generate links with external bodies	3	1
Respondent Count	232	
Total Number of Responses	271	

	<i>Cases</i>	<i>Oth</i>	<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>	<i>E</i>
	<i>N</i>	<i>%</i>	<i>%</i>	<i>%</i>	<i>%</i>	<i>%</i>	<i>%</i>
By Overall Figures	232	52	37	8	2	17	1
By Language							
English	224	52	38	8	1	16	1
Welsh	8	50	13	13	25	38	0
By Type of Response							
Questionnaire Used	232	52	37	8	2	17	1
By Gender							
Male	83	48	41	6	4	18	2
Female	144	54	34	9	1	16	1
By Age							
21-30	33	52	39	9	0	18	0
31-40	49	55	33	8	0	16	0
41-50	59	46	47	8	2	12	0
51-60	83	52	34	7	2	20	4
Over 60	7	71	0	0	29	14	0
By phase where usually employed							
A - Primary	113	50	39	8	2	16	1
B - Secondary	85	49	39	6	2	18	2
C - Special Education/Pupil Referral Unit	9	56	33	0	0	33	0
D - Not currently employed as a teacher	22	64	23	18	5	14	0
By number of years since gaining Qualified Teacher Status							
1-5	36	50	31	8	0	25	0
6-10	30	47	47	7	0	13	0
11-15	36	53	36	14	0	11	0
16-20	17	47	53	6	0	6	0
Over 20	108	52	34	6	5	19	3

A04 Do you agree that the underlying structure of the first strand of the Framework should be based on the main professional milestones within a teacher's career, as opposed to other possible models described in paragraphs 48-60?

	<i>count</i>	<i>Total%</i>	<i>count</i>	<i>Valid%</i>
Not answered	68	7	-	-
Agree	631	65	631	69
Disagree	279	29	279	31
Total	978	100	910	100

	<i>Cases N</i>	<i>Agree %</i>	<i>Disagree %</i>
By Overall Figures	910	69	31
By Language			
English	849	67	33
Welsh	61	95	5
By Type of Response			
Questionnaire Used	728	87	13
Standardised Response	182	0	100
By Gender			
Male	199	77	23
Female	520	91	9
By Age			
21-30	141	89	11
31-40	157	86	14
41-50	171	85	15
51-60	220	85	15
Over 60	32	100	0
By phase where usually employed			
A - Primary	368	88	12
B - Secondary	267	84	16
C - Special Education/Pupil Referral Unit	48	96	4
D - Not currently employed as a teacher	34	88	12
By number of years since gaining Qualified Teacher Status			
1-5	171	88	12
6-10	90	81	19
11-15	87	89	11
16-20	56	79	21
Over 20	318	88	12

A04tx Do you agree that the underlying structure of the first strand of the Framework should be based on the main professional milestones within a teacher's career, as opposed to other possible models described in paragraphs 48-60? (comments)

	<i>count</i>	<i>Valid%</i>
Other	87	74
A - Development linked with pay	31	26
B - Teachers may not want to progress within structure	8	7
C - How can structure be applied to all across many school types	13	11
D - Ignores classroom excellence/experience	7	6
Respondent Count	117	
Total Number of Responses	146	

	<i>Cases</i>	<i>Oth</i>	<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>
	<i>N</i>	<i>%</i>	<i>%</i>	<i>%</i>	<i>%</i>	<i>%</i>
By Overall Figures	117	74	26	7	11	6
By Language						
English	114	75	26	7	10	4
Welsh	3	33	33	0	33	67
By Type of Response						
Questionnaire Used	117	74	26	7	11	6
By Gender						
Male	44	75	27	7	9	7
Female	72	73	26	7	12	5
By Age						
21-30	17	65	47	6	6	6
31-40	27	68	21	14	7	0
41-50	29	69	21	3	17	10
51-60	40	85	25	5	10	8
Over 60	4	75	25	0	25	0
By phase where usually employed						
A - Primary	53	72	30	9	11	7
B - Secondary	49	71	24	4	8	6
C - Special Education/Pupil Referral Unit	4	75	50	0	50	0
D - Not currently employed as a teacher	11	91	9	9	9	0
By number of years since gaining Qualified Teacher Status						
1-5	23	70	26	13	4	0
6-10	15	67	40	7	7	7
11-15	12	54	23	8	8	8
16-20	10	80	20	10	20	0
Over 20	54	80	24	4	15	9

