

Education Workforce Survey

BACKGROUND

1. This paper outlines the analysis of the responses to the Education Workforce Survey. This analysis includes quantitative analysis of all responses (2,274) and qualitative analysis of open text responses from 1,000 respondents.

SUMMARY OF RESULTS

2. Respondents were more confident about their own capability to support themselves, their colleagues, and children and young people, than they were about the system providing sufficient support. For example, 43% of respondents felt that the system supported their wellbeing, compared to 66% agreeing that they had the skills and confidence to support their own wellbeing.
3. Respondents were generally positive about their ability and the support being offered by the system to support children and young people in the new circumstances. Respondents were least positive about the support being offered by the system to support their own wellbeing, although more respondents were positive than negative on this question.
4. ELC professionals were generally more likely than school staff to agree that the system supports their own wellbeing, their staff, and children and young people in the new circumstances. They were also slightly more positive about their own skills, resilience and confidence.
5. School Leaders were the group that were least likely to agree that the system supported their own wellbeing, but were the most likely to agree that they had the skills, resilience and confidence to support wellbeing, their staff, and children and young people in the new circumstances.
6. Teachers were the group that were least likely to agree that they had the skills and confidence to support colleagues and were also less likely than the average respondent to agree that the system supported their wellbeing.
7. Support staff were more likely than those in other school roles to be positive about support from the system and their own skills and confidence, apart from supporting their own wellbeing.

FINDINGS FROM QUANTITATIVE QUESTIONS

8. 59% of responses to the survey were from Early Learning and Childcare Professionals, 22% Registered Teachers, 10% Support Staff, 4% School Leaders and 5% 'other'.
9. Responses have been received from the education workforce in each local authority and from the independent sector, with the largest number of responses coming from Glasgow City (263), followed by Fife (182) and North Lanarkshire Council (148).

10. Just **(50%)** thought that there was sufficient support being offered by the system to support them to support children and young people. However, a lower proportion thought there was sufficient support being offered to support them to support their staff **(39%)** or their own wellbeing **(43%)**.

11. In addition:

- **56%** of respondents agreed or strongly agreed that they have the skills, resilience and confidence to support children and young people in the new circumstances.
- **59%** of respondents agreed or strongly agreed that they have the skills, resilience and confidence to support their colleagues.
- **66%** of respondents agreed or strongly agreed that they have the skills, resilience and confidence to support their own wellbeing.

12. There is variance in the responses depending on the role of the respondent, as illustrated in Tables 1 and 2. As noted in Table 1, a common feature across the roles is a low level of agreement that there is sufficient support being offered by the system to support their own wellbeing and that of staff. This is particularly low for School Leaders and Registered Teachers.

Table 1: To what extent do you agree or disagree that there is sufficient support being offered by the system to support (% that agree or strongly agree):

	own wellbeing	staff	CYP
Early Learning and Childcare Professional	44%	40%	51%
Registered teacher	37%	28%	44%
Support staff	50%	41%	56%
School leader	34%	45%	49%

13. As noted in Table 2 below, School leaders are the most likely to agree or strongly agree that they have the skills, resilience and confidence to support their own wellbeing, that of staff and that of children and young people. In contrast, Registered Teachers were the least likely to say they have the necessary skills, resilience and confidence to support the themselves, staff/ colleagues and CYP. This will be explored in more detail in further analysis.

Table 2: To what extent do you agree or disagree that you currently have the skills, resilience and confidence to support (% that agree or strongly agree):

