

Constructing Teachers' Professional Identities – Learning from 7 countries

International Teacher Professional Identity Survey

Some initial headlines from Scotland



Overview

The **Centre for the Use of Research and Evidence in Education (CUREE)** is conducting research for **Education International (EI)** exploring how national policies and cultural factors influence the development of teachers' professional identities. Now, **CUREE** and **EI** want to know which experiences are most supportive of teachers, which get in the way and how unions, governments and teachers themselves should take advantage of the different insights which international exploration affords.

In May 2017, **CUREE** launched the **International Teacher Professional Identity Survey** in Scotland. We received over 1,300 responses, with thanks to **The Educational Institute of Scotland (EIS)**, the largest teaching union in Scotland and the oldest teaching union in the world, for their support.

We will be going on to compare our findings across the 7 countries. For now, here is a taster of what we've found out...

What do teachers in Scotland value about education?

Strong professional vision, building out from both fragmented pockets and centralised models

Scottish teachers' ideals for education cluster around a series of principles. They see the promotion of **student enjoyment in education** as the most important teaching aim, and ensuring success in formal examinations as the least important.

They see value in professional learning on an ongoing basis, despite feeling they are not offered incentives for pursuing this. This usually happens individually although there is suggestion of some collaborative learning.

Scottish teachers regard themselves as working in a **top-down system**, with policy makers steering at a national/governmental level.

Our survey found that:

70% of teachers rated 'independent teaching' as a "major part of my role" compared to only **9%** for collaborative teaching. Only **15%** of teachers agreed that they are given opportunities to contribute to national decisions about education.

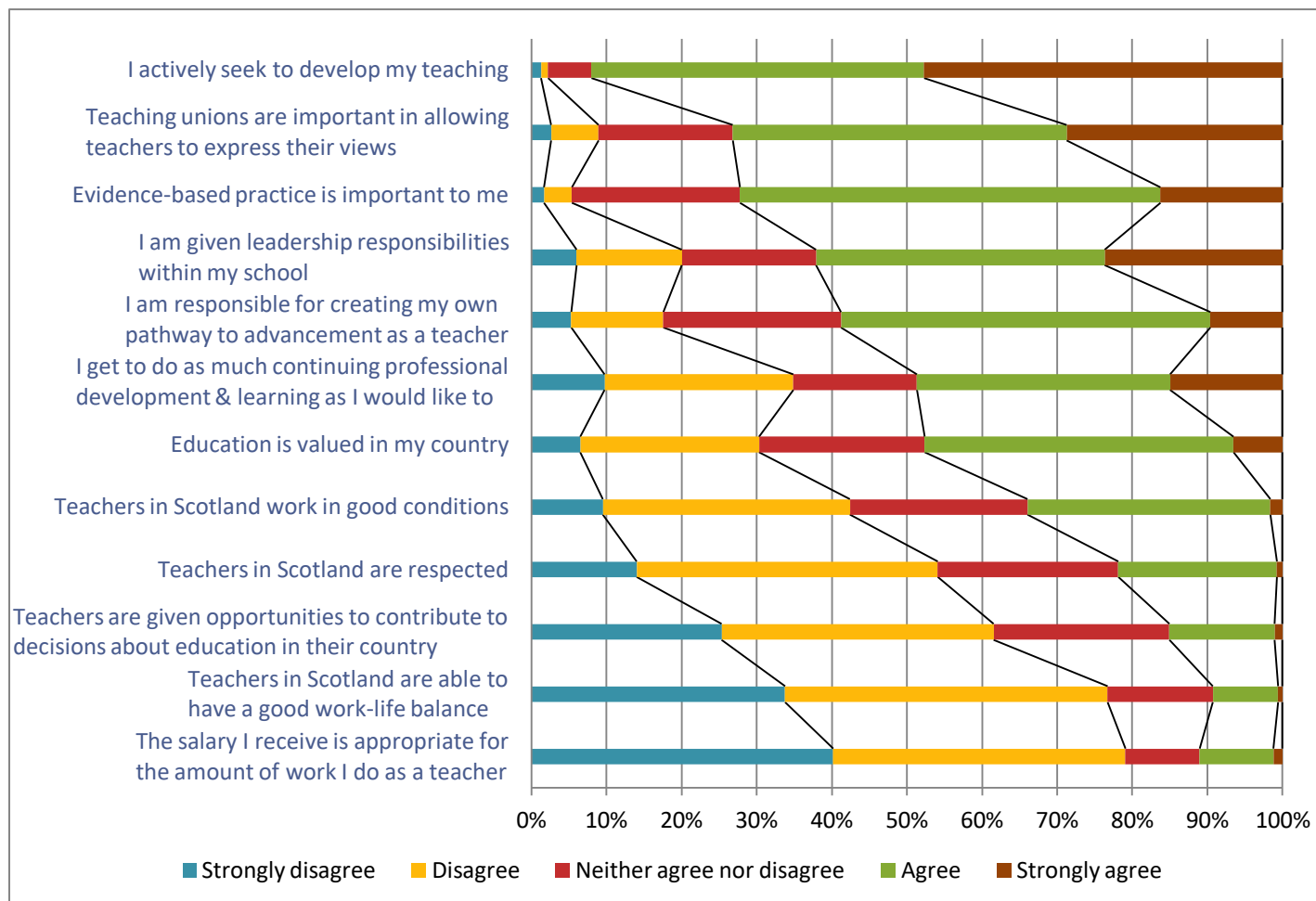
"My identity as a teacher is very much based on my personal knowledge that I am doing the best I can for every pupil"

- Primary Classroom Teacher

"I work tirelessly to provide the best possible experience for the learners in my classes. I often feel that this is never noticed or valued"

- Secondary PE Teacher

77% of teachers in Scotland do not feel they are able to have a good work-life balance



Scottish teachers feel they have higher levels of autonomy over their individual teaching & professional development, but feel they have less input into decisions about education at a national level.

Teachers in Scotland feel they have little or no control over:

- Their pay (**97%**)
- How they and other teachers are assessed (**72%**)
- National schemes of learning (**64%**)

When asked for further comments, many teachers said time constraints, or workload being dictated to them from a higher level, were having a negative impact on their teaching practice:

"I get told what to do with very little regard to my opinion or experience" – Primary Classroom Teacher

**Contact Us
for more
information**

The Centre for the Use of Research and Evidence in Education (CUREE)

8th Floor, Eaton House, Eaton Road, Coventry, CV1 2FJ

Tel: (024) 7652 4036

Email: info@curee.co.uk

Web: www.curee.co.uk

Twitter: [@CUREE_official](https://twitter.com/CUREE_official)