A05a If you answered yes to question 4, do you agree with the five milestones included in this strand of the Framework...? Qualified teacher status (QTS)

	<i>count</i>	<i>Total%</i>	<i>count</i>	<i>Valid%</i>
Not answered	301	31	-	-
Agree	662	68	662	98
Disagree	15	2	15	2
Total	978	100	677	100

	<i>Cases N</i>	<i>Agree %</i>	<i>Disagree %</i>
By Overall Figures	677	98	2
By Language			
English	616	98	2
Welsh	61	97	3
By Type of Response			
Questionnaire Used	677	98	2
By Gender			
Male	174	97	3
Female	494	98	2
By Age			
21-30	137	98	2
31-40	146	98	2
41-50	159	98	2
51-60	197	97	3
Over 60	32	97	3
By phase where usually employed			
A - Primary	341	98	2
B - Secondary	242	98	2
C - Special Education/Pupil Referral Unit	50	98	2
D - Not currently employed as a teacher	32	100	0
By number of years since gaining Qualified Teacher Status			
1-5	163	99	1
6-10	84	98	2
11-15	79	100	0
16-20	50	90	10
Over 20	296	98	2

A05b If you answered yes to question 4, do you agree with the five milestones included in this strand of the Framework...? Induction

	<i>count</i>	<i>Total%</i>	<i>count</i>	<i>Valid%</i>
Not answered	312	32	-	-
Agree	638	65	638	96
Disagree	28	3	28	4
Total	978	100	666	100

	<i>Cases N</i>	<i>Agree %</i>	<i>Disagree %</i>
By Overall Figures	666	96	4
By Language			
English	605	96	4
Welsh	61	95	5
By Type of Response			
Questionnaire Used	666	96	4
By Gender			
Male	172	95	5
Female	486	96	4
By Age			
21-30	134	93	7
31-40	143	97	3
41-50	156	96	4
51-60	196	97	3
Over 60	31	97	3
By phase where usually employed			
A - Primary	335	96	4
B - Secondary	239	97	3
C - Special Education/Pupil Referral Unit	49	92	8
D - Not currently employed as a teacher	32	97	3
By number of years since gaining Qualified Teacher Status			
1-5	157	93	7
6-10	82	95	5
11-15	79	100	0
16-20	49	88	12
Over 20	294	98	2

A05c If you answered yes to question 4, do you agree with the five milestones included in this strand of the Framework...? Middle Leader

	<i>count</i>	<i>Total%</i>	<i>count</i>	<i>Valid%</i>
Not answered	321	33	-	-
Agree	615	63	615	94
Disagree	42	4	42	6
Total	978	100	657	100

	<i>Cases N</i>	<i>Agree %</i>	<i>Disagree %</i>
By Overall Figures	657	94	6
By Language			
English	598	94	6
Welsh	59	93	7
By Type of Response			
Questionnaire Used	657	94	6
By Gender			
Male	168	92	8
Female	481	94	6
By Age			
21-30	134	87	13
31-40	142	95	5
41-50	154	96	4
51-60	189	94	6
Over 60	32	100	0
By phase where usually employed			
A - Primary	332	94	6
B - Secondary	233	94	6
C - Special Education/Pupil Referral Unit	49	92	8
D - Not currently employed as a teacher	32	94	6
By number of years since gaining Qualified Teacher Status			
1-5	157	89	11
6-10	83	95	5
11-15	78	96	4
16-20	47	89	11
Over 20	287	96	4

A05d If you answered yes to question 4, do you agree with the five milestones included in this strand of the Framework...? Classroom Excellence

	<i>count</i>	<i>Total%</i>	<i>count</i>	<i>Valid%</i>
Not answered	329	34	-	-
Agree	608	62	608	94
Disagree	41	4	41	6
Total	978	100	649	100

	<i>Cases N</i>	<i>Agree %</i>	<i>Disagree %</i>
By Overall Figures	649	94	6
By Language			
English	591	94	6
Welsh	58	91	9
By Type of Response			
Questionnaire Used	649	94	6
By Gender			
Male	165	90	10
Female	477	95	5
By Age			
21-30	133	93	7
31-40	138	95	5
41-50	153	91	9
51-60	188	94	6
Over 60	31	100	0
By phase where usually employed			
A - Primary	326	93	7
B - Secondary	232	94	6
C - Special Education/Pupil Referral Unit	49	94	6
D - Not currently employed as a teacher	31	100	0
By number of years since gaining Qualified Teacher Status			
1-5	157	95	5
6-10	82	96	4
11-15	73	92	8
16-20	46	89	11
Over 20	287	93	7