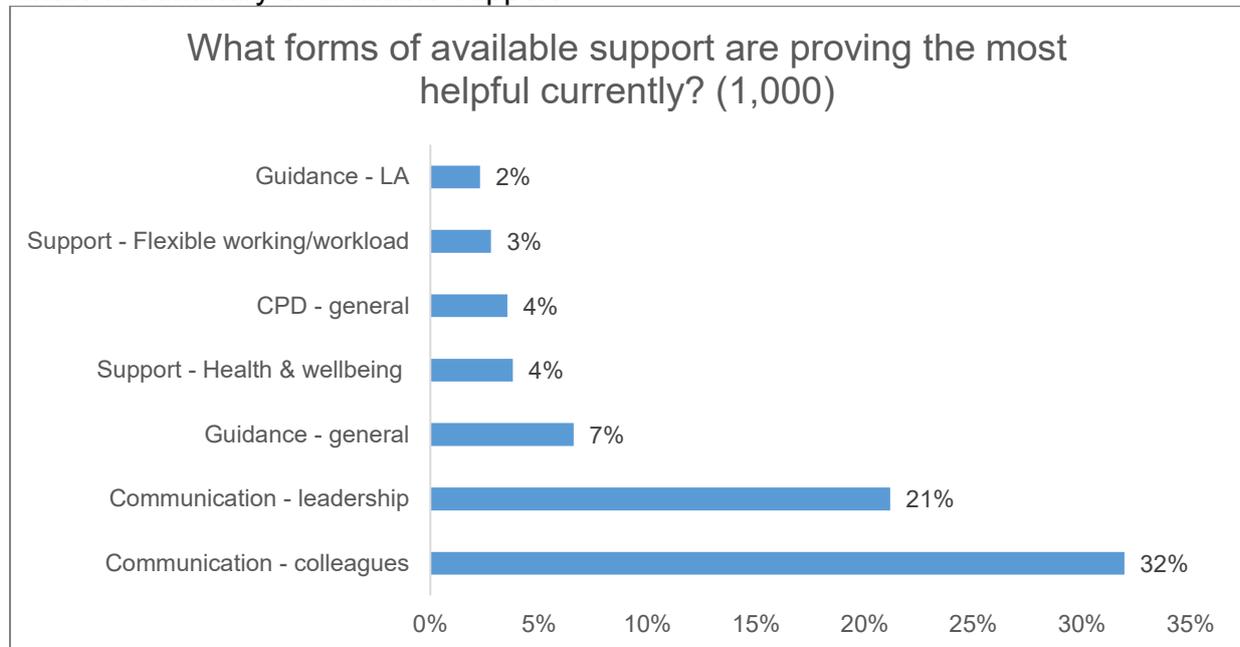
	own wellbeing	staff	CYP
Early Learning and Childcare Professional	66%	61%	58%
Registered teacher	63%	50%	45%
Support staff	63%	57%	57%
School leader	84%	67%	69%

WHAT FORMS OF AVAILABLE SUPPORT ARE PROVING THE MOST HELPFUL TO YOU CURRENTLY?

14. Respondents were asked what forms of available support are proving the most helpful currently. Over half of responses indicated that communication – with either colleagues or leadership – were the most useful. This included virtual team meetings and more informal support, and was similar for school and early years staff. However, over a fifth of respondents indicated that they receive no support at present with early years staff more likely to say so.

15. Chart 1 below outlines a further breakdown of responses. This shows that a third of respondents indicated that communication with colleagues was currently the most helpful form of support. This most often included virtual meetings via online platforms, as well as informal peer support. Communication with leadership – including head teachers and managers – was also mentioned by over a fifth of respondents.

Chart 1: Summary of available support



16. Compared to school staff, ELC professionals were slightly more likely to mention communications with leadership (23% of responses) as being the most important form of current support, although communication with colleagues (31%) was still the most commonly mentioned. ELC professionals were more likely to say that guidance (10%) was an important form of support than school staff.

