

# Virtues and Values in the Professions: Established Teachers

## Page One

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By completing this survey you are indicating that you have read and understood the attached information about the research project, and that you consent to participate in this research. \*

I agree     I disagree

(untitled)

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### Section A: Your Character Strengths

This section is an opportunity for you to consider your character strengths. Below is a list of twenty-four character strengths. Please choose the six strengths which you think best describe the sort of person you are. Please rank these from 1 to 6 (1 = the strongest) by dragging and dropping the six strengths into the right hand column (this format may differ if you are using an iPad or other tablet device). You can adjust the ranking by moving the strengths up and down. \*

Drag items from the left-hand list into the right-hand list to order them.

Appreciation of  
beauty/excellence

Bravery

Creativity

Curiosity

Fairness

Forgiveness

Gratitude

Honesty

Hope

Humour

Judgement

Kindness

Leadership

Love

Love of learning

Modesty

Perseverance

Perspective

Prudence

Self-regulation

Social intelligence

Spirituality

Teamwork

Zest

**(untitled)**

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## The Snowy Afternoon

You are teaching your Year One class on a winter afternoon.

There are three children in the class who have recently arrived in the UK: Halima from Somalia, Joseph from Zimbabwe, and Amudha from Sri Lanka. These three children have been fairly quiet and withdrawn in class, and you have been trying your best to engage them and encourage their interaction with their peers. Your mentor has encouraged you to be flexible in your lesson plans.

Snow begins to fall outside. All of the children are excited, but particularly Halima, Joseph and Amudha, who have never seen snow before and who gaze out of the window in amazement. Amudha asks: 'Can we please go outside and touch it?'

### What would you do? \*

- Tell the children to put their coats, hats and gloves on and take them outside to experience the snow
- Allow the children to look out of the window for a few minutes but then ask them to sit down and concentrate on the afternoon's lesson

**(untitled)**

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You chose to tell the children to put their coats, hats and gloves on and take them outside to experience the snow. Please rank the three answers that best match your reasons from 1 to 3 (1 = the most important). \*

Drag items from the left-hand list into the right-hand list to order them.

It is an opportunity for the children to experience nature and beauty.

You know that the children will not settle and concentrate if they do not go outside and your lesson will be much harder as a result.

You know it is risky but sometimes it is important to experiment and try new things.

You want your pupils to be happy and enjoy school and this would be fun for them.

It is an opportunity for some child-centred learning, to share experiences and learn from one another.

Your mentor has encouraged you to be flexible in lesson plans and to accommodate new learning opportunities if they arise in class.

(untitled)

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You chose to allow the children to look out of the window for a few minutes but then ask them to sit down and concentrate on the afternoon's lesson. Please rank the **three** answers that best match your reasons from 1 to 3 (1 = the most important). \*

Drag items from the left-hand list into the right-hand list to order them.

The lesson is important and you do not wish to disrupt it with distractions.

The children can play in the snow later and they will appreciate it better once they have waited.

It would not be fair to take your class outside when other classes are stuck inside.

It is too dangerous and risky to take an entire class outside in the snow without proper risk assessment.

It is up to you, as the teacher, to take unpopular decisions when necessary and taking pupils outside now could set a precedent.

You have not sought permission and if the Year Tutor sees your class outside you may get into trouble.

(untitled)

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## Uniform Rules

You are a Year Seven Year Tutor, starting the Autumn Term with a new intake of pupils.

Your school has a strict uniform policy and pupils wearing incorrect uniform should be given a warning; then, if they break the rules again, sent home.

A pupil, Robert, wears dark-coloured trainers instead of the black shoes required by school rules. You know that Robert lives with his single parent father on a very low income. You have already written to Robert's father about the school's support fund to which low income parents can apply for help with buying uniform items, but the trainers remain.

### What would you do? \*

- Send Robert home and telephone his father to explain the problem
- Ignore the trainers

(untitled)

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You chose to send Robert home and telephone his father. As before, please rank the three answers that best match the reasons for your decision. \*

Drag items from the left-hand list into the right-hand list to order them.

It is only fair on other students to follow the school rules.

You are employed by the school and it is part of your job to make sure the rules are followed.

If you do not enforce the rules you may be criticised.

If Robert does not have to follow this rule he may feel he can ignore other rules as well.