A05e If you answered yes to question 4, do you agree with the five milestones included in this strand of the Framework...? Headship and senior Leader

	<i>count</i>	<i>Total%</i>	<i>count</i>	<i>Valid%</i>
Not answered	379	39	-	-
Agree	561	57	561	94
Disagree	38	4	38	6
Total	978	100	599	100

	<i>Cases N</i>	<i>Agree %</i>	<i>Disagree %</i>
By Overall Figures	599	94	6
By Language			
English	540	94	6
Welsh	59	93	7
By Type of Response			
Questionnaire Used	599	94	6
By Gender			
Male	154	91	9
Female	437	95	5
By Age			
21-30	123	92	8
31-40	129	95	5
41-50	137	94	6
51-60	177	94	6
Over 60	28	93	7
By phase where usually employed			
A - Primary	294	95	5
B - Secondary	219	93	7
C - Special Education/Pupil Referral Unit	49	94	6
D - Not currently employed as a teacher	28	93	7
By number of years since gaining Qualified Teacher Status			
1-5	143	94	6
6-10	77	94	6
11-15	70	94	6
16-20	40	88	13
Over 20	264	94	6

A05tx Are there other milestones which should be added to the Framework? Please add comments

	<i>count</i>	<i>Valid%</i>
Other	76	39
A - Focus on skills rather than position	39	20
B - General experience	24	12
C - Pastoral/Care experience	3	2
D - Middle Leader (c) and Classroom excellence (d) can be the same dependant on school	42	22
E - Classroom excellence should underpin whole structure	38	19
F - Concern over equality of access	39	20
Respondent Count	195	
Total Number of Responses	261	

	<i>Cases</i>	<i>Oth</i>	<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>	<i>E</i>	<i>F</i>
	<i>N</i>	<i>%</i>	<i>%</i>	<i>%</i>	<i>%</i>	<i>%</i>	<i>%</i>	<i>%</i>
By Overall Figures	195	39	20	12	2	22	19	20
By Language								
English	182	40	18	11	1	22	19	19
Welsh	13	31	46	31	8	15	23	31
By Type of Response								
Questionnaire Used	195	39	20	12	2	22	19	20
By Gender								
Male	69	42	20	16	1	22	25	14
Female	125	38	20	10	2	22	17	23
By Age								
21-30	38	42	24	3	0	21	16	21
31-40	43	23	21	21	2	23	19	26
41-50	44	43	16	14	0	18	23	18
51-60	60	42	18	12	3	25	18	20
Over 60	9	56	33	11	0	11	33	0
By phase where usually employed								
A - Primary	86	40	21	3	0	23	20	30
B - Secondary	72	35	19	18	3	24	24	11
C - Special Education/Pupil Referral Unit	15	40	20	27	7	7	0	13
D - Not currently employed as a teacher	20	55	15	15	0	20	20	10
By number of years since gaining Qualified Teacher Status								
1-5	44	43	18	2	0	18	23	23
6-10	22	18	32	14	5	14	18	27
11-15	26	35	19	23	0	27	19	12
16-20	12	25	25	17	0	25	17	33
Over 20	88	45	17	13	2	23	19	18

A06 Do you agree that a milestone which recognises teacher excellence in the classroom should be developed?

	<i>count</i>	<i>Total%</i>	<i>count</i>	<i>Valid%</i>
Not answered	59	6	-	-
Agree	657	67	657	71
Disagree	262	27	262	29
Total	978	100	919	100

	<i>Cases N</i>	<i>Agree %</i>	<i>Disagree %</i>
By Overall Figures	919	71	29
By Language			
English	857	70	30
Welsh	62	94	6
By Type of Response			
Questionnaire Used	737	89	11
Standardised Response	182	0	100
By Gender			
Male	206	81	19
Female	523	93	7
By Age			
21-30	146	91	9
31-40	161	90	10
41-50	169	88	12
51-60	221	87	13
Over 60	33	97	3
By phase where usually employed			
A - Primary	371	91	9
B - Secondary	270	87	13
C - Special Education/Pupil Referral Unit	49	90	10
D - Not currently employed as a teacher	36	94	6
By number of years since gaining Qualified Teacher Status			
1-5	172	92	8
6-10	96	84	16
11-15	85	92	8
16-20	56	77	23
Over 20	322	90	10