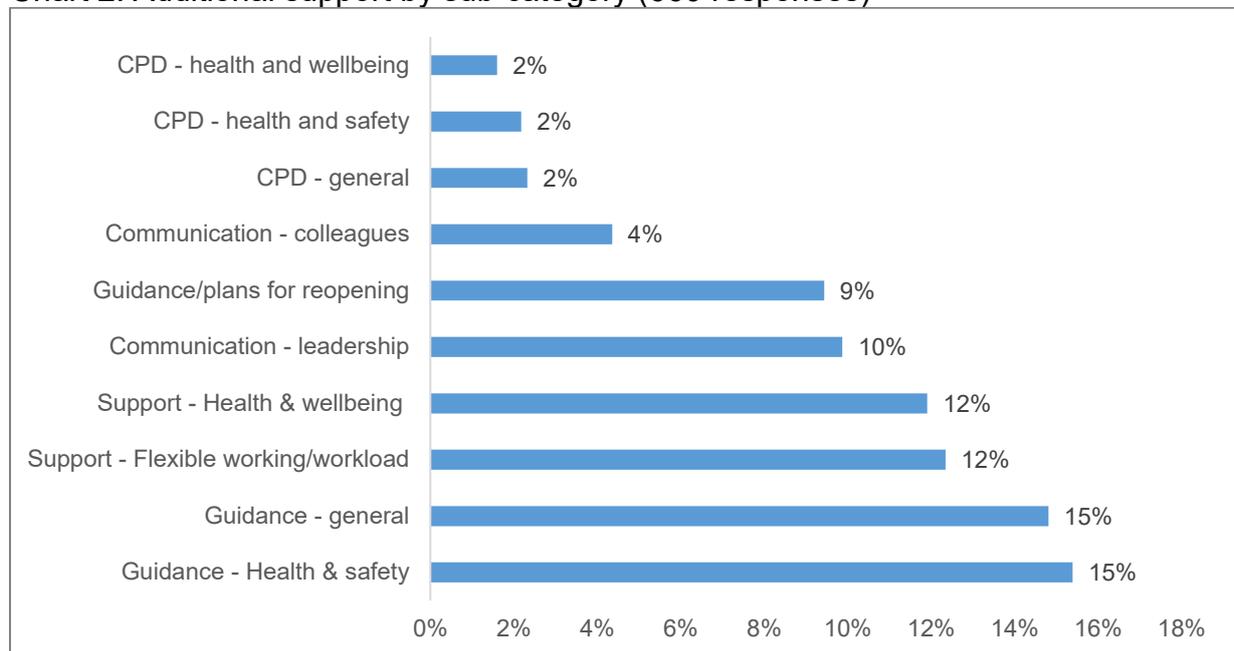
17. School staff (School Leaders, Teachers and Support Staff) – were more likely than ELC staff to list communication with colleagues (36%) as being the most important current form of support. School staff were also more likely to list specific supports - such as on health & wellbeing, flexible working and digital – as important forms of support.

WHAT ADDITIONAL SUPPORT WOULD BE MOST HELPFUL FOR YOUR OWN WELLBEING?

18. Respondents were asked an open question on the additional support that they need to improve their skills, resilience or confidence to support their own wellbeing. Open text responses were coded and analysed to provide an overview of the types of additional support that were mentioned.

19. A breakdown of responses shows that guidance was the most commonly mentioned type of additional support, particularly guidance around health and safety. This was followed by support for flexible working/workload and specific support for health & wellbeing.

Chart 2: Additional support by sub-category (660 responses)



20. Comparing responses by role:

School staff were more likely to say that specific support on flexible working/workload and health and wellbeing would most be most helpful for their own wellbeing. Early years staff were more likely to state that more guidance, particularly guidance on health and safety, would be most helpful for their own wellbeing.

- ELC professionals were slightly more likely to mention guidance, particularly around health and safety (17%), as an additional support.

“The use of PPE to ensure I was safe from getting the virus which is a huge stress right now therefore affecting my own wellbeing.”

- Registered teachers were more likely to mention support for flexible working and workload as an additional support (22%)

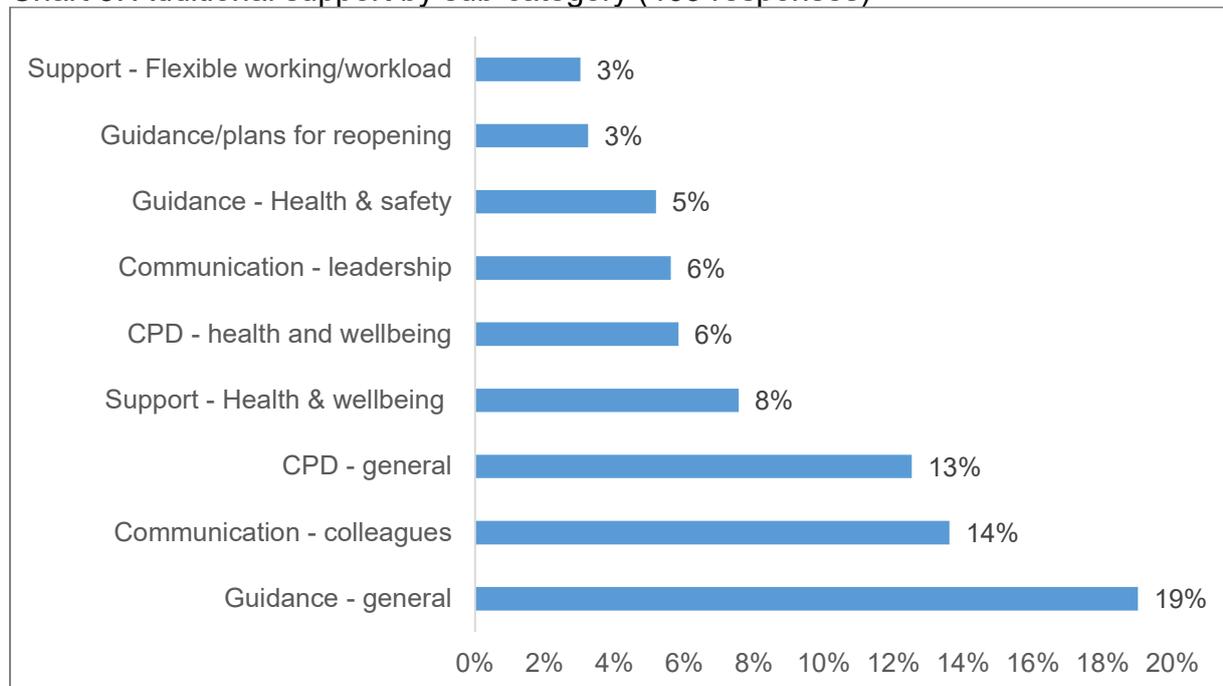
“There needs to be more guidance given about the amount and type of work that can realistically be undertaken from home and an understanding that normal expectations cannot apply for a number of reasons.”