If you send Robert home often enough, eventually his father will let you help him.

If Robert is wearing different shoes he may be victimised by other pupils who are wearing the correct uniform.

**(untitled)**

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You chose to ignore the trainers. As before, please rank the three answers that best match the reasons for your decision. \*

Drag items from the left-hand list into the right-hand list to order them.

You suspect Robert does not have any shoes to change into, so you know he will miss a whole day's lessons and this will not help his progress at school.

Robert and his father are in a difficult financial situation and the school should recognise this.

Robert is at school to learn and what he is wearing on his feet does not affect that ability.

You think that penalising Robert may negatively affect your relationship with him.

You think that this is an inappropriate problem for you to be dealing with and needs someone more senior to resolve it.

You think that perhaps Robert's father has not had enough time to fill in the form and get the shoes and you want to give him more time.

(untitled)

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## The Exam

Fifty of your school's Year Six pupils are sitting an exam, which you are co-invigilating alongside the Deputy Head.

You notice the Deputy Head pointing out the correct answers for some of the pupils. She notices you watching and whispers that the school needs good results. She says that these pupils' learning suffered last year as their teacher was on long-term sick leave and they had several supply teachers. She adds: 'this is the only way they will get the results they deserve'.

### What would you do? \*

- Join in and offer similar help to other pupils in the exam
- Do not help the pupils and challenge the Deputy Head about her actions after the exam

(untitled)

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You chose to join in and offer similar help to other pupils in the exam. Please rank the three answers that best match the reasons for your decision. \*

Drag items from the left-hand list into the right-hand list to order them.

The pupils have had a bad deal this year - this is an opportunity to redress the balance.

She is the Deputy Head with years of experience and to question her actions would be disrespectful.

The Deputy Head is responsible for this exam, not you.

It is not really a big issue - if one school can do this, you bet everyone else does as well.

She is the Deputy Head and if you do not support her she might think less of you, affecting your promotion chances in the future.

It will have a negative impact on staff morale if you do not agree. It has already been a turbulent and difficult year and you are keen for the school to be a success.

**(untitled)**

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You chose not to join in assisting the pupils and to challenge the Deputy Head after the exam. Please rank the three answers that best match the reasons for your decision. \*

Drag items from the left-hand list into the right-hand list to order them.

All children in England are being tested and you feel it is important that all children are treated equally.

If you do not stand up to her someone may find out there was cheating and you may get into trouble.

You feel that this is not a very good example to set the pupils and you do not want to endorse such behaviour.

Although you respect the Deputy Head and she has years of experience, you know that this is wrong and against the policy relating to Key Stage assessments.

On balance you think this is not the best way of dealing with the difficult situation the group faces.

You think that cheating is wrong and you need to make this clear.

## Parents' Evening

You are an NQT at your first parents' evening and are speaking to Emma's parents.

They are concerned that Emma is not doing as well at school as she used to and think the reason could be that another girl Emma has told them about, Jade, is constantly disrupting the class.

Unknown to them, Jade has a Statement of Special Needs but her Learning Support Assistant is on maternity leave and has not been replaced. Although you have sought support from the SENCO, you have largely been left to struggle along as best you can with Jade's challenging behaviour.

### What would you do? \*

- Agree with Emma's parents that Jade causes issues in the classroom, but explain Jade's special needs and the steps you have taken to try to access appropriate support
- Reassure Emma's parents that you will monitor her progress carefully in the future without saying anything about Jade

**(untitled)**

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You chose to explain Jade's situation to Emma's parents. Please rank the three answers that best match the reasons for your decision. \*

Drag items from the left-hand list into the right-hand list to order them.

You feel that Emma's parents are entitled to know about the lack of support from the school and how this impacts on their child.

It is a relief to have an opportunity to talk about the difficulties you have been having.

The 'Teachers' Standards' state that a teacher should "communicate effectively with parents with regard to pupils' achievements and well-being". This is an opportunity to do so.

You have tried your hardest and feel that Emma's parents could take this up with the SENCO and Senior Management Team.

You believe that all children should be encouraged to reach their full potential and have noticed that Emma is not, so you are keen to explain to her parents why this could be.

You do not want Emma's parents to see you as unaware or unable to act on such issues in case they report you to the Headteacher.