A06tx Do you agree that a milestone which recognises teacher excellence in the classroom should be developed? (comments)

	<i>count</i>	<i>Valid%</i>
Other	171	70
A - Needs external assessment	3	1
B - Must not be based on paper evidence	4	2
C - Yes	27	11
D - Would not want to have to prove excellence	5	2
E - How/Who would prove excellence	11	4
F - Should include extra circular activities and external positions	4	2
G - Should include Threshold	8	3
H - Excellence should be the most important milestone	41	17
Respondent Count	245	
Total Number of Responses	274	

	<i>Cases</i>	<i>Oth</i>	<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>	<i>E</i>	<i>F</i>	<i>G</i>	<i>H</i>
	<i>N</i>	<i>%</i>	<i>%</i>	<i>%</i>	<i>%</i>	<i>%</i>	<i>%</i>	<i>%</i>	<i>%</i>	<i>%</i>
By Overall Figures	245	70	1	2	11	2	4	2	3	17
By Language										
English	235	70	1	2	9	2	5	2	3	17
Welsh	10	60	0	0	50	0	0	0	0	20
By Type of Response										
Questionnaire Used	245	70	1	2	11	2	4	2	3	17
By Gender										
Male	79	75	1	1	9	5	3	0	1	15
Female	163	67	1	2	12	1	6	2	4	18
By Age										
21-30	45	73	0	0	16	0	2	0	4	18
31-40	57	65	0	5	12	4	2	5	4	23
41-50	60	80	3	2	7	0	8	0	0	8
51-60	77	66	1	0	9	4	5	0	4	18
Over 60	5	40	0	0	40	0	0	20	0	20
By phase where usually employed										
A - Primary	127	68	2	2	13	2	6	2	5	17
B - Secondary	87	68	0	1	9	3	5	2	2	18
C - Special Education/Pupil Referral Unit	13	85	0	0	8	0	0	0	0	15
D - Not currently employed as a teacher	15	87	0	0	7	0	0	0	0	13
By number of years since gaining Qualified Teacher Status										
1-5	48	69	0	2	10	0	4	2	4	21
6-10	31	74	0	0	19	0	0	0	0	23
11-15	40	65	3	8	10	5	5	3	5	15
16-20	22	64	5	0	5	5	9	5	0	23
Over 20	101	71	1	0	11	2	5	1	4	13

A07 If you answered yes to question 6, do you agree that a programme which additionally gives teachers an opportunity to gain significant professional development through gaining Chartered Teacher Status is attractive? (Chapter 6)

	<i>count</i>	<i>Total%</i>	<i>count</i>	<i>Valid%</i>
Not answered	311	32	-	-
Agree	582	60	582	87
Disagree	85	9	85	13
Total	978	100	667	100

	<i>Cases N</i>	<i>Agree %</i>	<i>Disagree %</i>
By Overall Figures	667	87	13
By Language			
English	607	87	13
Welsh	60	88	12
By Type of Response			
Questionnaire Used	667	87	13
By Gender			
Male	176	81	19
Female	483	90	10
By Age			
21-30	140	89	11
31-40	144	82	18
41-50	152	88	13
51-60	196	88	12
Over 60	30	93	7
By phase where usually employed			
A - Primary	336	89	11
B - Secondary	240	84	16
C - Special Education/Pupil Referral Unit	46	89	11
D - Not currently employed as a teacher	33	94	6
By number of years since gaining Qualified Teacher Status			
1-5	168	88	13
6-10	84	79	21
11-15	76	89	11
16-20	48	81	19
Over 20	286	91	9

A07tx If you answered yes to question 6, do you agree that a programme which additionally gives teachers an opportunity to gain significant professional development through gaining Chartered Teacher Status is attractive? (Chapter 6) (comments)

	<i>count</i>	<i>Valid%</i>
Other	84	52
A - Linked to qualifications	23	14
B - Concerns over funding and source of funding	15	9
C - Assessed by who	20	12
D - Concern over equality of access	36	22
E - Programme needs to provide extra/free time for development	22	13
Respondent Count	163	
Total Number of Responses	200	

