

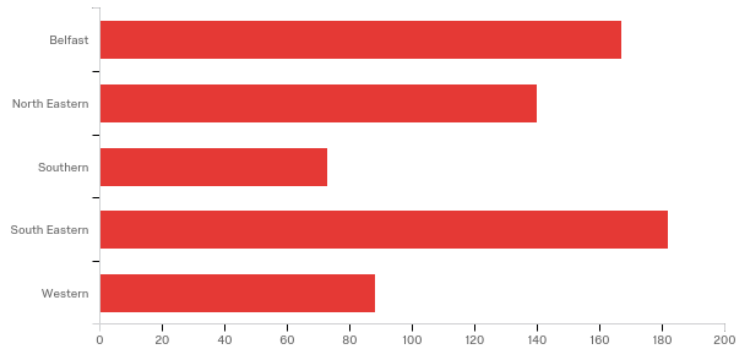
# Teaching Across The Divide

On-line Survey Interim Review 16<sup>th</sup> January 2017

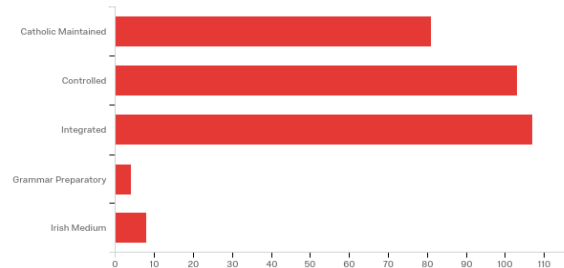
## Phase #3 Progress Report

As of 14<sup>th</sup> January 658 surveys have been completed – I am still aiming for between 900 and 1,000 and would like to close the survey in early February. This timetable would allow me time for analysis, writing and further reading ahead of starting into the narrative interviews in March. Completion rates have slowed down considerably and I have identified ‘gaps’ that could create bias; whilst uptake has been proportionate with regard to male/female and post-primary/primary there remains an under-representation in the Southern and Western regions (and to a lesser extent in the North East) and a dis-proportionately high representation from teachers employed in the Integrated Sector.

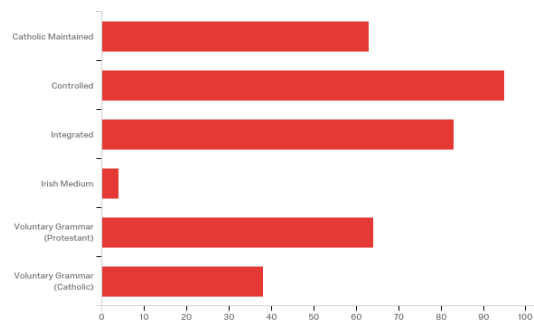
**FIG. 1: IN WHICH GEOGRAPHICAL REGION OF THE EDUCATION AUTHORITY ARE YOU CURRENTLY TEACHING?**



**FIG. 2: IN WHICH SECTOR ARE YOU CURRENTLY TEACHING (PRIMARY)?**



**FIG. 3: IN WHICH SECTOR ARE YOU CURRENTLY TEACHING (POST-PRIMARY)?**



I am taking action to target these gaps including: targeting schools in the missing geographical and sectoral areas (N.B. cold-calling is ineffective – need gate-keepers to facilitate access), circulating info on the survey through colleagues and professional contacts (including EA – specifically in the South and West – and voluntary organisations working with teachers), and using the relationship developed with unions to identify and avail of opportunities to make presentations on my research to gatherings of teachers.

## Qualitative Data

Qualitative comments have been included in 74 of the completed surveys received to date. These will be systematically analysed - Nvivo will be used as a data management tool (I have undertaken training in the use of this application and this process has commenced). The codes identified through analysis of the data will be used to inform the development of the first phase of coding for the narrative interviews.

**FIG. 4: WORDLE DIAGRAM FROM DATA EXTRACTED FROM 'ANY OTHER COMMENTS'**



In the survey responses completed so far, over 80 teachers have included their contact details by way of indication that they would be willing to participate in the interview stage of the research.