You chose to reassure Emma's parents without mentioning Jade. Please rank the three answers that best match the reasons for your decision. \*

Drag items from the left-hand list into the right-hand list to order them.

Jade's needs are a separate issue to Emma's and school policy states that confidentiality must be observed in all such situations.

You are not sure what support might be forthcoming for your teaching with Jade, so you avoid referencing her in your comments as you do not want to make promises you may not be able to keep.

As an NQT you are still unsure how to handle this situation, so better to play safe.

You know that the school policy on support for pupils with Statements of Special Needs has not been adhered to but it would not be appropriate or professional for you to discuss Jade with other parents.

You do not wish Jade's parents to find out you have been discussing her with other parents in case they report you.

You know that it would not be appropriate to discuss another pupil with Emma's parents and, although you agree with them, you feel it is important not to place blame on Jade.

## The Citizenship Lesson

You are teaching a Citizenship session with Year Nine about the 'war on terror'. You emphasise that Islamist terrorists are a tiny minority and that most Muslims condemn violence. The class discuss the topic respectfully and you feel that a potentially sensitive session has gone well.

Later in the playground, you overhear a pupil who attended the session saying to another that Muslims are 'a bunch of terrorists'.

### What would you do? \*

- Report the pupil's comments to their Head of Year
- Do not report the pupil but revisit the topic in the next Citizenship session, stressing again that most Muslims condemn violence

(untitled)

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You chose to report the pupil's comments to their Head of Year. Please rank the three answers that best match the reasons for your decision. \*

Drag items from the left-hand list into the right-hand list to order them.

The Macpherson report states that teachers should report incidents of discrimination in school.

It is up to you as a teacher and role model to take a stand against Islamophobia.

This kind of talk could escalate into Islamophobic abuse of Muslim pupils.

If you do not report the pupil, and their language or behaviour worsens, you could get into trouble for not reporting the matter.

It is for the pupil's own good that this issue is dealt with now to avoid the problem escalating.

You owe it to the Muslim pupils in the school to challenge this kind of language which could cause them hurt and upset.

**(untitled)**

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You chose not to report the pupil but revisit the topic in the next Citizenship session, stressing again that most Muslims condemn violence. Please rank the three answers that best match the reasons for your decision. \*

Drag items from the left-hand list into the right-hand list to order them.

The pupil might tell the Head of Year that they got these views from your lesson and you may get into trouble as a result.

This pupil's views may be shared by others in the class. Reporting just one pupil will not address the problem effectively.

This is probably just a stupid comment and will not lead to anything more serious.

Although you thought you had taught this issue in a sensitive way, it is possible that something you said has prompted these comments. Rather than blaming the individual you should try and put this right in the next session.

This is the kind of risk which arises when teaching sensitive topics. You are confident you can set the pupil back on the right course in the next session without getting them into trouble with their Head of Year.

The 'Teachers' Standards' state that a teacher should "maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary". Dealing with the issue in this way allows you to do so.

(untitled)

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### Staffroom Chat

You regularly hear an experienced member of staff in your school complain about a class you both teach. You know this can be a frustrating class to teach because their behaviour is challenging.

This teacher comments that they do not bother to plan lessons properly for this class because the pupils 'haven't got the brains to notice'. The teacher also comments that they see no point in marking the work that this class produces because it is 'worthless'.

### What would you do? \*

- Ignore the comments
- Speak to a more senior member of staff about the teacher's comments
- Challenge the teacher directly about their comments

(untitled)

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You chose to ignore the comments. Please rank the three answers that best match the reasons for your decision. \*

Drag items from the left-hand list into the right-hand list to order them.

You do not want to start an argument with a colleague.

Ignore the comments because doing otherwise may lead to you being ostracised at work and your professional life becoming more difficult.

You do not know for certain what really happens in the classroom and the teacher may just be expressing their frustrations.

Taking action may make matters worse as you cannot know how the situation will end.

This can be a frustrating class to teach and, although you are uneasy with the comments, you feel that your colleague is only being realistic.

School systems for monitoring the quality of teaching and assessment are designed to identify and resolve such issues.

You chose to report the teacher to a senior colleague. Please rank the three answers that best match the reasons for your decision. \*

Drag items from the left-hand list into the right-hand list to order them.

A more senior member of staff should deal with this kind of issue.

You do not want to get into an argument with a colleague.