	<i>Cases N</i>	<i>Oth %</i>	<i>A %</i>	<i>B %</i>	<i>C %</i>	<i>D %</i>	<i>E %</i>
By Overall Figures	163	52	14	9	12	22	13
By Language							
English	155	50	15	9	13	23	14
Welsh	8	75	0	13	0	13	0
By Type of Response							
Questionnaire Used	163	52	14	9	12	22	13
By Gender							
Male	56	54	21	11	13	23	4
Female	106	50	9	8	12	22	19
By Age							
21-30	29	38	14	10	14	24	14
31-40	37	51	22	11	8	30	22
41-50	38	58	8	11	13	18	11
51-60	53	57	11	6	13	21	9
Over 60	5	40	20	20	20	0	20
By phase where usually employed							
A - Primary	80	51	15	10	11	24	13
B - Secondary	63	43	16	11	14	19	17
C - Special Education/Pupil Referral Unit	5	100	20	0	0	20	0
D - Not currently employed as a teacher	13	77	0	0	15	23	8
By number of years since gaining Qualified Teacher Status							
1-5	31	39	19	10	23	29	6
6-10	24	50	13	17	4	25	21
11-15	22	68	18	0	9	14	23
16-20	11	64	0	0	18	18	18
Over 20	74	50	14	11	11	20	11

A08 Do you agree that a generic milestone, with related professional standards is necessary for middle leaders? (Chapter 7)

	<i>count</i>	<i>Total%</i>	<i>count</i>	<i>Valid%</i>
Not answered	67	7	-	-
Agree	597	61	597	66
Disagree	314	32	314	34
Total	978	100	911	100

	<i>Cases N</i>	<i>Agree %</i>	<i>Disagree %</i>
By Overall Figures	911	66	34
By Language			
English	849	64	36
Welsh	62	90	10
By Type of Response			
Questionnaire Used	729	82	18
Standardised Response	182	0	100
By Gender			
Male	205	74	26
Female	516	85	15
By Age			
21-30	143	80	20
31-40	155	79	21
41-50	172	80	20
51-60	221	85	15
Over 60	31	94	6
By phase where usually employed			
A - Primary	367	83	17
B - Secondary	265	77	23
C - Special Education/Pupil Referral Unit	50	88	12
D - Not currently employed as a teacher	35	94	6
By number of years since gaining Qualified Teacher Status			
1-5	172	79	21
6-10	92	79	21
11-15	84	83	17
16-20	54	74	26
Over 20	321	86	14

A08tx Do you agree that a generic milestone, with related professional standards is necessary for middle leaders? (Chapter 7) (comments)

	<i>count</i>	<i>Valid%</i>
Other	133	80
A - Needs clarity	11	7
B - Unsure how milestones could encompass variability in post	17	10
C - Concern over equality of access	8	5
D - Programme needs to provide extra/free time for development	6	4
Respondent Count	167	
Total Number of Responses	175	

	<i>Cases</i> <i>N</i>	<i>Oth</i> <i>%</i>	<i>A</i> <i>%</i>	<i>B</i> <i>%</i>	<i>C</i> <i>%</i>	<i>D</i> <i>%</i>
By Overall Figures	167	80	7	10	5	4
By Language						
English	158	83	5	9	3	4
Welsh	9	22	33	22	33	0
By Type of Response						
Questionnaire Used	167	80	7	10	5	4
By Gender						
Male	67	82	7	7	7	1
Female	98	78	6	12	3	5
By Age						
21-30	24	67	13	17	4	0
31-40	41	88	5	5	5	2
41-50	46	78	4	15	2	2
51-60	52	83	8	4	8	8
Over 60	3	33	0	67	0	0
By phase where usually employed						
A - Primary	83	81	6	10	5	2
B - Secondary	62	79	6	11	2	3
C - Special Education/Pupil Referral Unit	10	80	20	10	0	0
D - Not currently employed as a teacher	11	73	0	9	27	18
By number of years since gaining Qualified Teacher Status						
1-5	27	67	11	19	4	0
6-10	20	90	0	0	10	5
11-15	26	81	8	15	0	0
16-20	14	86	0	7	0	7
Over 20	77	79	8	9	6	5

A09 Do you agree that having confirmed the milestones, there is a need to develop a position where each and every milestone has a set of standards developed under a common set of headings? (Chapter 8)

	<i>count</i>	<i>Total%</i>	<i>count</i>	<i>Valid%</i>
Not answered	79	8	-	-
Agree	614	63	614	68
Disagree	285	29	285	32
Total	978	100	899	100