**TABLE 1. MATRIX FOR DETERMINING PURPOSIVE SAMPLE OF PRIMARY TEACHERS**

Teacher	SECTOR (primary)					TOTAL
	Controlled	Maintained	Integrated	Irish Medium	Special	
Attended Controlled PS	N/A	5	2	0	0	7
Attended Maintained PS	5	N/A	2	0	0	7
<b>TOTAL</b>	<b>5</b>	<b>5</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>14</b>

**TABLE 2. PRIMARY SCHOOL TEACHERS VOLUNTEERING FOR INTERVIEW**

Teacher	SECTOR (primary)					TOTAL
	Controlled	Maintained	Integrated	Irish Medium	Special	
Attended Controlled PS	N/A	1 -4	14 +12	0	0	15
Attended Maintained PS	3 -2	N/A	13 +11	0	0	16
<b>TOTAL</b>	<b>3</b>	<b>1</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>30</b>

**TABLE 3. MATRIX FOR DETERMINING PURPOSIVE SAMPLE OF POST-PRIMARY TEACHERS**

Teacher	SECTOR (post primary)							TOTAL
	Controlled	Maintained	Integrated	Irish Medium	Special	Vol. Grammar		
						P.	R.C.	
Attended Controlled PS	N/A	5	2	0	0	N/A	2	9
Attended Maintained PS	5	N/A	2	0	0	2	N/A	9
<b>TOTAL</b>	<b>5</b>	<b>5</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>2</b>	<b>18</b>

**TABLE 4. POST-PRIMARY SCHOOL TEACHERS VOLUNTEERING FOR INTERVIEW**

Teacher	SECTOR (post primary)							TOTAL
	Controlled	Maintained	Integrated	Irish Medium	Special	Vol. Grammar		
						P.	R.C.	
Attended Controlled PS	N/A	2 (-3)	3 (+1)	0	0	N/A	3 (+1)	8 (-1)
Attended Maintained PS	9 (+4)	N/A	10 (+8)	0	0	7 +5	N/A	26 (+17)
<b>TOTAL</b>	<b>9</b>	<b>2</b>	<b>11</b>	<b>0</b>	<b>0</b>	<b>7</b>	<b>3</b>	<b>34</b>

In addition to the teachers identified above, six post-primary teachers who were educated outside NI have put their names forward to be interviewed; four 'externally educated' primary teachers, all of whom are working in the integrated sector, have also volunteered to be interviewed. A small number of teachers would appear to have possibly misunderstood the nature of the research and have put their names forward to be interviewed even though the schools that they attended were consistent with the sector in which they are currently teaching.

It would be unreasonable to interview every teacher who has offered to take part - such a large cohort is in any case unlikely to be required since 'data-saturation' may be expected to occur after 30 or so. It is also probable that not every teacher who has put his/her name forward will in the event be willing to give up the required time.

The distribution of teachers that have volunteered to be interviewed is heavily skewed towards the integrated sector and there are deficits with regard to primary school teachers in the controlled sector who attended maintained schools (i.e. three rather than the five proposed in the purposive sample) and most notably in the maintained sector who attended controlled schools (i.e. one rather than the five proposed in the purposive sample).

There is only one short-fall of post-primary volunteers – those working in the Maintained sector who had attended Controlled schools; two volunteers when five are required. These deficits are however in line with what might be expected given the results of previous research. It is presumed that the collection of a further 300+ survey responses (i.e. an additional 50%) will see more teachers from the ‘missing categories’ volunteering.

The excess of volunteers teaching in Integrated schools will be reduced to meet the figures required by the purposive sample matrix by a process of random selection.

The target date of commencing interviews at the beginning of March would allow for a 16-week period during which interviews could be conducted and transcribed – at a rate of two per week.