WHAT ADDITIONAL SUPPORT DO YOU NEED TO IMPROVE YOUR SKILLS, RESILIENCE OR CONFIDENCE TO SUPPORT YOUR COLLEAGUES?

21. Respondents were asked an open question on the additional support that they need to improve their skills, resilience or confidence to support their colleagues. Open text responses were coded and analysed to provide an overview of the types of additional support that were mentioned.

22. The most common support mentioned was general guidance in the new circumstances, which would help respondents to work with and plan with colleagues. Respondents also mentioned having time and space for communication with colleagues as a key support in advance of re-opening.

Chart 3: Additional support by sub-category (463 responses)



Comparing responses by role:

- More than a quarter of ELC Professionals mentioned further guidance as being key in helping them to support colleagues. ELC professionals were also more likely than school staff to mention CPD in their responses.

“All staff undertaking online learning . We need specific training in Covid-19 . My staff keep their CPDs updated and their learning is continuous.”

“More communication for future plans, I understand this is difficult at the moment but we are not consulted at all or given info to support staff around certain issues eg social distancing, term time working etc.”

- School staff were more likely to list improvements in support for colleague interaction in their responses, with a key theme being affording space and time to plan and talk with colleagues.

“We need time, to talk, to plan, to just be friendly with one another again.”

“Time to organise the new curriculum and to plan for different groups of children. Time to talk about worries and concerns with colleagues and SMT.”

WHAT ADDITIONAL SUPPORT DO YOU NEED TO IMPROVE YOUR SKILLS, RESILIENCE OR CONFIDENCE TO SUPPORT CHILDREN AND YOUNG PEOPLE IN THE NEW CIRCUMSTANCES?

23. Respondents were asked an open question on the additional support that they need to improve their skills, resilience or confidence to support children and young people in the new circumstances. Open text responses were coded and analysed to provide an overview of the types of additional support that were mentioned.

24. Respondents listed guidance as the most important additional support for supporting children and young people, but CPD was also listed as an additional support by almost a third of respondents.

Chart 4: Additional support by sub-category (662 responses)



“Many vulnerable young people have been traumatised by the changes due to the pandemic. It would be reassuring to know that there will be support and guidance for staff offered in schools before students return to school to support them and their families”

25. Comparing responses by role:

- ELC professionals were slightly more likely than school respondents to mention general guidance and CPD as additional support for them.

“More training on how to deal and move forward with this pandemic while at work. I need to feel confident that the children at work will not pass the virus to me and then I then take it home and spread it to my family.”

“Information on next step to returning to work and chance to read it and understand it and put it into place without the children being there first we will need time to come together as a staff team.”

- School staff were much more likely to mention digital as an additional support, with teachers more likely to mention digital resources and CPD for digital as key supports:

“We NEED all Secondary pupils to have a laptop for them to use, not just one per family and internet access.”

“Clarity on expectation from SQA, this years teaching is going to be interrupted and vastly different from previous years and therefore the final exams need to reflect the current circumstances.”

ANNEX 1: Raw data from quantitative questions

Chart 1: What is your current role?