	<i>Cases N</i>	<i>Agree %</i>	<i>Disagree %</i>
By Overall Figures	899	68	32
By Language			
English	841	66	34
Welsh	58	95	5
By Type of Response			
Questionnaire Used	717	86	14
Standardised Response	182	0	100
By Gender			
Male	198	77	23
Female	512	89	11
By Age			
21-30	147	86	14
31-40	152	83	17
41-50	169	88	12
51-60	212	85	15
Over 60	30	90	10
By phase where usually employed			
A - Primary	362	89	11
B - Secondary	260	80	20
C - Special Education/Pupil Referral Unit	50	92	8
D - Not currently employed as a teacher	33	91	9
By number of years since gaining Qualified Teacher Status			
1-5	178	86	14
6-10	89	80	20
11-15	81	89	11
16-20	55	75	25
Over 20	308	88	12

A10 Do you agree with the particular set of common headings suggested at Annex C? If not, what should be added, amended or deleted? (Chapter 8)

	<i>count</i>	<i>Total%</i>	<i>count</i>	<i>Valid%</i>
Not answered	94	10	-	-
Agree	617	63	617	70
Disagree	267	27	267	30
Total	978	100	884	100

	<i>Cases N</i>	<i>Agree %</i>	<i>Disagree %</i>
By Overall Figures	884	70	30
By Language			
English	826	68	32
Welsh	58	95	5
By Type of Response			
Questionnaire Used	702	88	12
Standardised Response	182	0	100
By Gender			
Male	194	82	18
Female	501	90	10
By Age			
21-30	138	86	14
31-40	154	86	14
41-50	161	88	12
51-60	209	89	11
Over 60	33	97	3
By phase where usually employed			
A - Primary	351	89	11
B - Secondary	258	86	14
C - Special Education/Pupil Referral Unit	47	91	9
D - Not currently employed as a teacher	34	94	6
By number of years since gaining Qualified Teacher Status			
1-5	167	88	12
6-10	86	81	19
11-15	83	87	13
16-20	56	73	27
Over 20	304	93	7

A10tx Do you agree with the particular set of common headings suggested at Annex C? If not, what should be added, amended or deleted? (Chapter 8) (comments)

	<i>count</i>	<i>Valid%</i>
Other	117	93
B - Don't think leadership and management should be included	4	3
C - Communication/People skills need emphasis	2	2
D - Remove communication skills	4	3
Respondent Count	126	
Total Number of Responses	127	

	<i>Cases</i> <i>N</i>	<i>Oth</i> <i>%</i>	<i>B</i> <i>%</i>	<i>C</i> <i>%</i>	<i>D</i> <i>%</i>
By Overall Figures	126	93	3	2	3
By Language					
English	121	94	2	2	2
Welsh	5	60	20	0	20
By Type of Response					
Questionnaire Used	126	93	3	2	3
By Gender					
Male	46	93	0	2	7
Female	78	92	5	1	1
By Age					
21-30	24	92	4	0	4
31-40	27	89	7	0	4
41-50	26	96	0	4	0
51-60	42	95	2	0	2
Over 60	6	100	0	0	17
By phase where usually employed					
A - Primary	58	91	3	3	2
B - Secondary	46	91	4	0	4
C - Special Education/Pupil Referral Unit	8	100	0	0	0
D - Not currently employed as a teacher	13	100	0	0	8
By number of years since gaining Qualified Teacher Status					
1-5	25	92	4	0	4
6-10	18	83	11	0	6
11-15	15	100	0	0	0
16-20	11	91	0	9	0
Over 20	55	95	2	2	4

Frequencies Of Responses By Organisations

A01 Do you agree with the underlying principle of establishing a Professional Development Framework for teachers in Wales?

	<i>count</i>	<i>Total%</i>	<i>count</i>	<i>Valid%</i>
Not answered	1	5	-	-
Agree	20	91	20	95
Disagree	1	5	1	5
Total	22	100	21	100

A01tx Do you agree with the underlying principle of establishing a Professional Development Framework for teachers in Wales? (comments)

	<i>count</i>	<i>Valid%</i>
Other	4	22
A - Needs to include supply teachers	1	6
B - Need equality for all teachers	8	44
C - Concern over additional paperwork/time	1	6
F - Concern over funding (availability and better used for other projects)	5	28
G - Falls outside of GTCW remit	2	11
H - Should not be different from England, creates barriers for moving between England and Wales	4	22
Respondent Count	18	
Total Number of Responses	25	

A02 Should the Professional Development Framework be based on objectives set out in chapter 3? If not what other objectives should the framework be based on?