## Quantitative Data Analysis

The research aims include a commitment to: ‘determine the distribution of teachers in Northern Ireland by community background, and racial/ethnic identity and to identify the extent of movement of teachers between sectors’. This aim will be achieved through the analysis of the quantitative data gathered by means of the on-line questionnaire. The interrogation of this data is being conducted along five interlinking lines of enquiry:

- To determine the general demographic composition of the teaching workforce in NI:
  - To ensure that the sample is as far as possible representative of the general population of teachers as measured against key criteria.
  - To obtain data to compare with existing data sources – including: NI census 2011, GTCNI, DE and others.
  - To obtain previously unavailable data e.g. relating to the ethnic composition of teachers in NI.
- To identify the extent of community cross-over by teachers between sectors:
  - To determine how many teachers have been educated in one side of the community divide but are teaching in another.
  - To determine the proportion of teachers that have considered ‘crossing-over’.
- To determine whether or not a relationship exists between the ITE college attended and subsequent cross-over career choices.
- To identify patterns relating to the national identity of teachers on either side of the educational divide.
- To identify any relationship that exists between teachers’ community identity and their choice of Union.

As will be seen below, each of these lines of enquiry has been framed by an overarching question; each of which generates a series of supporting questions. For each supporting question the relevant

question on the survey has been identified alongside any external data sources and/or required cross-tabulation of survey answers that may be required. Survey responses are being closely monitored on an on-going basis. Analysis will not commence until after the final respondent has completed the final question and the survey has been formally closed.

It is already clear that there has been considerable stated interest in the findings – it is my intention therefore to publish the preliminary findings on my website (which has been used as an access point to the survey) as soon as they become available.

## 1. What is the composition of the NI teaching workforce?

### SUPPORTING QUESTIONS AND SOURCES OF EVIDENCE

1.1 What is the **sectoral, geographical, age** and **gender** distribution of the NI teaching workforce and to what extent is this (known) pattern reflected in the data that has been collected?

*Sector: Q. 12, 13 and 14 – GTCNI and DE Census 2016.*

*Geography (EA Regions): Q. 36. – DE Census 2016.*

*Age: Q. 4. – GTCNI*

*Gender: Q. 3. – GTCNI and DE Census 2016.*

1.2 What is the composition of the NI teaching workforce by **ethnicity**? What ethnicities (other than white) are present?

*Q. 6 and bespoke information obtained from NI Census 2011 data*

1.2.1 To what extent does this reflect the ethnic composition of NI and, in particular, the ethnic profile of children of school age in NI?

*NI Census 2011 data*

1.3 What is the composition of the NI teaching workforce by principle **nationality**? What nationalities (other than British, Irish and Northern Irish) are present?

*Q. 7 and bespoke information obtained from NI Census 2011 data*

1.3.1 To what extent does this reflect the composition of NI by nationality?

*NI Census 2011 data*

1.4 What proportion of NI teachers were **educated outside of NI**?

Primary education?

*Q. 8*

Post Primary education?

*Q. 9*

Primary, Post-Primary and ITE?

*Q. 8 AND Q. 9 AND Q. 11*

## 2. To what extent are teachers' careers consistent with their community identity?

### SUPPORTING QUESTIONS AND SOURCES OF EVIDENCE

- 2.1 To what extent is there **continuity** between the sector in which teachers are employed and their assigned community identity? (i.e. How many Protestants are teaching in Catholic schools and how many Catholics teach in Protestant schools?)

*Primary School Attended (Q.8 = Controlled PS OR Prep School) AND School Sector Teaching in Currently (Q. 13 = Maintained PS OR Q. 14 = Maintained PPS OR C Voluntary Grammar)*

*Primary School Attended (Q.8 = Maintained PS) AND School Teaching in Currently (Q. 13 = Controlled PS OR Prep School OR Q. 14 = P Voluntary Grammar OR Controlled PPS)*

- 2.2 To what extent is the double spiral model of community **self-replication** in education accurate? i.e. What proportion of those teaching in NI have remained within 'their own' sector throughout their entire education and training?