You believe that more senior staff should know about the possibility of poor teaching in school.

You are concerned for the health of that member of staff; giving up with one class may be just the start of their problems.

You are worried that the quality of this teacher's work might impact on attainment outcomes and reflect badly on other colleagues and yourself.

You see the responsibilities of teachers quite differently to this colleague and the issue warrants reporting upwards.

(untitled)

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You chose to tackle the teacher directly about their comments. Please rank the three answers that best match the reasons for your decision \*

Drag items from the left-hand list into the right-hand list to order them.

You are concerned that other members of staff may believe the teacher is correct and take on those values; you do not want to work in a school with negative values.

You know it is the clearest way to express your concerns and minimise the chance of misunderstanding.

You believe your knowledge of the pupils will allow you to make some positive suggestions that will help improve the teacher's work with the class.

Reporting upwards might cause unnecessary additional scrutiny of all colleagues' teaching, including your own.

Containing such matters at an individual level should always be the aim, at least to start with, and might be followed by reporting upwards.

The 'Teachers' Standards' state that a teacher must be able to "manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them". This teacher is not meeting that Standard and should be made aware of that.

## Section C: The Good Teacher

This section asks you to think about what sort of person makes a good teacher. Below is a list of twenty-four character strengths. Please choose the six which you think best describe a good teacher. Please rank these from 1 to 6 (1 = the strongest) by dragging and dropping the six strengths into the right hand column (this format may differ if you are using an iPad or other tablet device). You can adjust the ranking by moving the strengths up and down. \*

Drag items from the left-hand list into the right-hand list to order them.

Appreciation of  
beauty/excellence

Bravery

Creativity

Curiosity

Fairness

Forgiveness

Gratitude

Honesty

Hope

Humour

Judgement

Kindness

Leadership

Love

Love of learning

Modesty

Perseverance

Perspective

Prudence

Self-regulation

Social intelligence

Spirituality

Teamwork

Zest

Can you think of a teacher you have met who shows many of these character strengths? If so, please use the box below to describe how they show these strengths in their work.

**(untitled)**

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## Section D: Your Work Environment

For each of the statements below please indicate how often this has been the case in the environment in which you teach. \*

	Always	Mostly	Sometimes	Rarely	Never
I am motivated to work to the best of my ability *	<input type="radio"/> Always	<input type="radio"/> Mostly	<input type="radio"/> Sometimes	<input type="radio"/> Rarely	<input type="radio"/> Never
I experience stress *	<input type="radio"/> Always	<input type="radio"/> Mostly	<input type="radio"/> Sometimes	<input type="radio"/> Rarely	<input type="radio"/> Never
My colleagues help and support me *	<input type="radio"/> Always	<input type="radio"/> Mostly	<input type="radio"/> Sometimes	<input type="radio"/> Rarely	<input type="radio"/> Never
I am not treated fairly *	<input type="radio"/> Always	<input type="radio"/> Mostly	<input type="radio"/> Sometimes	<input type="radio"/> Rarely	<input type="radio"/> Never
I am able to apply my own ideas in my work *	<input type="radio"/> Always	<input type="radio"/> Mostly	<input type="radio"/> Sometimes	<input type="radio"/> Rarely	<input type="radio"/> Never
I am able to act in the best interests of my pupils *	<input type="radio"/> Always	<input type="radio"/> Mostly	<input type="radio"/> Sometimes	<input type="radio"/> Rarely	<input type="radio"/> Never
My work involves tasks that are in conflict with my personal values *	<input type="radio"/> Always	<input type="radio"/> Mostly	<input type="radio"/> Sometimes	<input type="radio"/> Rarely	<input type="radio"/> Never
My work requires that I hide my feelings *	<input type="radio"/> Always	<input type="radio"/> Mostly	<input type="radio"/> Sometimes	<input type="radio"/> Rarely	<input type="radio"/> Never
I do not have time to do my work to a standard I believe is right *	<input type="radio"/> Always	<input type="radio"/> Mostly	<input type="radio"/> Sometimes	<input type="radio"/> Rarely	<input type="radio"/> Never
I feel 'at home' in my workplace *	<input type="radio"/> Always	<input type="radio"/> Mostly	<input type="radio"/> Sometimes	<input type="radio"/> Rarely	<input type="radio"/> Never
I have the feeling of doing useful work *	<input type="radio"/> Always	<input type="radio"/> Mostly	<input type="radio"/> Sometimes	<input type="radio"/> Rarely	<input type="radio"/> Never
I am emotionally involved in my work *	<input type="radio"/> Always	<input type="radio"/> Mostly	<input type="radio"/> Sometimes	<input type="radio"/> Rarely	<input type="radio"/> Never
I have the resources to do my work to a standard I believe is right *	<input type="radio"/> Always	<input type="radio"/> Mostly	<input type="radio"/> Sometimes	<input type="radio"/> Rarely	<input type="radio"/> Never
I am able to influence decisions that are important for my work *	<input type="radio"/> Always	<input type="radio"/> Mostly	<input type="radio"/> Sometimes	<input type="radio"/> Rarely	<input type="radio"/> Never
At work it is difficult to do the right thing *	<input type="radio"/> Always	<input type="radio"/> Mostly	<input type="radio"/> Sometimes	<input type="radio"/> Rarely	<input type="radio"/> Never



