Capacity of schools to implement the Framework for Junior Cycle

Presentation of Findings, March 31st 2015

41113285 CM

Research Objectives and Methodology

WHY? To obtain a picture of second-level schools' capacity for curriculum and policy reforms and the implementation challenges

HOW MANY? 2,198 which represents a high response rate of 21%. (Database of 10,409)

WHO? All teachers including subject teachers, specialist teachers and principals. English and science teachers constituted 37% of all respondents

WHEN? 20th February – 4th March 2015

HOW? Online questionnaire, email link to survey sent by Millward Brown to all teachers/principals on database. Depending on their subject area / role, teachers were taken through one of four different survey paths e.g. English teachers were asked about capacity to implement the Framework for Junior Cycle English specification, science teachers about the capacity to implement the science specification etc.

Content

- Profile of sample
- Teachers and job satisfaction
- Capacity of schools to implement Framework for Junior Cycle
  - Preparedness of teachers/schools
  - Class size
  - Resources
- Capacity of schools to implement other initiatives
  - Literacy and Numeracy Strategy
  - School Self-Evaluation
- Teachers' views
- Key findings and conclusions

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Profile of Teacher Sample

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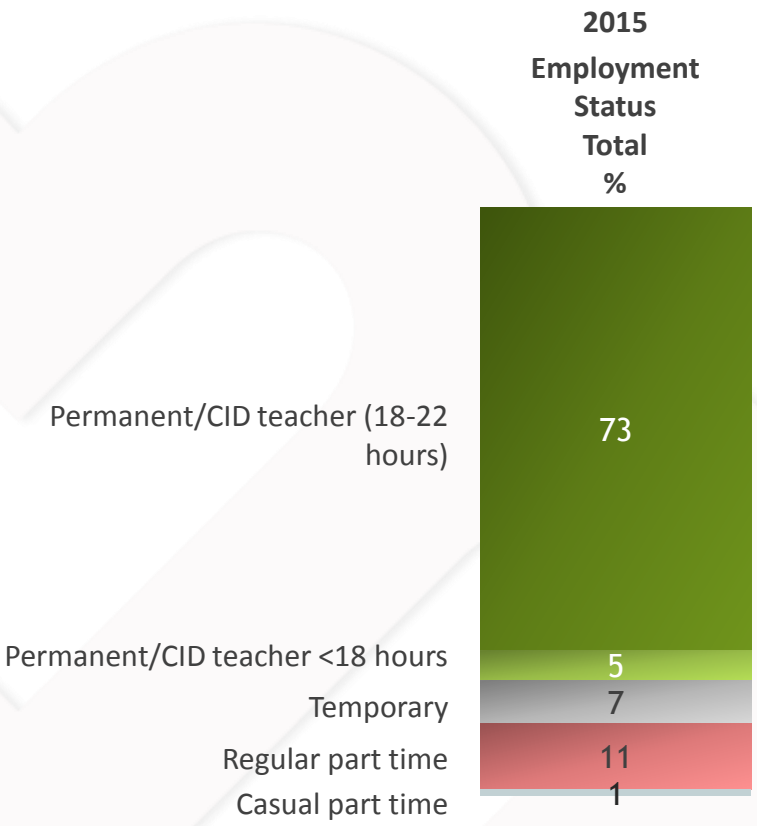
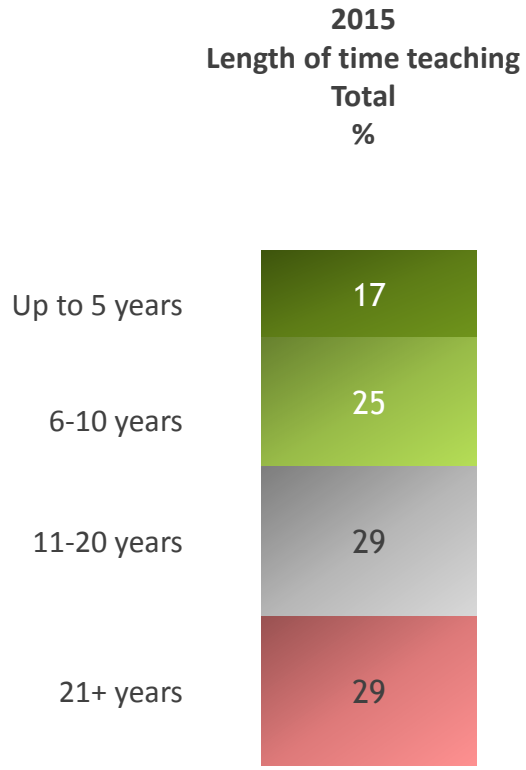
Employment status and length of time teaching

Base: Total Sample, (n=2,198)



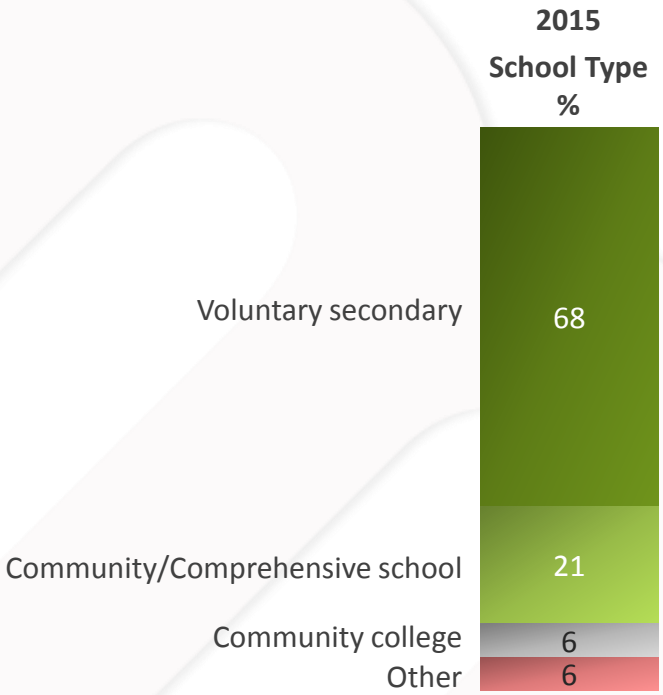


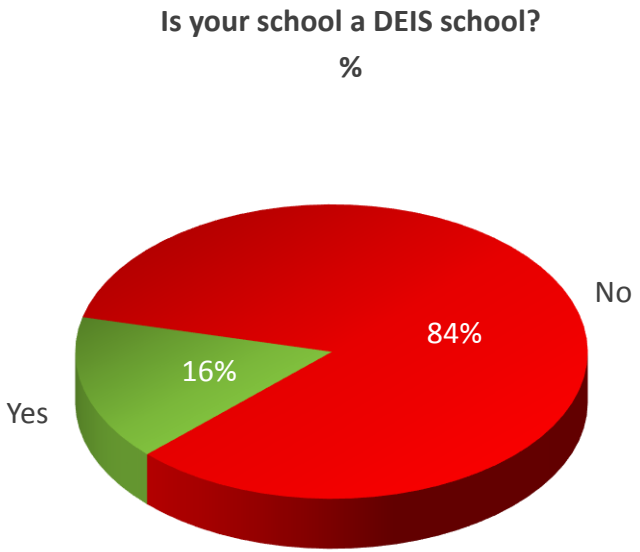
Q.1 Your employment status…

Q.2 How many years have you been teaching?

School type

Base: Total Sample, (n=2,198)

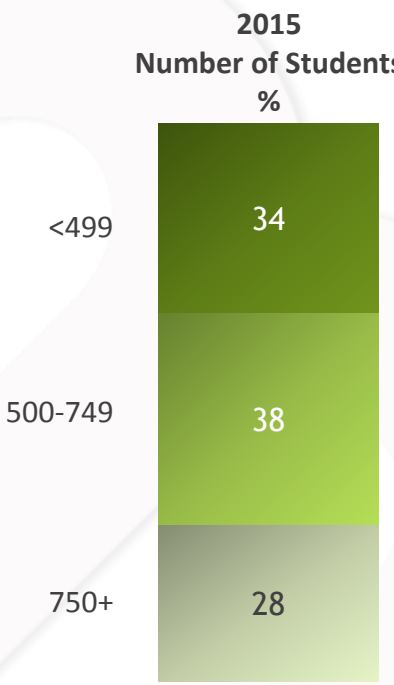


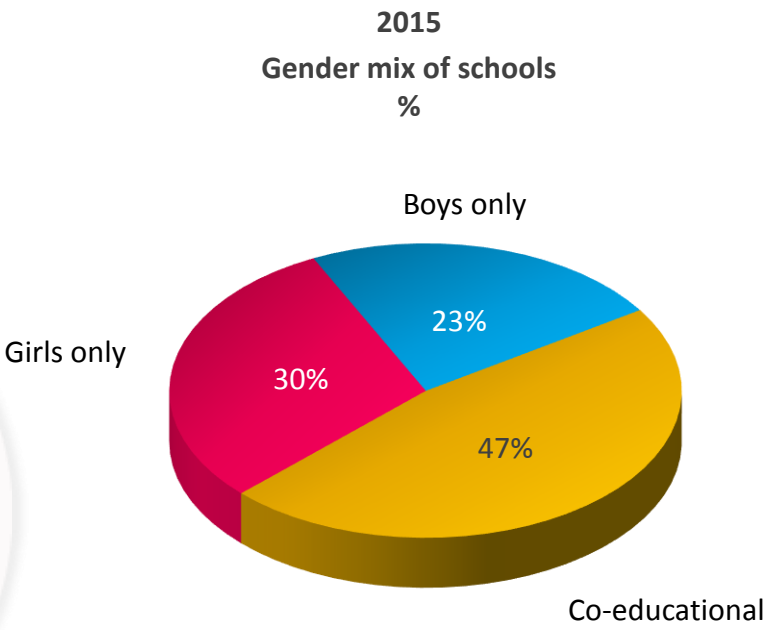


Q.3 School type
Q.4 Is your school a DEIS school?