	<i>count</i>	<i>Total%</i>	<i>count</i>	<i>Valid%</i>
Not answered	1	5	-	-
Agree	19	86	19	90
Disagree	2	9	2	10
Total	22	100	21	100

A02tx Should the Professional Development Framework be based on objectives set out in chapter 3? If not what other objectives should the framework be based on? (comments)

	<i>count</i>	<i>Valid%</i>
Other	13	100
A - Acknowledge those who purely want to teach/ the classroom teacher	1	8
Respondent Count	13	
Total Number of Responses	14	

A03a Do you agree that the four work strands identified are the areas that should be addressed in developing a Professional Development framework for teachers in Wales? (Chapter 4)... Strand 1 – Career progression – professional milestones and standards

	<i>count</i>	<i>Total%</i>	<i>count</i>	<i>Valid%</i>
Not answered	2	9	-	-
Agree	19	86	19	95
Disagree	1	5	1	5
Total	22	100	20	100

A03b Do you agree that the four work strands identified are the areas that should be addressed in developing a Professional Development framework for teachers in Wales? (Chapter 4)... Strand 2 – Professional development, recognition and accreditation

	<i>count</i>	<i>Total%</i>	<i>count</i>	<i>Valid%</i>
Not answered	2	9	-	-
Agree	19	86	19	95
Disagree	1	5	1	5
Total	22	100	20	100

A03c Do you agree that the four work strands identified are the areas that should be addressed in developing a Professional Development framework for teachers in Wales? (Chapter 4)... Strand 3 – Recording and self-reflection

	<i>count</i>	<i>Total%</i>	<i>count</i>	<i>Valid%</i>
Not answered	3	14	-	-
Agree	18	82	18	95
Disagree	1	5	1	5
Total	22	100	19	100

A03d Do you agree that the four work strands identified are the areas that should be addressed in developing a Professional Development framework for teachers in Wales? (Chapter 4)... Strand 4 – Quality assurance of providers

	<i>count</i>	<i>Total%</i>	<i>count</i>	<i>Valid%</i>
Not answered	2	9	-	-
Agree	19	86	19	95
Disagree	1	5	1	5
Total	22	100	20	100

A03tx Are there any other areas that should be considered in developing a Professional Development Framework for teachers in Wales?

	<i>count</i>	<i>Valid%</i>
Other	9	60
A - Concern over paperwork, buroceracy generated	5	33
B - Co-operation/ team work within schools	4	27
C - Success within subject specialism	1	7
D - Acknowledge external experiences	2	13
Respondent Count	15	
Total Number of Responses	21	

A04 Do you agree that the underlying structure of the first strand of the Framework should be based on the main professional milestones within a teacher's career, as opposed to other possible models described in paragraphs 48-60?

	<i>count</i>	<i>Total%</i>	<i>count</i>	<i>Valid%</i>
Not answered	2	9	-	-
Agree	18	82	18	90
Disagree	2	9	2	10
Total	22	100	20	100

A04tx Do you agree that the underlying structure of the first strand of the Framework should be based on the main professional milestones within a teacher's career, as opposed to other possible models described in paragraphs 48-60? (comments)

	<i>count</i>	<i>Valid%</i>
Other	10	83
A - Development linked with pay	6	50
C - How can structure be applied to all across many school types	1	8
D - Ignores classroom excellence/experience	1	8
Respondent Count	12	
Total Number of Responses	18	

A05a If you answered yes to question 4, do you agree with the five milestones included in this strand of the Framework...? Qualified teacher status (QTS)

	<i>count</i>	<i>Total%</i>	<i>count</i>	<i>Valid%</i>
Not answered	5	23	-	-
Agree	17	77	17	100
Total	22	100	17	100

A05b If you answered yes to question 4, do you agree with the five milestones included in this strand of the Framework...? Induction

	<i>count</i>	<i>Total%</i>	<i>count</i>	<i>Valid%</i>
Not answered	6	27	-	-
Agree	16	73	16	100
Total	22	100	16	100

A05c If you answered yes to question 4, do you agree with the five milestones included in this strand of the Framework...? Middle Leader

	<i>count</i>	<i>Total%</i>	<i>count</i>	<i>Valid%</i>
Not answered	6	27	-	-
Agree	15	68	15	94
Disagree	1	5	1	6
Total	22	100	16	100