*Primary School Attended (Q.8 = Controlled PS OR Prep School) AND Post Primary School Attended (Q. 9 = Controlled PPS OR P Voluntary Grammar) AND ITE Attended (Q. 11 = Stranmillis) AND Teaching Practice (Q. 43 only Controlled PS OR Controlled PPS OR Prep School OR P Voluntary Grammar) AND School Sector Teaching in Currently (Q. 13 = Controlled PS OR Prep School OR Q. 13 = P Voluntary Grammar OR Controlled PPS)*

*Primary School Attended (Q.8 = Maintained PS) AND Post Primary School Attended (Q.9 = Maintained PPS OR C Voluntary Grammar) AND ITE Attended (Q.11 = St Mary's or St Joseph's) AND Teaching Practice (Q. 43 only in Maintained PS OR Maintained PPS OR C Voluntary Grammar) AND School Teaching in Currently (Q. 13 = Maintained PS OR Q. 14 = Maintained PPS OR C Voluntary Grammar)*

- 2.3 What proportion of teachers have indicated a **willingness to consider cross-over**? i.e. How many P teachers have applied for posts in the C or I sector? How many C teachers have applied for posts in the P sector?

*Primary School Attended (Q.8 = Controlled PS OR Prep School) AND School Sector Teaching in Currently (Q. 13 = Controlled PS OR Prep School OR Q. 14 = P Voluntary Grammar OR Controlled PPS)*

*Primary School Attended (Q.8 = Maintained PS) AND School Teaching in Currently (Q. 13 = Maintained PS OR Q. 14 = Maintained PPS OR C Voluntary Grammar)*

- 2.4 What proportion of teachers have **ever been cross-over**? i.e. How many P teachers have ever worked in the C or I sector? How many C teachers have ever worked in the P or I sector?

*Primary School Attended (Q.8 = Controlled PS OR Prep School) AND Ever employed in another school (Q. 40 = yes) AND which types (Q. 43 = Maintained PS OR Int PS OR C Voluntary Grammar OR Maintained PP OR Int PP)*

*Primary School Attended (Q.8 = Maintained PS) AND Ever employed in another school (Q. 40 = yes) AND which types (Q. 43 = Controlled PS OR Prep School OR Int PS OR P Voluntary Grammar OR Controlled PP OR Int PP)*

- 2.5 Are there differences in where P and C teachers employed in NI chose to train? **Where did P teachers train? Where did C teachers train?**

*Primary School Attended (Q.8 = Controlled PS OR Prep School) AND ITE College attended (Q. 11)*

*Primary School Attended (Q.8 = Maintained PS) AND ITE College attended (Q. 11)*

- 2.6 How many P teachers trained in St Joseph's or St Mary's and how many C teachers trained in Stranmillis?

*ITE College attended (Q. 11 = St. Mary's/St Joseph's) AND Primary School Attended (Q.8 = Controlled PS OR Prep School)*

*ITE College attended (Q. 11 = Stranmillis) AND Primary School Attended (Q.8 = Maintained PS)*

### 3. Is there a link between where teachers undertake ITE and those who pursue cross-over careers?

#### SUPPORTING QUESTIONS AND SOURCES OF EVIDENCE

- 3.1 **Where did the cross-over teachers train?**

- 3.1.1 P teachers who teach in C schools and/or I schools train?

*P cross-over teachers identified in question 2.1 (above) AND ITE College attended Q.11*

- 3.1.2 Where did the C teachers who teach in P schools and/or I schools train?

*C cross-over teachers identified in question 2.1 (above) AND ITE College attended Q.11*

- 3.2 How many teachers undertook **teaching practice in the other sector** and how does this relate to the sector in which they are presently employed?

- 3.2.1 How many P teachers undertook teaching practice in the C or I sector and which ITE colleges did they attend?

*Primary School Attended (Q. 8 = Controlled PS OR Prep School) AND Teaching Practice (Q. 43 = Maintained PS OR Maintained PPS OR C Voluntary Grammar OR Integrated PS or Integrated PPS) AND ITE College attended (Q.11)*

- 3.2.2 How many C teachers undertook teaching practice in the P or I sector and which ITE colleges did they attend?