Number of students and gender mix of schools

Base: Total Sample, (n=2,198)





Q.5 Gender mix of your school
Q.6 Total number of students in school

Teachers and job satisfaction

MillwardBrown

Job dissatisfaction levels are high; particularly when compared to 2009 levels.

Base: Total Sample, (n=2,198)

+Not 53% Due to rounding

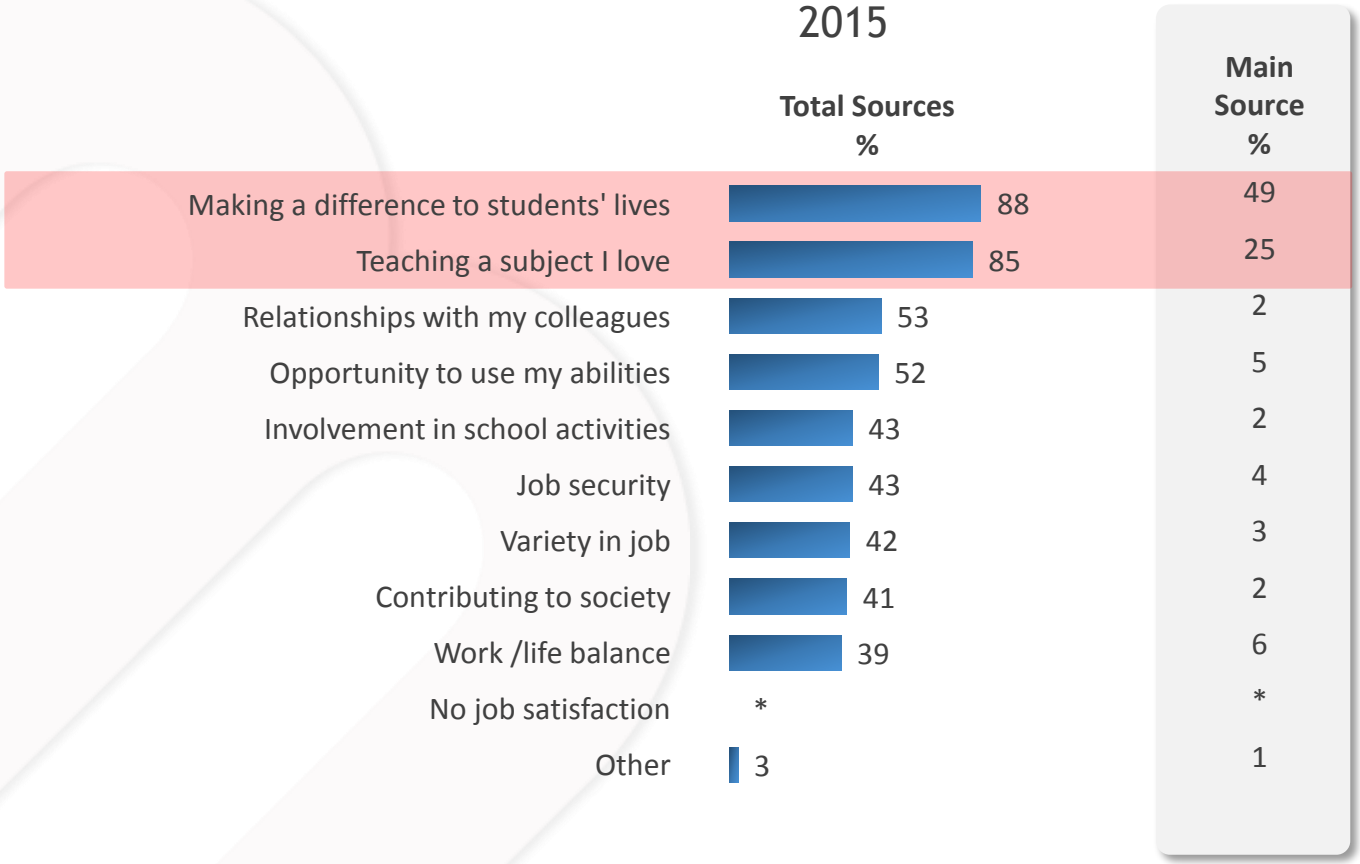
Q.10 Taking into account your current work duties and work environment, how satisfied or not are you with your job?

*2009 Millward Brown/ ASTI Survey

Making a difference to students' lives is the key driver of job satisfaction among classroom teachers

Base: All classroom teachers (n=2,115)

Sources of job satisfaction – Teachers



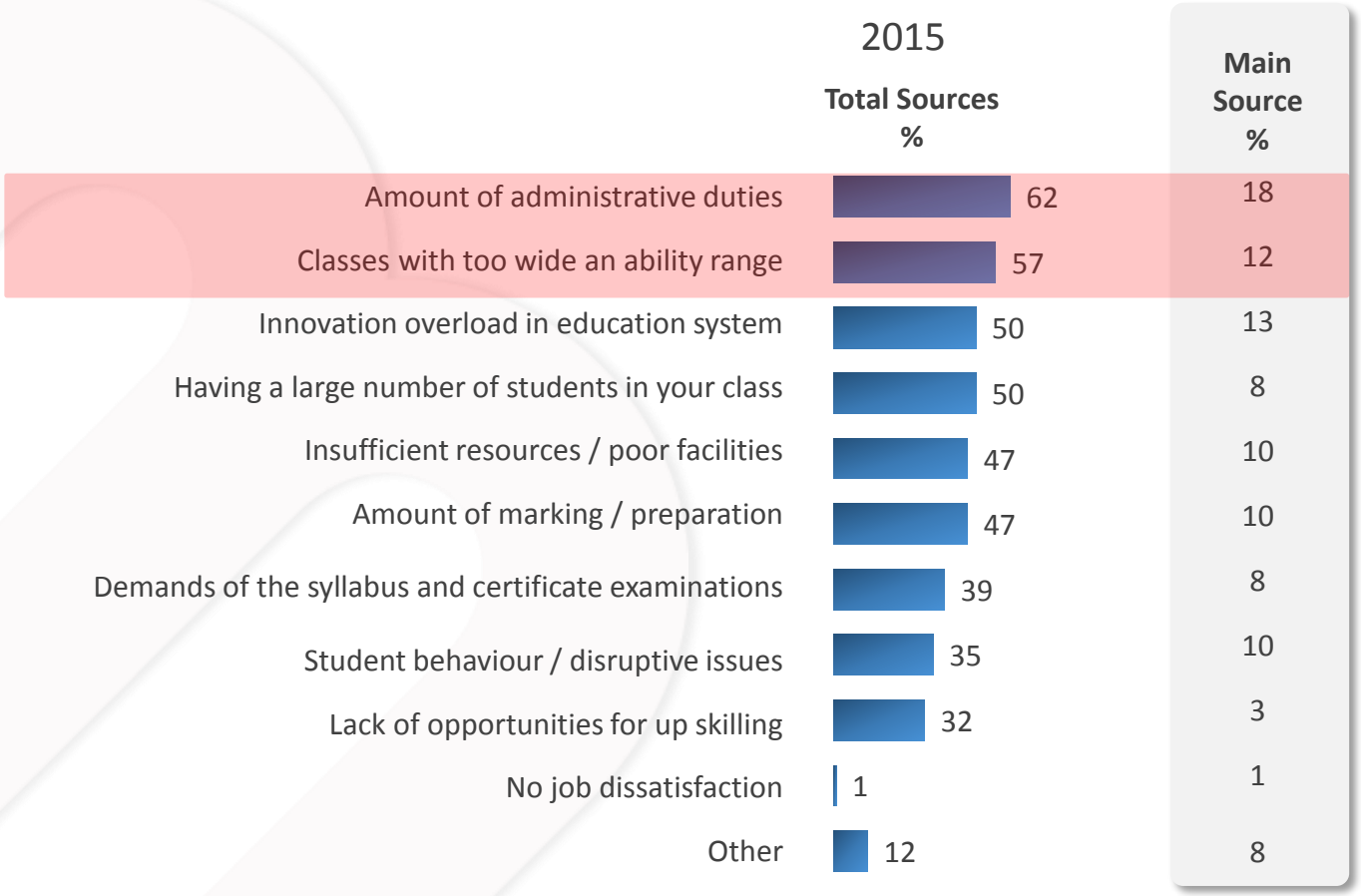
* = < 0.5%

Q.11 What are the main sources of job satisfaction for you in teaching?
Q.12 You have identified the sources of job satisfaction. What is the one main source of job satisfaction?

Administrative tasks, class sizes and innovation overload are the top sources of job dissatisfaction

Base: All classroom teachers (n=2,115)

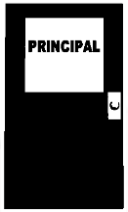
Sources of job dissatisfaction – Teachers



Q.13 What are the main sources of job dissatisfaction for you in teaching?
Q.14 What is the one main source of job dissatisfaction?