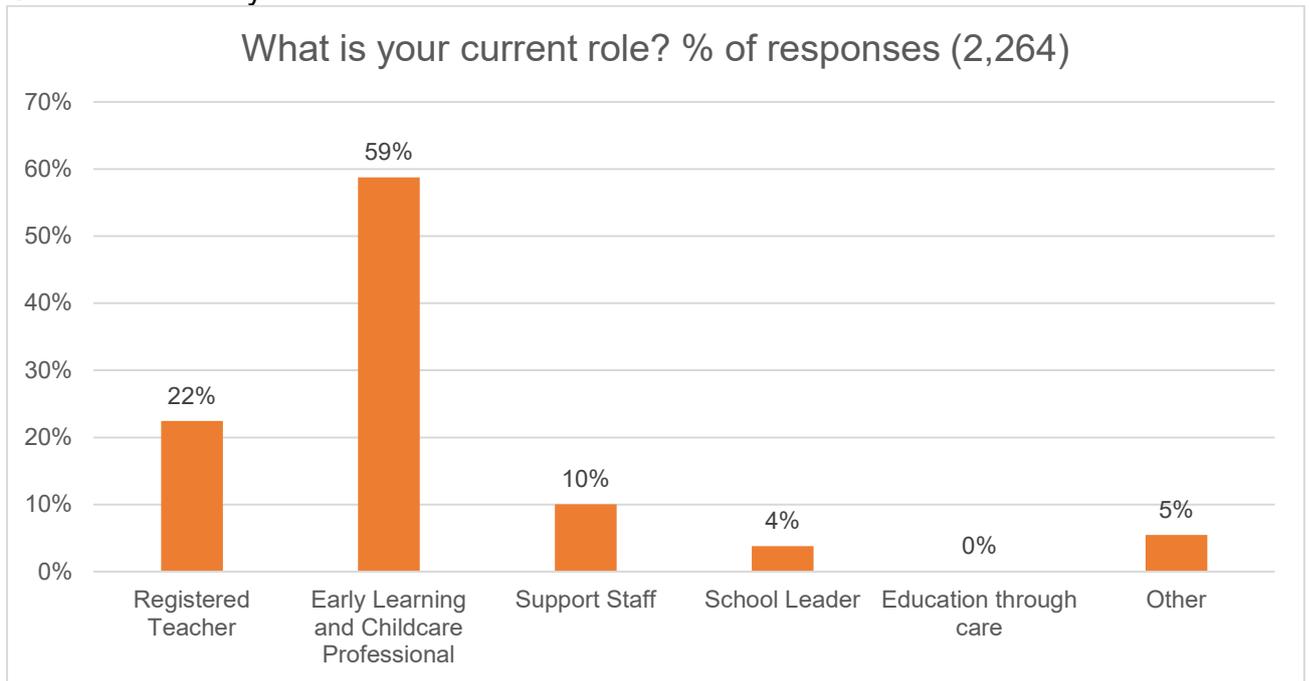


Chart 2: To what extent do you agree or disagree that there is sufficient support being offered by the system to support you