## Section E: About You

This final section asks about you, your training and your career. This information will help us understand whether these characteristics have an impact on your response to the questions in the survey.

Are you:

- Female    Male

What is your age?

What is your ethnicity? (*Categories from 2011 UK Census*)

### **White**

English/Welsh/Scottish/Northern Irish/British

Irish

Gypsy or Irish Traveller

Any other White background (please specify)

### **Mixed/Multiple ethnic groups**

White and Black Caribbean

White and Black African

White and Asian

Any other mixed multiple background (Please specify)

### **Asian/Asian British**

Indian

Pakistani

Bangladeshi

Chinese

Any other Asian background (Please specify)

### **Black/African/Caribbean/Black British**

Caribbean

What is your religion?

- Buddhism    Christianity    Hinduism    Islam    Judaism
- Sikhism    None
- Other religion (please specify)  \*

**(untitled)**

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Are you:

- Atheist    Agnostic    Humanist
- Other (please specify)

**(untitled)**

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Do you practice your religion?

- Yes    No

**(untitled)**

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What is your country of citizenship?

United Kingdom  
Afghanistan  
Albania  
Algeria  
Andorra  
Angola  
Antigua and Barbuda  
Argentina  
Armenia  
Australia  
Austria  
Azerbaijan

Azerbaijan  
Bahamas, The  
Bahrain  
Bangladesh  
Barbados  
Belarus  
Belgium  
Belize  
Benin  
Bhutan  
Bolivia  
Bosnia and Herzegovina  
Botswana  
Brazil  
Brunei  
Bulgaria  
Burkina Faso  
Burma  
Burundi  
Cambodia  
Cameroon  
Canada  
Cape Verde  
Central African Republic  
Chad  
Chile  
China  
Colombia  
Comoros  
Congo, Democratic Republic of the  
Congo, Republic of the  
Costa Rica  
Cote d'Ivoire  
Croatia  
Cuba  
Curacao  
Cyprus  
Czech Republic  
Denmark  
Djibouti  
Dominica  
Dominican Republic  
East Timor (see Timor-Leste)  
Ecuador

Egypt  
El Salvador  
Equatorial Guinea  
Eritrea  
Estonia  
Ethiopia  
Fiji  
Finland  
France  
Gabon  
Gambia, The  
Georgia  
Germany  
Ghana  
Greece  
Grenada  
Guatemala  
Guinea  
Guinea-Bissau  
Guyana  
Haiti  
Holy See  
Honduras  
Hong Kong  
Hungary  
Iceland  
India  
Indonesia  
Iran  
Iraq  
Ireland  
Israel  
Italy  
Jamaica  
Japan  
Jordan  
Kazakhstan  
Kenya  
Kiribati  
Kosovo  
Kuwait  
Kyrgyzstan  
Laos

Latvia  
Lebanon  
Lesotho  
Liberia  
Libya  
Liechtenstein  
Lithuania  
Luxembourg  
Macau  
Macedonia  
Madagascar  
Malawi  
Malaysia  
Maldives  
Mali  
Malta  
Marshall Islands  
Mauritania  
Mauritius  
Mexico  
Micronesia  
Moldova  
Monaco  
Mongolia  
Montenegro  
Morocco  
Mozambique  
Namibia  
Nauru  
Nepal  
Netherlands  
Netherlands Antilles  
New Zealand  
Nicaragua  
Niger  
Nigeria  
North Korea  
Norway  
Oman  
Pakistan  
Palau  
Palestinian Territories  
Panama  
Papua New Guinea