Making a difference to students' lives is also the key driver of job satisfaction among principals

Base: All Principals (n=83)



Sources of job satisfaction – Principals

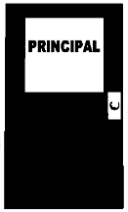
2015

	Total Sources %	Main Source %
Making a difference to students' lives	63	39
Working in a leadership role	63	16
Improving teaching and learning at my school	60	6
Managing and motivating school staff	53	2
Variety in job	53	10
Contributing to society	41	0
Liaising with parents	30	0
Job security	18	0
Liaising with external bodies/ organisations	18	0
Managing the school's finances	12	0
No job satisfaction	7	7
Other	23	20

Q.11b What are the main sources of job satisfaction for you as a Principal?
Q.12b You have identified the sources of job satisfaction. What is the one main source of job satisfaction?

Heavy workload is the key driver of job dissatisfaction for principals, though management structures and innovation overload are also high on the agenda.

Base: All Principals (n=83)



Sources of job dissatisfaction – Principals

2015

	Total Sources %	Main Source %
Heavy workload	60	36
Moratorium on posts: weakened in-school management structures	55	12
Excessive paperwork and bureaucracy	55	1
Having to deal with innovation overload in schools	48	11
Not having enough supports for students who are experiencing difficulties in their personal/family life	45	5
Managing staff and personnel issues	43	6
Constantly managing financial challenges in school	37	0
Not having enough supports for students who are experiencing difficulties with learning	35	0
Impact of low teacher morale on climate in school	33	2
Not having enough support from the Board of Management	5	1
No job dissatisfaction	5	5
Other	23	20

Q.13b What are the main sources of job dissatisfaction for you as a Principal?
Q.14b You have identified the sources of job dissatisfaction. What is the one main source of job dissatisfaction?

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Capacity of schools to implement Framework for Junior Cycle

MillwardBrown

This survey examined key capacity issues for schools/teachers in implementing policy/curriculum reforms:

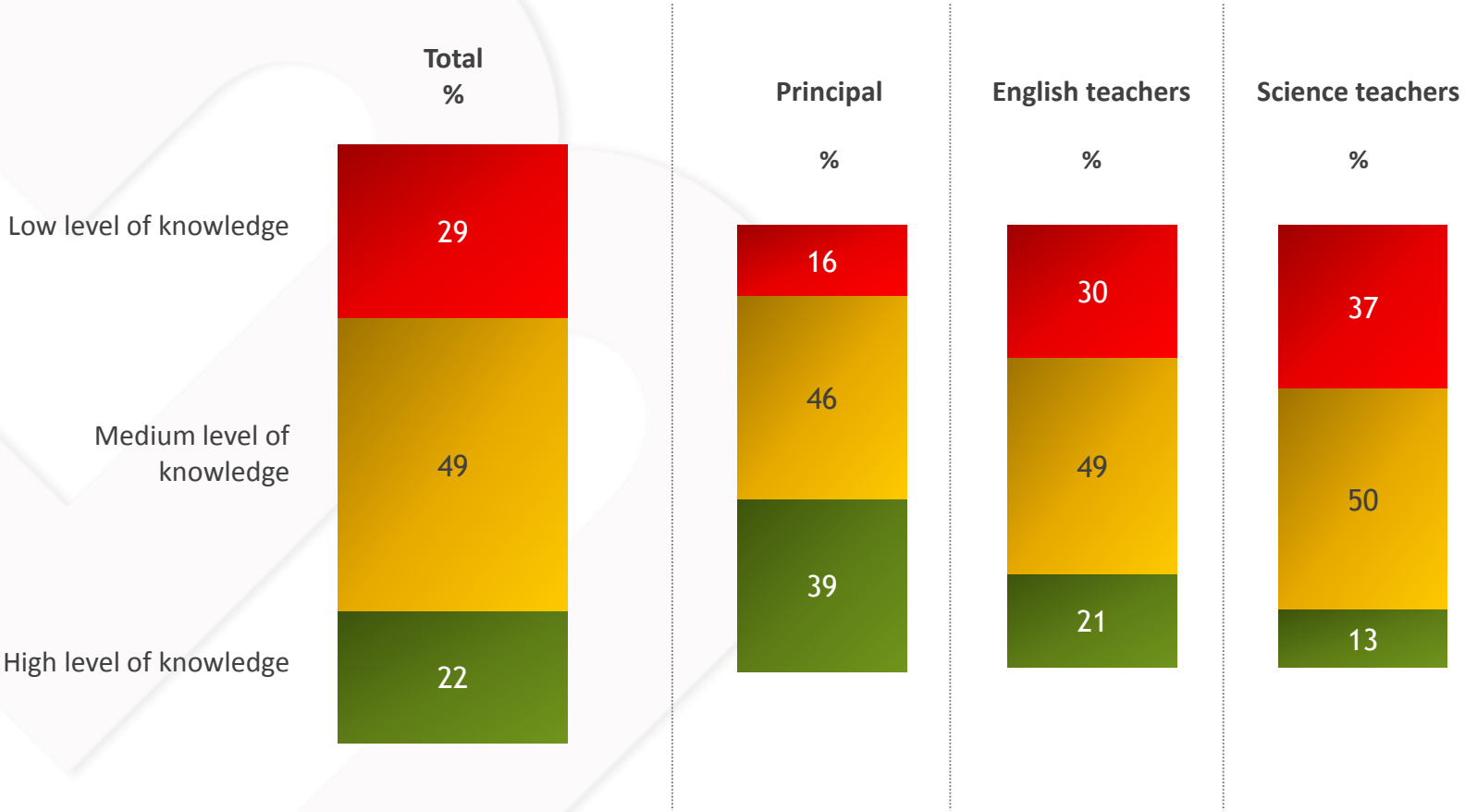
- Preparedness of teachers (i.e. knowledge, training, etc.)
- Class size
- Resources (human resources, equipment etc.)

Building school capacity is vital if students and teachers are to benefit from policy and curriculum reforms.

Teacher preparedness: 3 in 10 teachers say they only have a low level of knowledge of the Framework for Junior Cycle.

Base: Total Sample, (n=2,198)

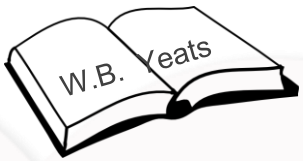
Knowledge of the Framework for Junior Cycle

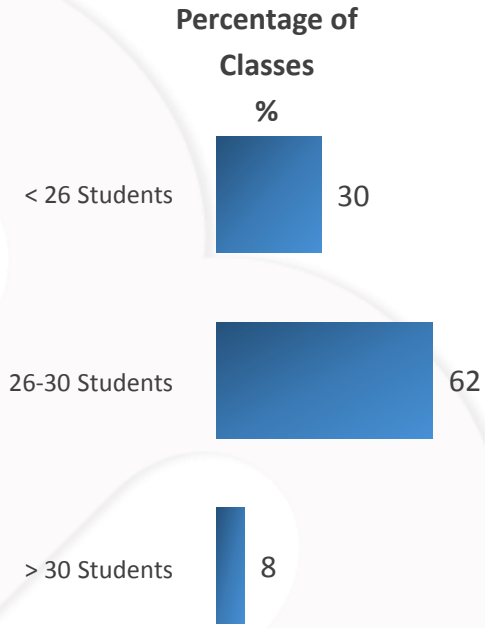


Q.15 How would you describe your knowledge of the Framework for Junior Cycle?

Class size: Class size is a key capacity issue for implementing policy and curriculum reforms in the classroom. 7 in 10 Junior Cycle English classes have more than 25 students

Base: English Teachers (n=465)





The majority (70%) of Junior Cycle English classes have more than 25 students. This compares to 50% of Junior Cycle English classes with 25+ students in 2007.

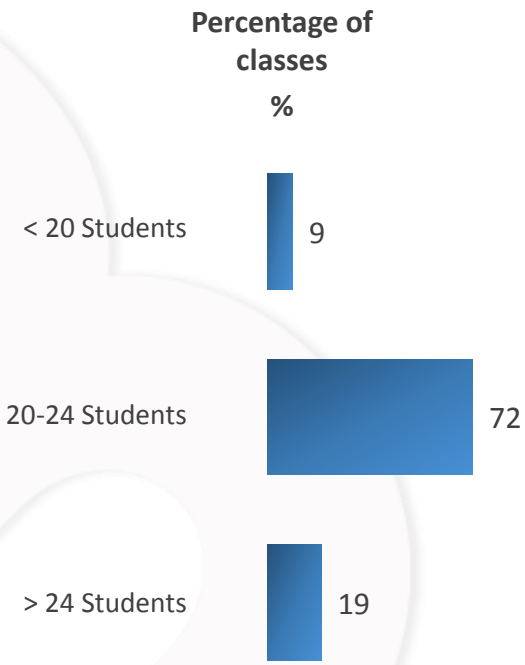
(Comparison to ASTI/Drury Research survey, 2007 see Appendix)

E.1 How many Junior Cycle English class groups are you teaching this year? (e.g. if you have 2 first year groups and 1 third year group then you are teaching 3 class groups)

E.2 What is the average number of students in your Junior Cycle English class groups?