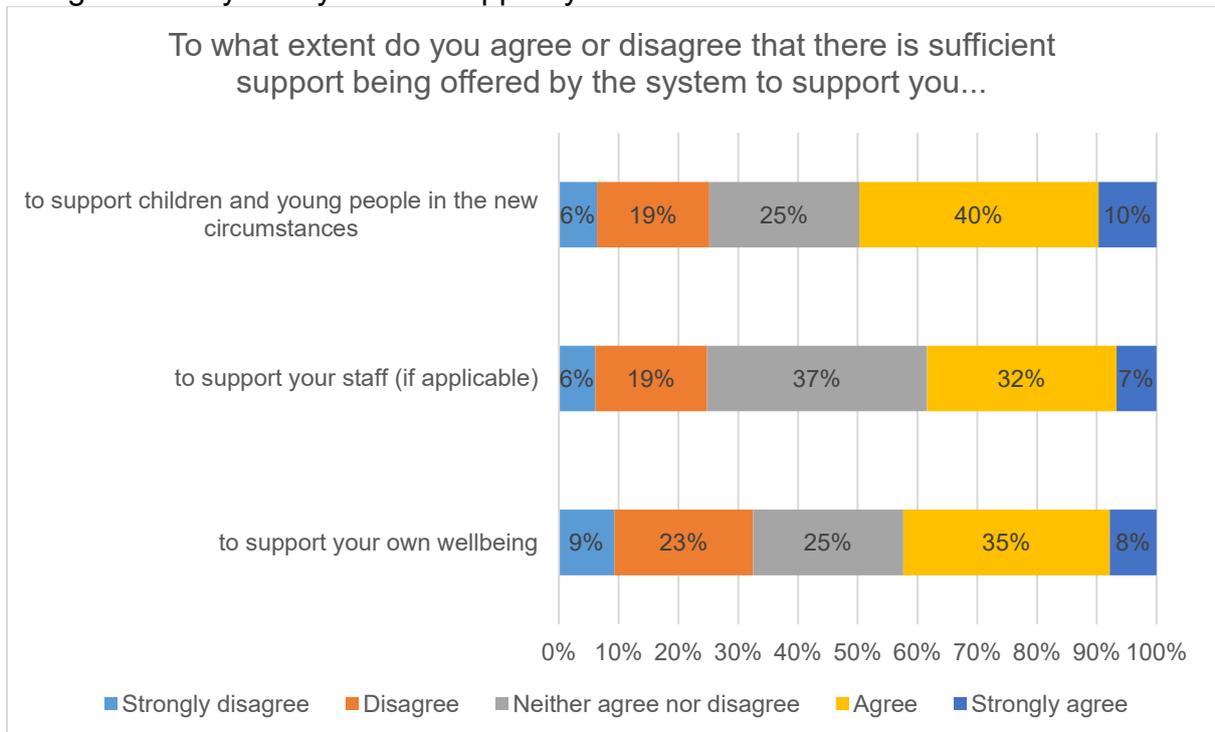


Chart 3: To what extent do you agree or disagree that you currently have the skills, resilience and confidence to support...

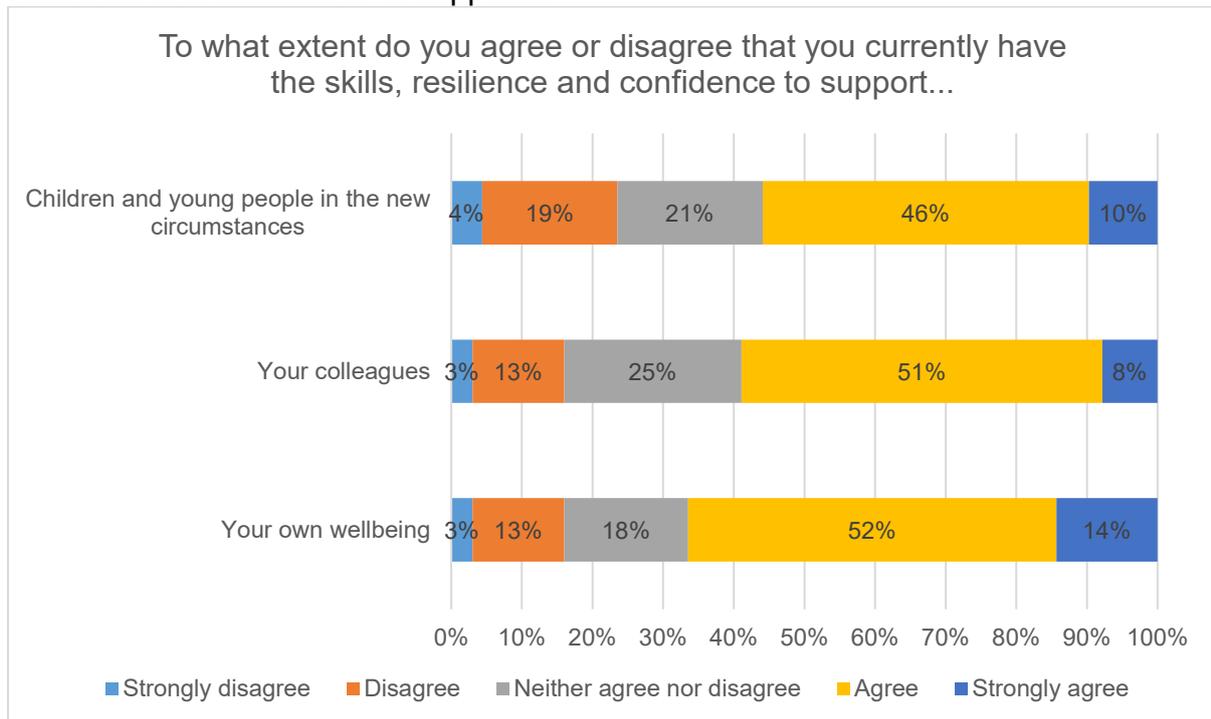


Chart 4: Which local authority do you work in?