*Primary School Attended (Q. 8 = Maintained PS) AND Teaching Practice (Q. 43 = Controlled PS OR Prep OR Controlled PPS OR P Voluntary Grammar OR Integrated PS or Integrated PPS) AND ITE College attended (Q.11)*

- 3.2.3 How many C teachers undertook teaching practice in the P or I sector are teaching in the P or I sector?

*Primary School Attended (Q. 8 = Maintained PS) AND Teaching Practice (Q. 43 = Controlled PS OR Prep OR Controlled PPS OR P Voluntary Grammar OR Integrated PS or Integrated PPS) AND School Sector Teaching in Currently (Q. 13 = Controlled PS OR Prep OR Controlled PPS OR P Voluntary Grammar OR Integrated PS or Integrated PPS)*

- 3.2.4 How many P teachers undertook teaching practice in the C or I sector are teaching in the C or I sector?

*Primary School Attended (Q. 8 = Controlled PS OR Prep) AND Teaching Practice (Q. 43 = Maintained PS OR Maintained PPS OR C Voluntary Grammar OR Integrated PS or Integrated PPS) AND School Sector Teaching in Currently (Q. 13 = Maintained PS OR Q. 14 = Maintained PPS OR C Voluntary Grammar)*

## 4. To what extent is there consistency between teachers' community identity and their National identity?

### SUPPORTING QUESTIONS AND SOURCES OF EVIDENCE

- 4.1. How do Protestant teachers identify their nationality?

*Primary School Attended (Q. 8= Controlled PS OR Prep School) AND Nationality (Q. 5)*

- 4.2 What proportion of P teachers have a secondary/dual national identity and what is it?

*Primary School Attended (Q. 8= Controlled PS OR Prep School) AND Secondary Nationality (Q.40 = Yes)*

- 4.3 How do Catholic teachers identify their nationality?

*Primary School Attended (Q. 8= Maintained PS) AND Nationality (Q. 5)*

- 4.4 What proportion C teachers have a secondary/dual national identity and what is it?

*Primary School Attended (Q. 8= Maintained) AND Secondary Nationality (Q.40 = Yes)*

- 4.5 How do these figures compare with the rest of the population?

*2011 Census figures*

- 4.6 To what extent does this reflect the patterns in the rest of NI? NI Census

*Comparison with bespoke 2011 Census figures obtained during this research*



## 5. To what extent is community identity reflected in the union that teachers choose to join?

### SUPPORTING QUESTIONS AND SOURCES OF EVIDENCE

5.1 How is the membership of INTO composed by community identity and school sector?

*Union belong to (Q. 21 = INTO) AND Primary Education (Q. 8)*

*Union belong to (Q. 21 = INTO) AND Type of school (Q. 12) AND School Sector (Q. 13 AND Q. 14)*

5.2 How is the membership of UTU composed by community identity?

*Union belong to (Q. 21 = UTU) AND Primary Education (Q. 8)*

*Union belong to (Q. 21 = UTU) AND Type of school (Q. 12) AND School Sector (Q. 13 AND Q. 14)*

5.3 How is the membership of NASUWT composed by community identity?

*Union belong to (Q. 21 = NASUWT) AND Primary Education (Q. 8)*

*Union belong to (Q. 21 = NASUWT) AND Type of school (Q. 12) AND School Sector (Q. 13 AND Q. 14)*

5.4 How is the membership of ATL composed by community identity?

*Union belong to (Q. 21 = ATL) AND Primary Education (Q. 8)*

*Union belong to (Q. 21 = ATL) AND Type of school (Q. 12) AND School Sector (Q. 13 AND Q. 14)*

5.5 How is the membership of NAHT composed by community identity?

*Union belong to (Q. 21 = NAHT) AND Primary Education (Q. 8)*

*Union belong to (Q. 21 = NAHT) AND Type of school (Q. 12) AND School Sector (Q. 13 AND Q. 14)*

5.6 How many teachers have crossed between unions?

*Ever other union (Q. 22 = Yes) AND Which Union (Q. 25, 26, 27, 28 and 29)*

N.B. In the process of analysis other issues may be identified - further cross-tabulation of results between these and other criteria is possible.