Class size: Class size is also an issue for science teachers. Almost 1 in 5 science classes has more than the recommended maximum of 24 students

Base: Science Teachers (n=343)

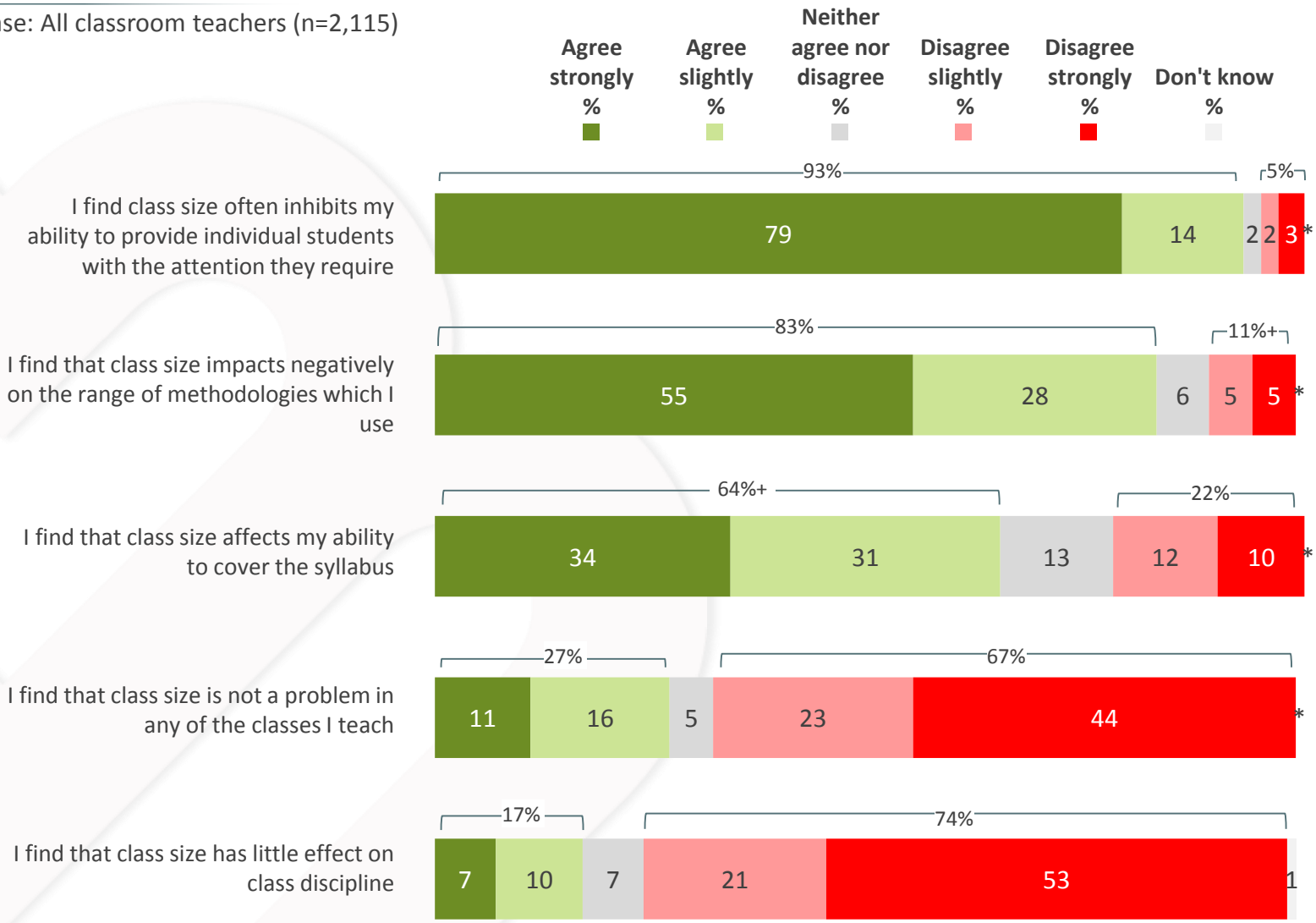


S.1 How many Junior Cycle science class groups are you teaching this year? (e.g. if you have 2 first year groups and 1 third year group then you are teaching 3 class groups)

S.2 What is the average number of students in your Junior Cycle science class groups?

Class size: Impacts of class size on teaching and learning in the classroom

Base: All classroom teachers (n=2,115)



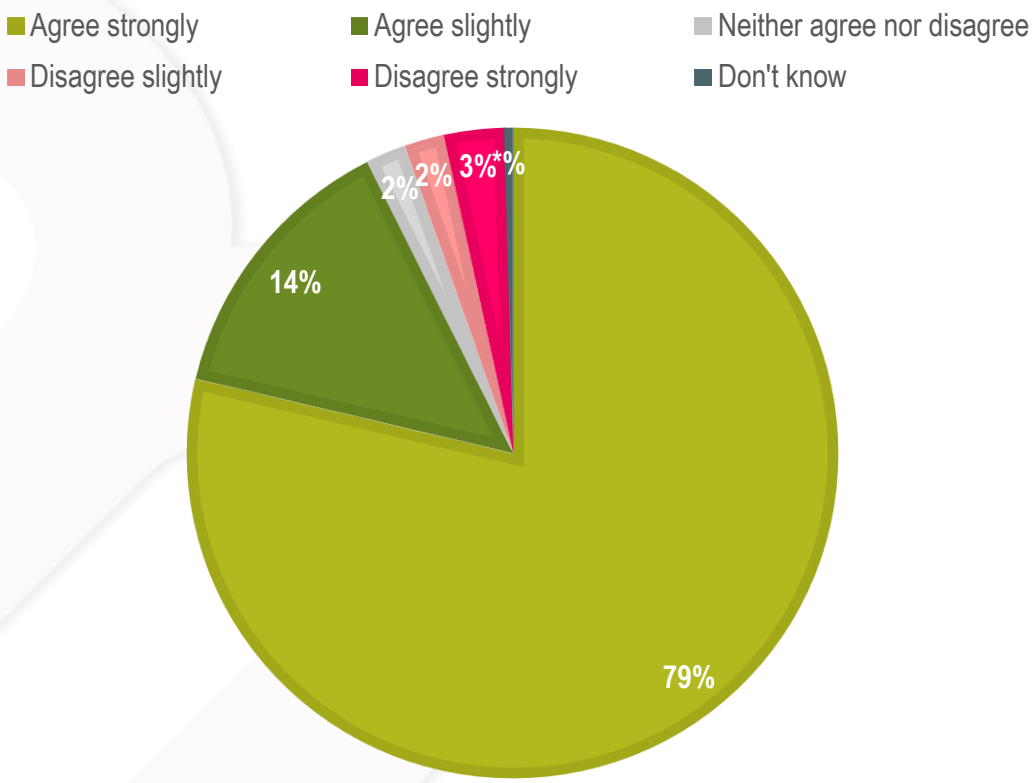
* = < 0.5%

+Some figures have been rounded

Q.9 Based on your teaching experience to date, please indicate how you feel about the following statements ?

I find class size often inhibits my ability to provide individual students with the attention they require

Base: All classroom teachers (n=2,115)

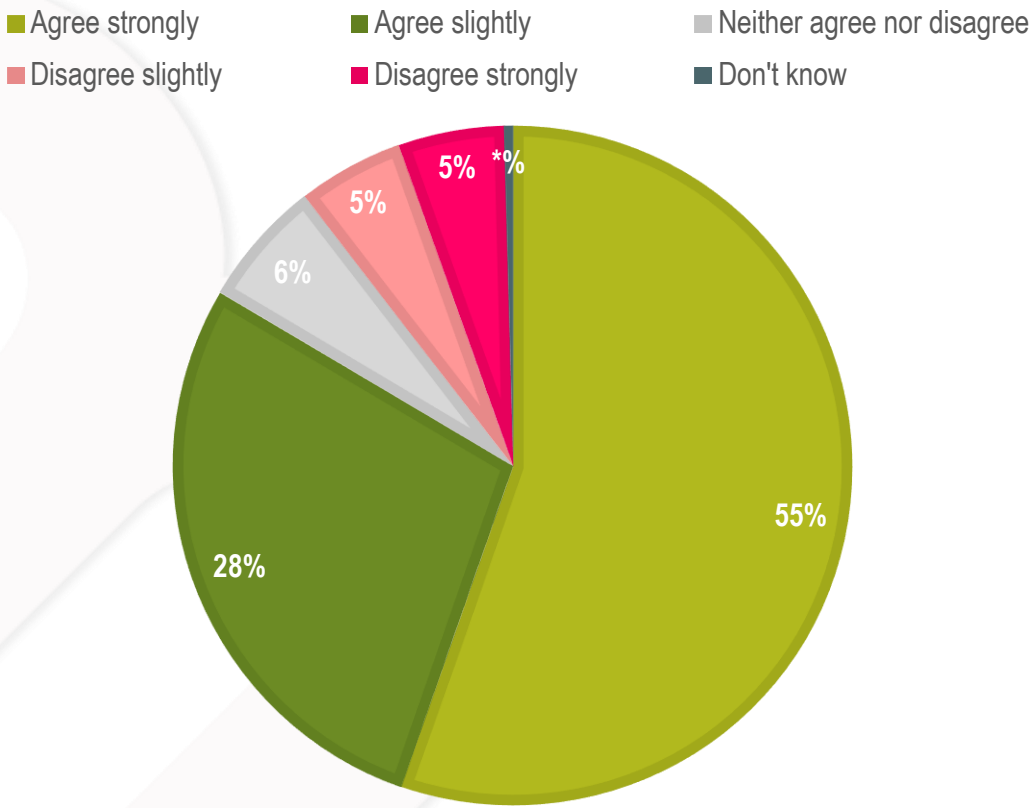


* = < 0.5%

Q.9 Based on your teaching experience to date, please indicate how you feel about the following statements ?