A05d If you answered yes to question 4, do you agree with the five milestones included in this strand of the Framework...? Classroom Excellence

	<i>count</i>	<i>Total%</i>	<i>count</i>	<i>Valid%</i>
Not answered	5	23	-	-
Agree	15	68	15	88
Disagree	2	9	2	12
Total	22	100	17	100

A05e If you answered yes to question 4, do you agree with the five milestones included in this strand of the Framework...? Headship and senior Leader

	<i>count</i>	<i>Total%</i>	<i>count</i>	<i>Valid%</i>
Not answered	5	23	-	-
Agree	17	77	17	100
Total	22	100	17	100

A05tx Are there other milestones which should be added to the Framework? Please add comments

	<i>count</i>	<i>Valid%</i>
Other	10	71
A - Focus on skills rather than position	1	7
B - General experience	3	21
D - Middle Leader (c) and Classroom excellence (d) can be the same dependant on school	5	36
E - Classroom excellence should underpin whole structure	1	7
F - Concern over equality of access	1	7
Respondent Count	14	
Total Number of Responses	21	

A06 Do you agree that a milestone which recognises teacher excellence in the classroom should be developed?

	<i>count</i>	<i>Total%</i>	<i>count</i>	<i>Valid%</i>
Not answered	1	5	-	-
Agree	18	82	18	86
Disagree	3	14	3	14
Total	22	100	21	100

A06tx Do you agree that a milestone which recognises teacher excellence in the classroom should be developed? (comments)

	<i>count</i>	<i>Valid%</i>
Other	14	88
E - How/Who would prove excellence	3	19
F - Should include extra circular activities and external positions	1	6
G - Should include Threshold	1	6
H - Excellence should be the most important milestone	2	13
Respondent Count	16	
Total Number of Responses	21	

A07 If you answered yes to question 6, do you agree that a programme which additionally gives teachers an opportunity to gain significant professional development through gaining Chartered Teacher Status is attractive? (Chapter 6)

	<i>count</i>	<i>Total%</i>	<i>count</i>	<i>Valid%</i>
Not answered	3	14	-	-
Agree	18	82	18	95
Disagree	1	5	1	5
Total	22	100	19	100

A07tx If you answered yes to question 6, do you agree that a programme which additionally gives teachers an opportunity to gain significant professional development through gaining Chartered Teacher Status is attractive? (Chapter 6) (comments)

	<i>count</i>	<i>Valid%</i>
Other	12	86
A - Linked to qualifications	4	29
B - Concerns over funding and source of funding	2	14
C - Assessed by who	1	7
D - Concern over equality of access	1	7
Respondent Count	14	
Total Number of Responses	20	

A08 Do you agree that a generic milestone, with related professional standards is necessary for middle leaders? (Chapter 7)

	<i>count</i>	<i>Total%</i>	<i>count</i>	<i>Valid%</i>
Not answered	5	23	-	-
Agree	15	68	15	88
Disagree	2	9	2	12
Total	22	100	17	100

A08tx Do you agree that a generic milestone, with related professional standards is necessary for middle leaders? (Chapter 7) (comments)

	<i>count</i>	<i>Valid%</i>
Other	14	93
A - Needs clarity	2	13
B - Unsure how milestones could encompass variability in post	2	13
C - Concern over equality of access	2	13
Respondent Count	15	
Total Number of Responses	20	

A09 Do you agree that having confirmed the milestones, there is a need to develop a position where each and every milestone has a set of standards developed under a common set of headings? (Chapter 8)

	<i>count</i>	<i>Total%</i>	<i>count</i>	<i>Valid%</i>
Not answered	2	9	-	-
Agree	16	73	16	80
Disagree	4	18	4	20
Total	22	100	20	100

A10 Do you agree with the particular set of common headings suggested at Annex C? If not, what should be added, amended or deleted? (Chapter 8)

	<i>count</i>	<i>Total%</i>	<i>count</i>	<i>Valid%</i>
Not answered	5	23	-	-
Agree	13	59	13	76
Disagree	4	18	4	24
Total	22	100	17	100

A10tx Do you agree with the particular set of common headings suggested at Annex C? If not, what should be added, amended or deleted? (Chapter 8) (comments)

	<i>count</i>	<i>Valid%</i>
Other	14	100
A - Class management	1	7
B - Don't think leadership and management should be included	1	7
Respondent Count	14	
Total Number of Responses	16	

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