Paraguay  
Peru  
Philippines  
Poland  
Portugal  
Qatar  
Romania  
Russia  
Rwanda  
Saint Kitts and Nevis  
Saint Lucia  
Saint Vincent and the Grenadines  
Samoa  
San Marino  
Sao Tome and Principe  
Saudi Arabia  
Senegal  
Serbia  
Seychelles  
Sierra Leone  
Singapore  
Slovakia  
Slovenia  
Solomon Islands  
Somalia  
South Africa  
South Korea  
South Sudan  
Spain  
Sri Lanka  
Sudan  
Suriname  
Swaziland  
Sweden  
Switzerland  
Syria  
Taiwan  
Tajikistan  
Tanzania  
Thailand  
Timor-Leste  
Togo  
Tonga

Trinidad and Tobago  
Tunisia  
Turkey  
Turkmenistan  
Tuvalu  
Uganda  
Ukraine  
United Arab Emirates  
United States  
Uruguay  
Uzbekistan  
Vanuatu  
Venezuela  
Vietnam  
Yemen  
Zambia  
Zimbabwe

(untitled)

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What sort of teacher training did you undertake?

- Bachelors with QTS     Postgraduate (e.g. PGCE)     School based
- Overseas Trained Teacher Programme     Cert.Ed
- Other (please specify)

In what year did you qualify as a teacher?

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2012

For how many years have you worked as a teacher?

- Less than 5 years     5-10 years     11-20 years     More than 20 years

What setting do you teach in? *(If you teach in more than one, please choose the setting where you spend the majority of your time)*

- Early Years     Primary     Secondary     Post-16
- Special Educational Needs
- Other (please specify)

What is your main subject specialism?

Art and Design
Citizenship
Design and Technology
Drama
English
Geography
History
ICT
Mathematics
Modern foreign languages
Music
Physical Education
Religious Education
Science
Other

What sort of school do you teach in? Please tick one box in each column. For example, if you teach in a non-selective Church of England state school please tick 'state funded', 'non-selective', and 'religious'.

**State or Independent**

- State funded (inc. Academies and Free Schools)
- Independent / Private

**Selective or Non-selective**

- Selective
- Non-selective

**Religious or Non-religious**

- Religious
- Non-religious

What is your current job title or titles? (E.g. *History Teacher, Head of Year*)

Prior to training as a teacher had you completed another higher education qualification?

- Yes  No

**(untitled)**

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What is the level of this previous qualification? *(If you completed your qualification outside the UK please select the equivalent UK qualification).*

- Higher National Certificate (HNC)  Higher National Diploma (HND)/Foundation Degree  Bachelors  
 Masters  Doctorate

What is the subject area of this previous qualification?

Agriculture and Food Studies  
Architecture, Building and Planning  
Biological Sciences  
Business and Administration  
Creative Arts  
Computing Sciences  
Education  
Engineering and Technology  
Historical, Philosophical or Theological Studies  
Languages, Literature or Cultural Studies  
Law  
Mathematics  
Media and Communication Studies  
Medicine and Dentistry  
Physical Sciences  
Social, Economic and Political Studies  
Veterinary Sciences

**(untitled)**

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Prior to becoming a teacher had you worked in any other occupation(s) for more than one year?



Yes  No

**(untitled)**

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If yes, which occupation(s)?

For how many years?

1	
2	
3	
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6	
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9	
10	
More than 10	

**(untitled)**

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Please describe your reasons for entering the teaching profession.



**(untitled)**

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Invitation to be interviewed

We wish to interview some participants to explore the issues addressed in this survey in greater depth. Interviews may be conducted in person or by telephone at a date and time convenient to you. Its length will largely depend on you, but need take no longer than 30 minutes.

Are you willing to be interviewed?

Yes  No

**(untitled)**

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Thank you. Please write your name and contact details (email and/or telephone) so that a member of the research team can get in touch to arrange the interview. We will not link your name to the survey answers you have provided in a way that will allow others to recognise you.

Name

Email address

Telephone number