I find that class size impacts negatively on the range of methodologies which I use

Base: All classroom teachers (n=2,115)

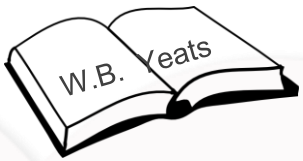


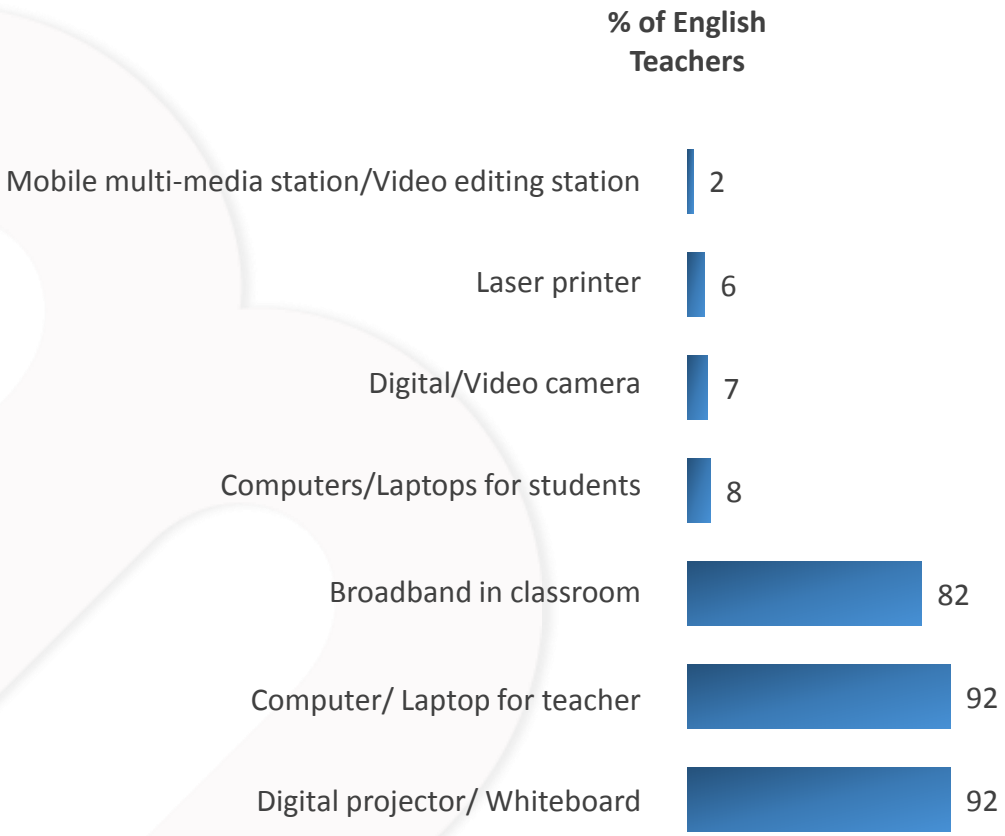
* = < 0.5%

Q.9 Based on your teaching experience to date, please indicate how you feel about the following statements ?

Resources: While most schools have basic ICT Equipment in the English classroom, 92% of English teachers do not have suitable equipment for practical / portfolio work in their classrooms

Base: English Teachers (n=465)

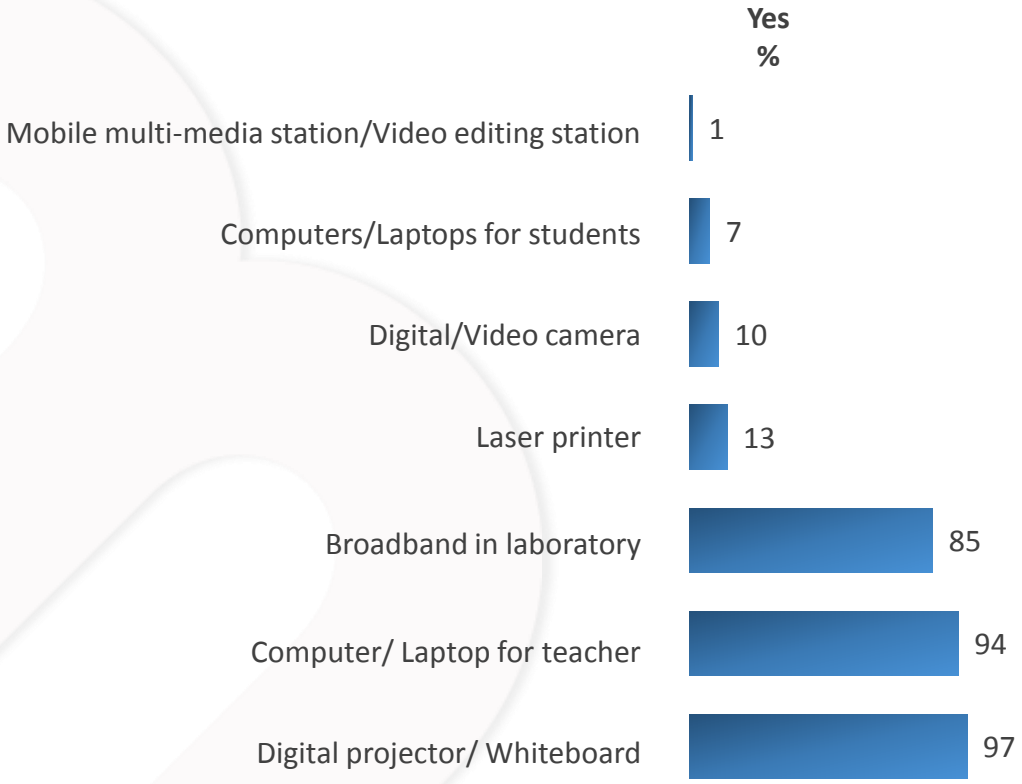




E.3 Do you have the following ICT equipment in your English Classroom?

Resources: While most science laboratories have basic ICT equipment, 93% of science teachers do not have suitable equipment for practical/portfolio work in their laboratories.

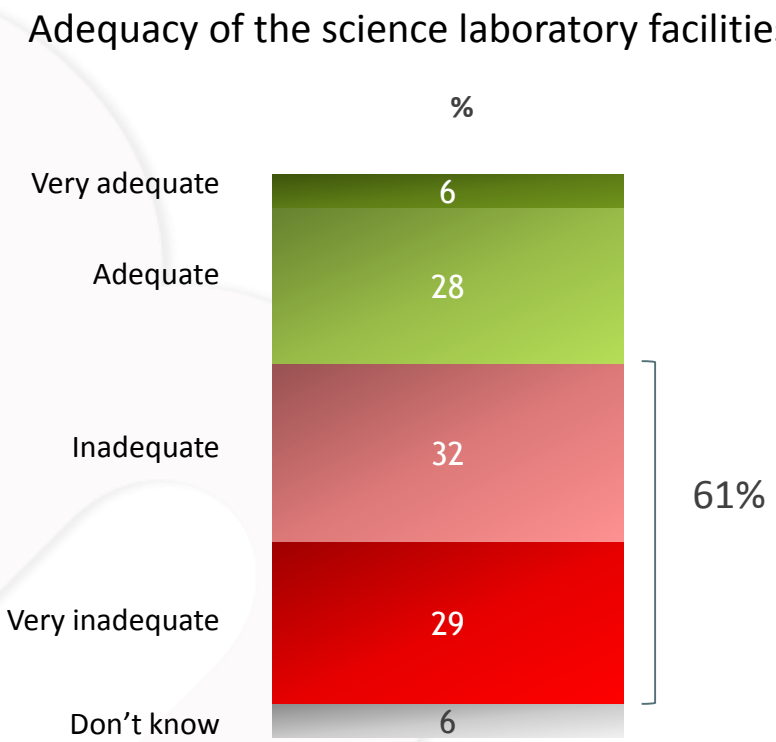
Base: Science Teachers (n=343)



S.3 Do you have the following ICT equipment in your science laboratory?

Resources: a majority of science teachers believe the laboratory facilities are inadequate for the Framework for Junior Cycle.

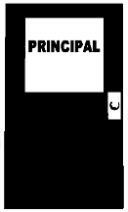
Base: Science Teachers (n=343)



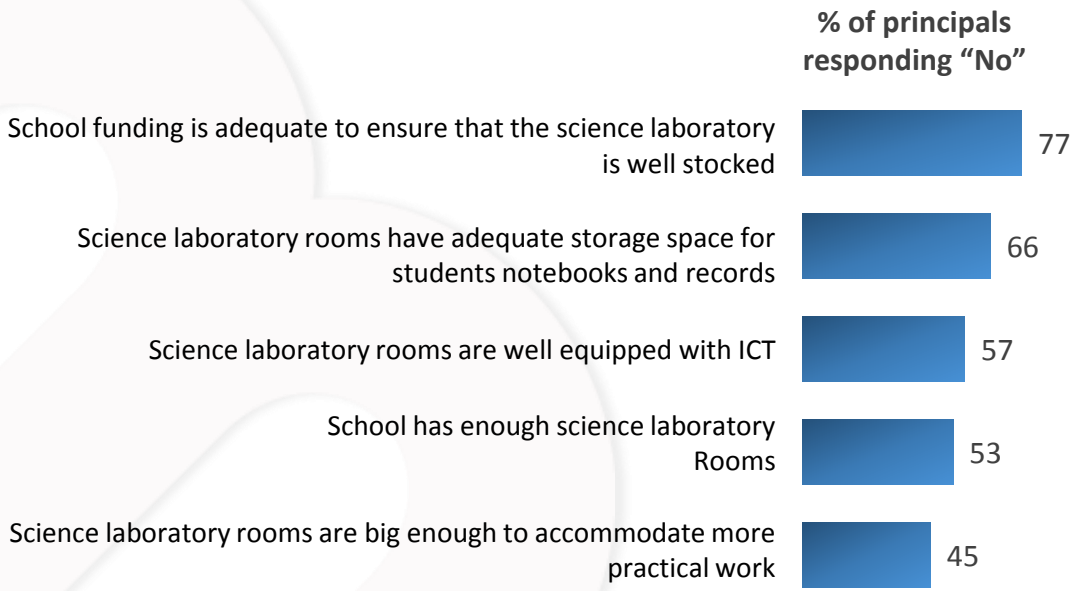
S.4 How would you rate the adequacy of the science laboratory facilities in your school in terms of the increase in practical work under the new Junior Cycle science specification?

Resources: Principals are equally concerned that their science departments are not ready for the new emphasis on practical work in the Framework for Junior Cycle

Base: Principals (n=83)



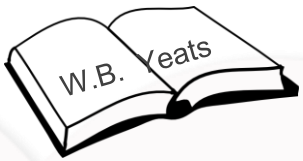
Principals' views



P.15 A new science specification will be introduced in September 2015* which will emphasise practical work with the science laboratory facilities in your school. With this in mind, which of the following statements apply to your school? (*Subsequently deferred to September 2016 post-fieldwork).

Resources: Additional resources are required to properly implement the new Junior Cycle English. English teachers state that training and planning/ collaboration time are key.

Base: English Teachers (n=465)



	Total Resources %	Main Resource %
More in-service (CPD)	90	39
Reduced class contact timetable to plan and collaborate around new English specification	81	38
More supports for students with special needs / learning difficulties	71	6
More ICT resources in my classroom	54	6
Bigger classroom to allow more flexible learning environment	47	3
Broadband in my classroom	16	*
Other	13	8
None of these	*	*

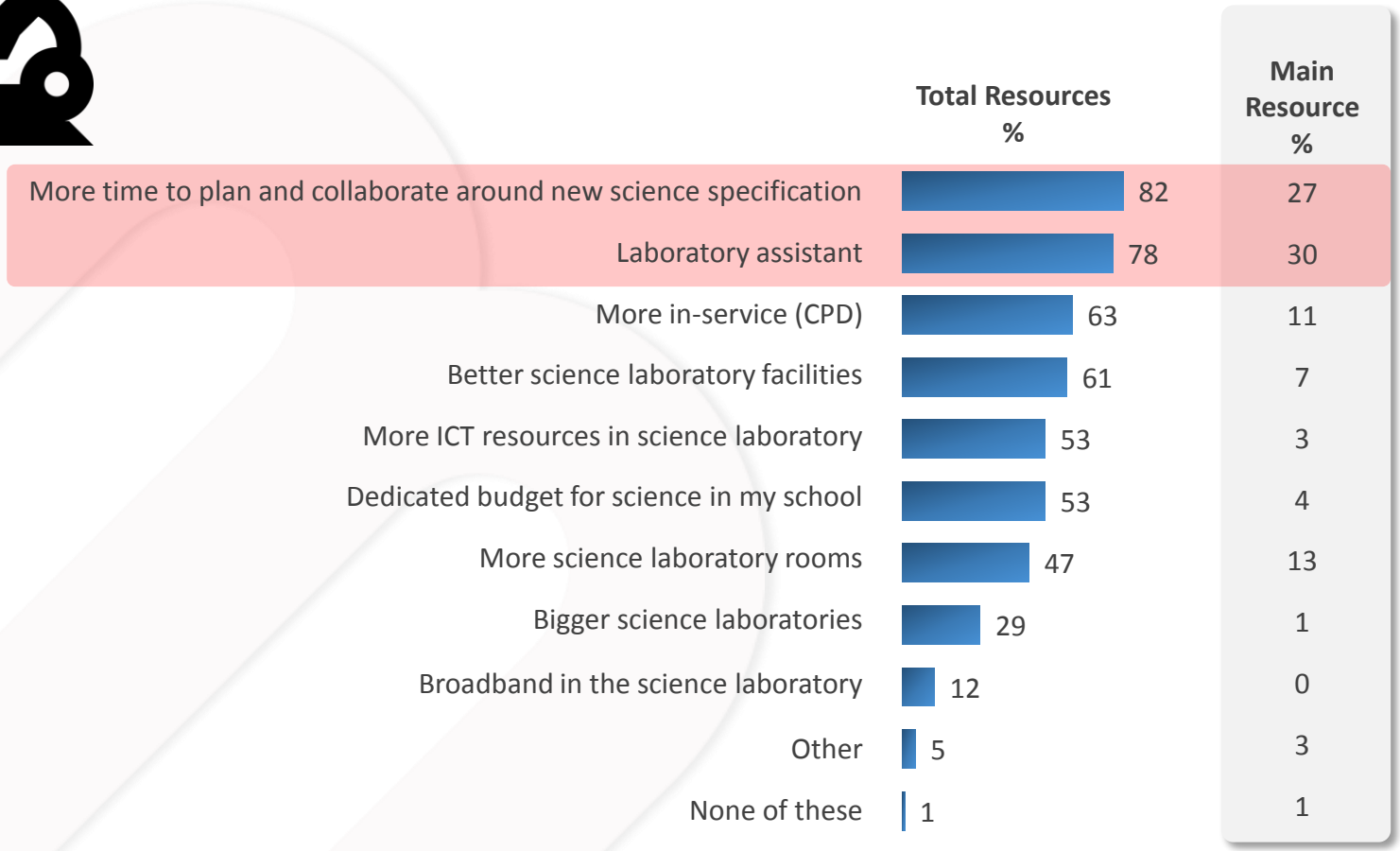
E.4 What additional resources would you need to properly implement the new Junior Cycle English specification?

E.5 You have identified the resources needed to implement the new English Specification. Tick the one resource which is most needed

* = < 0.5%

Resources: Additional resources are required to properly implement the new Junior Cycle science. Science teachers state that planning/collaboration time and the appointment of lab assistants are key. Training and facilities also feature.

Base: Science Teachers (n=343)

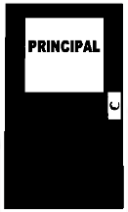


S.5 In your opinion, what resources would you need to properly implement the new Junior Cycle science specification?

S.6 You have identified resources needed to implement the new Junior Cycle Science Specification. Tick the one resource you most need

Resources: Principals state that teacher workload is the main barrier to implementation of the Framework for Junior Cycle

Base: Principals (n=83)



Barriers to implementing the Framework for Junior Cycle – Principals' views

	Total Barriers %	Main Barrier %
Teachers' current workloads	88	41
Not enough in-school management posts	81	17
Low morale among teachers	65	13
Inadequate ICT infrastructure in school	53	8
Classrooms not big enough to accommodate flexible learning environments	53	7
Class sizes too big in Junior Cycle	47	6
Reduced subject choice because of cutbacks	39	0
Reduced number of classes per week in certain subjects because of cutbacks	29	2
Cap placed on numbers taking certain subjects because of cutbacks	27	0
Other	6	5
None of these	-	0

P.13 What would you identify as barriers in your school to successfully implementing the Framework for Junior Cycle?

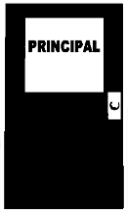
P.14 You have identified barriers to implementing the Framework for Junior Cycle. Tick the one which is the main barrier

Capacity of schools to implement other initiatives

MillwardBrown

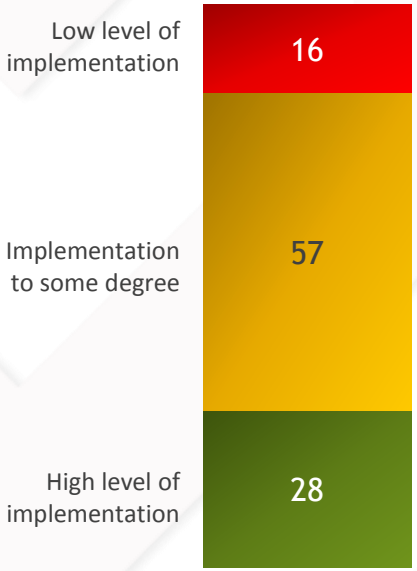
Literacy and Numeracy Strategy: More than 7 in 10 schools are having difficulties in fully implementing the Literacy and Numeracy Strategy. Principals state that teachers' lack of time is the key barrier.

Base: Principals (n=83)

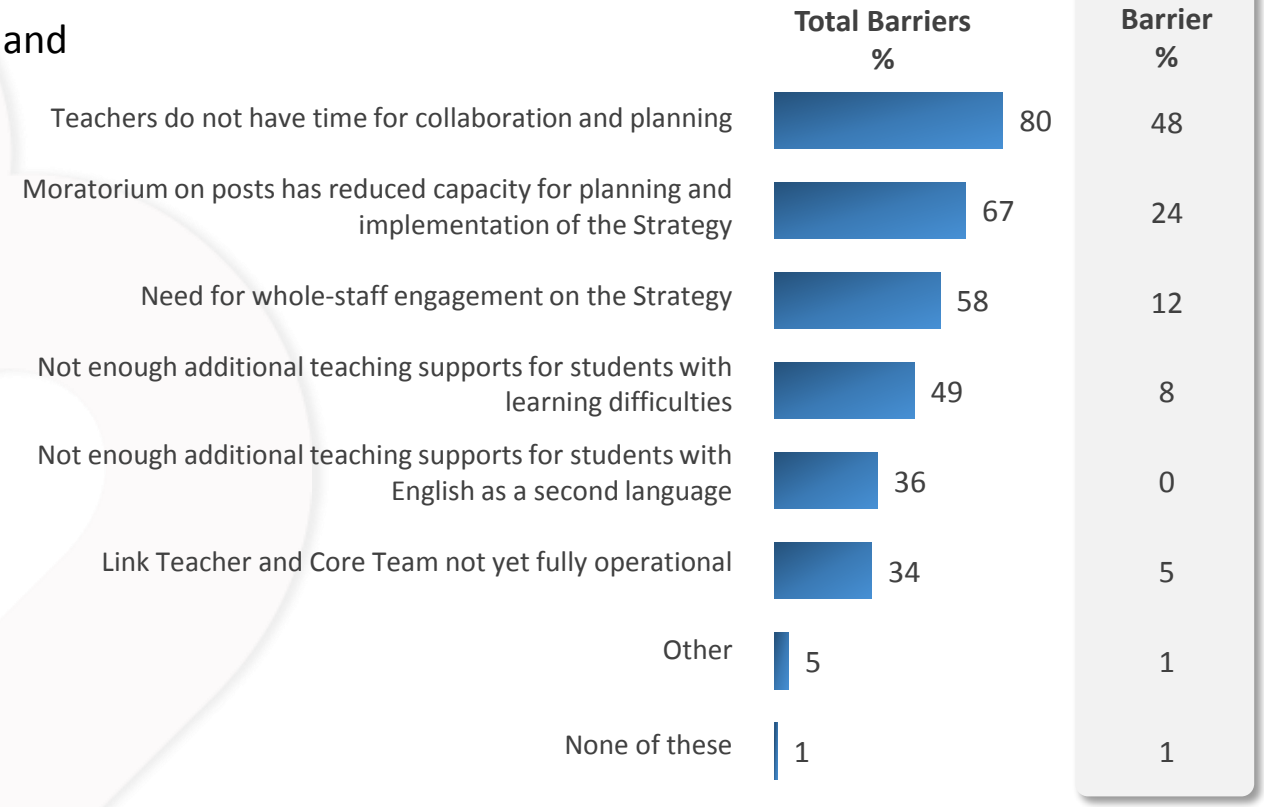


Implementation of the Literacy and Numeracy Strategy

%



Barriers to implementing the Literacy and Numeracy Strategy



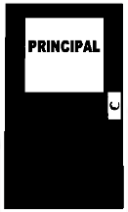
P.6 The Literacy and Numeracy Strategy is aimed at supporting the new Framework for Junior Cycle. How would you describe the stage of implementation of the Literacy and Numeracy Strategy in your school?

P.7 What are the main barriers in your school to implementing the Literacy and Numeracy Strategy?

P.8 You have identified barriers to implement the literacy and numeracy strategy. Tick the one which is the main barrier

School Self-Evaluation: Almost 7 in 10 schools are having difficulties implementing School Self-Evaluation (SSE) fully. Principals state that teachers' lack of time is the key barrier.

Base: Principals (n=83)



Implementation of the School Self-Evaluation

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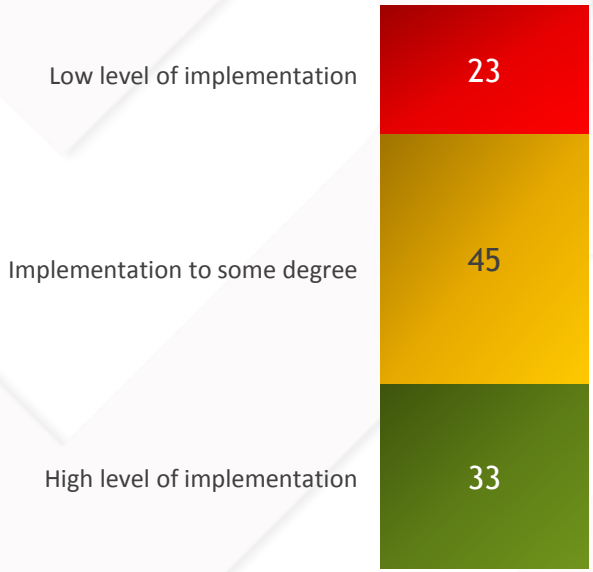
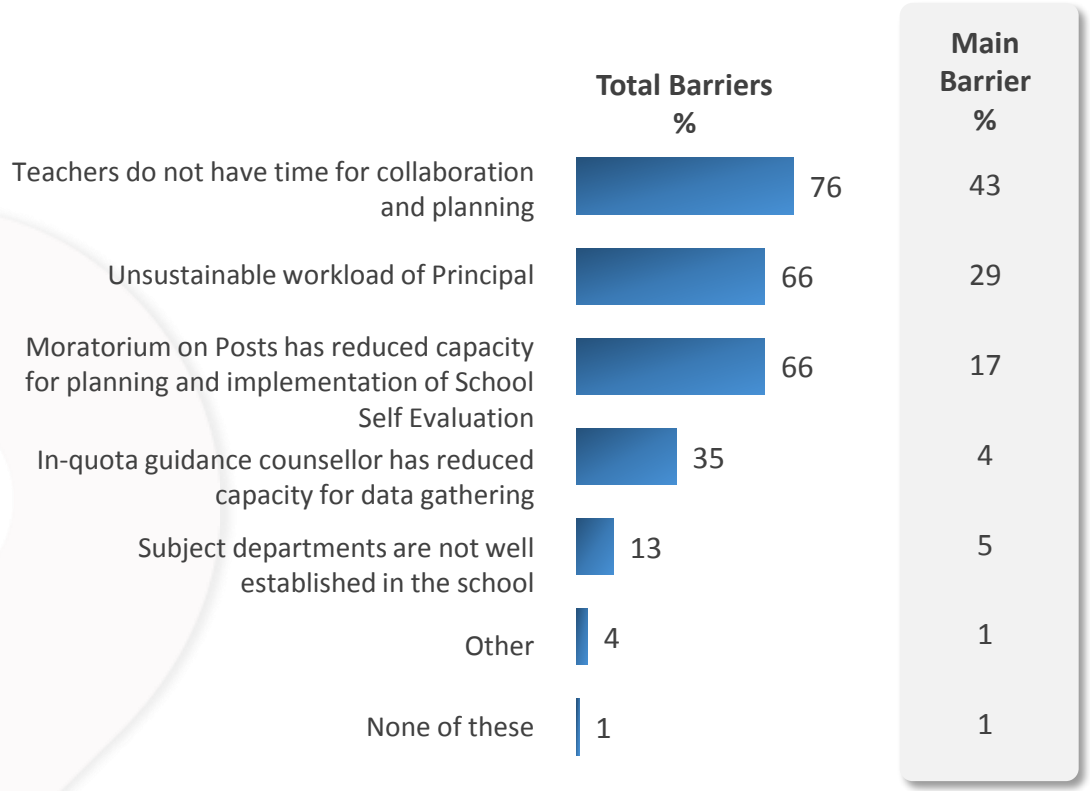


Barriers to School Self-Evaluation



P.9 School Self Evaluation also aims to support the new Framework for Junior Cycle. How would you describe the stage of implementation of School Self Evaluation in your school?

P.10 What do you identify as the main barriers in your school as regards School Self Evaluation?

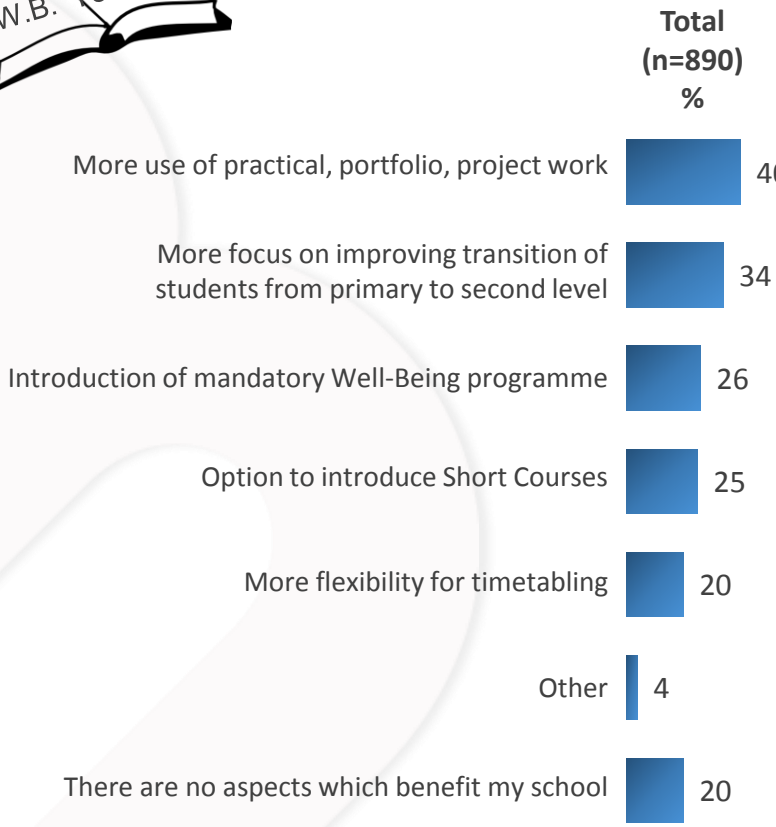
P.11 You have identified barriers to School Self Evaluation. Tick the one which is the main barrier

Teachers' views

MillwardBrown

Teachers/ Principals believe more practical work, a smoother transition from primary school and the student wellbeing programme are the main positive aspects of the Framework for Junior Cycle.

Base: All English Teachers, Science Teachers and Principals (n=890)



E.6/S.7/P.12 Taking the entire Framework for Junior Cycle into account, which aspects do you consider of most benefit for your school?

Selection of Additional comments - I

As an English teacher I feel as though we are operating under huge uncertainty. The in-service thus far has been wholly insufficient and there are many more questions than answers at this point. Introducing a new syllabus and expecting teachers to implement it before all elements of the proposed changes were agreed upon seems ill advised to put it mildly

Structures are totally deficient for implementation

Attempt by department to introduce the framework have been fragmented and completely lacking in necessary information such as exam requirements and the introduction of the framework has been unnecessarily rushed and imposed on schools

More resources need to be put in to upskilling the teachers

Change is needed. One terminal exam is an inadequate way to measure student learning and maintain engagement. But, I make no bones about it, this requires fundamental change to how we do 'school', and this, in turn, requires sufficient investment in schools and professional development

I think that change is good, however, training and adequate in-service (CPD) is an integral part of the process in order for teachers to deliver the best possible teaching that they can

I think that the idea of continuous assessment and variety of assessment is fundamentally positive but the new framework fails to take account of the practicalities of school life

More time is needed and much more access to computers for all students. At present most schools have two computer rooms for up to 500 students....hence access is limited to one class per week. Class contact hours would need to be cut if collaborative learning, peer teaching, self assessment etc are to be taught properly

Selection of Additional comments - II

Class sizes are impacting hugely on all levels of numeracy and literacy and this failure to reduce [class size] will filter up through the school systems and lead to problems throughout the students' time in school

We have three science labs but only one is equipped with computer and whiteboard and teachers are in that on a rota basis so with seven teachers there is very limited access

Funding/quality of equipment/class size/support for disadvantaged children: all become more important if proposed Junior Cert Framework is implemented otherwise Education will further divide society

The new JC is really positive but my issue is lack of training and resources

Teachers correcting their own students work for state certification purposes is fundamentally wrong

I am highly disappointed, indeed appalled, with the way the Framework has been bulldozed through with little or no meaningful consultation. I feel that teachers' very real concerns regarding assessing their own students has not been fully addressed. I find the piece meal way with which the framework is being introduced, subject by subject, is messy to say the least. CPD that I have attended was sorely lacking in information and I walked away from them feeling almost as confused as when I arrived. The specifications e.g. the oral presentations do not seem to take into account the practicalities of the classroom, e.g. time to hear all presentations and classroom management during the presentations by up to thirty students. All in all, I think that the whole process has been rushed and ill thought out. This was very unfortunate as with more consultation, CPD and reflection, introducing a new course can be exciting and highly rewarding

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Key Findings and Conclusions

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Key findings and conclusions - I

The aim of the research was to obtain a picture of capacity for curriculum and other reforms in our schools. The vast majority of teachers – 80% – listed one or more positive opportunities in the Framework for Junior Cycle for their schools. More opportunities for active learning/practical work and a smoother transition from primary school were identified as being of most benefit. However, it is clear that there are significant barriers to innovation and change in our schools which must be addressed as a matter of urgency.

Class size is clearly having a negative impact on the quality of students' classroom experience.

- ✓ 70% of Junior Cycle English classes have more than 25 students compared to 49% in 2007
- ✓ 93% of teachers agreed that class size affects their ability to provide individual students with the attention they require
- ✓ 83% of teachers agreed that class size impacts negatively on the range of methodologies which they use in the classroom

Key findings and conclusions - II

Low level of ICT equipment to support active learning, portfolio and practical work.

- ✓ Majority of classrooms have basic ICT equipment – teacher laptop, projector, connectivity
- ✓ Only 8% of English classrooms have laptops for students
- ✓ Only 7% of English classrooms have a digital camera for recording students' work

Science laboratories are not adequate to allow greater level of student practical work and experimentation.

- ✓ 61% of science teachers agree that current laboratory facilities are inadequate for the new Junior Cycle Framework's emphasis on practical work
- ✓ 77% of principals do not believe that school funding is adequate to ensure laboratory is well stocked for experiments
- ✓ 53% of principals do not believe their school has enough science laboratories

Key findings and conclusions- III

Schools require specific supports to implement the Framework for Junior Cycle.

- ✓ 90% of English teachers indicated that they needed more training
- ✓ Over 80% of English and science teachers stated that they needed reduced class-contact time to collaborate with colleagues on Framework
- ✓ 88% of principals stated that teachers' workloads are a barrier
- ✓ 81% of principals stated that lack of in-school management posts was a barrier

Low level of teacher morale prevalent

- ✓ 52% of teachers stated that they were satisfied with their job compared to 77% in 2009
- ✓ High level of administrative duties outside the classroom was the top source of job dissatisfaction
- ✓ Class size and too wide an ability band in the classroom are among the top four sources of job dissatisfaction
- ✓ Heavy workload was the most mentioned source of job dissatisfaction among principals (claimed by 60% of principals)

Thank You

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Appendix (Drury Research 2007)

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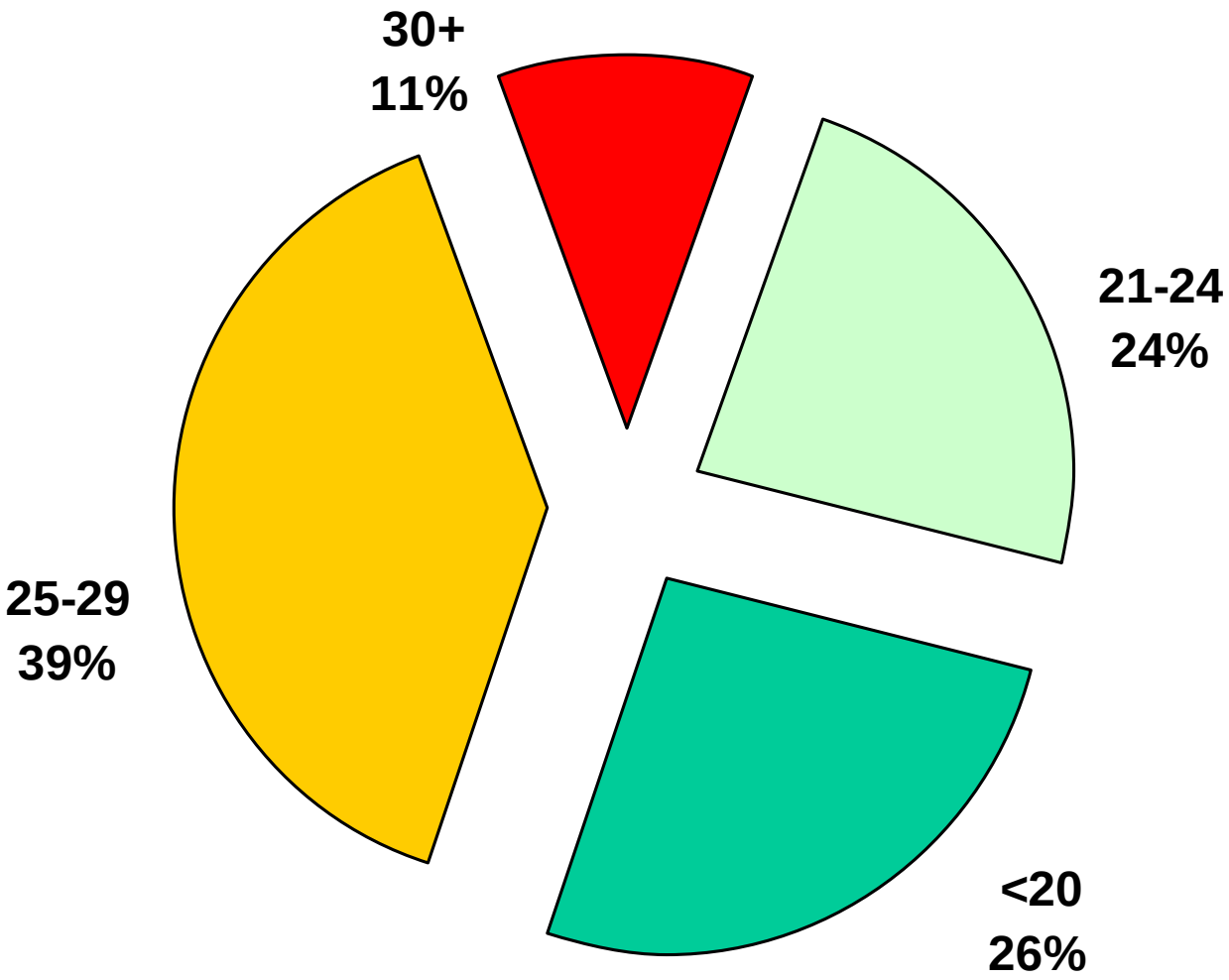
Class Size for all English Classes



11% of all English classes have 30 or more students