



THE
JUBILEE CENTRE
FOR CHARACTER & VIRTUES

UNIVERSITY OF
BIRMINGHAM

The Good Teacher Understanding Virtues in Practice Research Report

Supplementary Online Appendices

Sample Characteristics

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Supplementary Online Appendices: Sample Characteristics

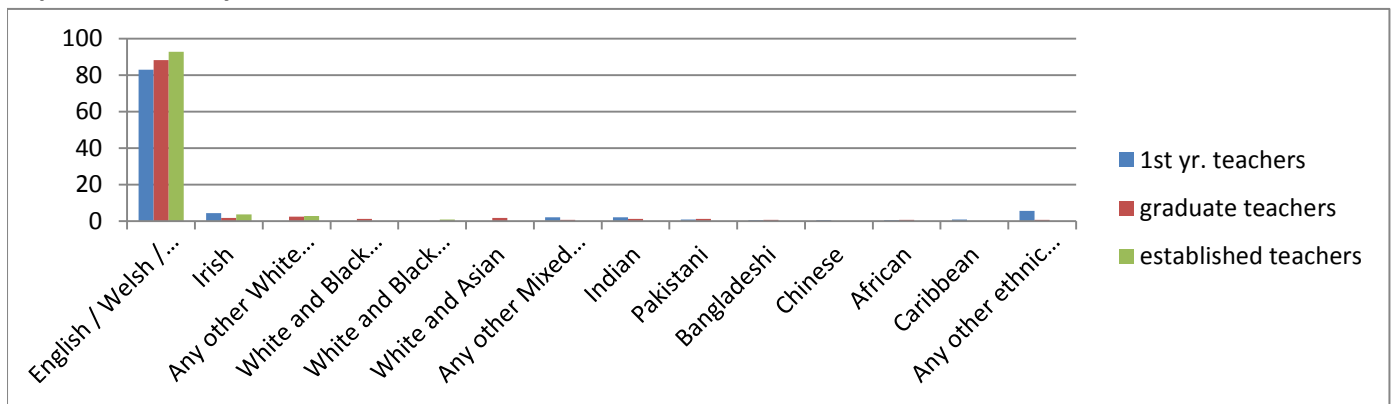
Gender:

	Females	Males
Sample	67.5%	30.4%
National public funded school workforce	73.6%	26.4%

Career stage:

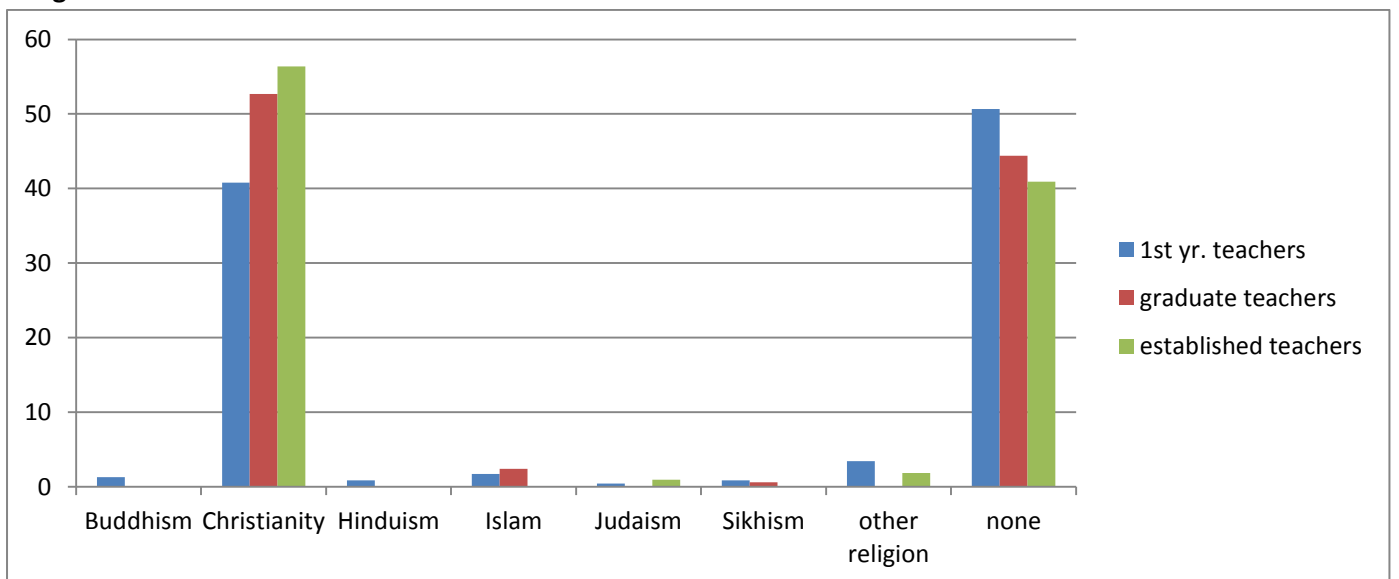
Career stage	Females	Males
New students	71%	29%
Graduate students	74%	26%
Experienced teachers	58%	42%

Reported ethnicity:



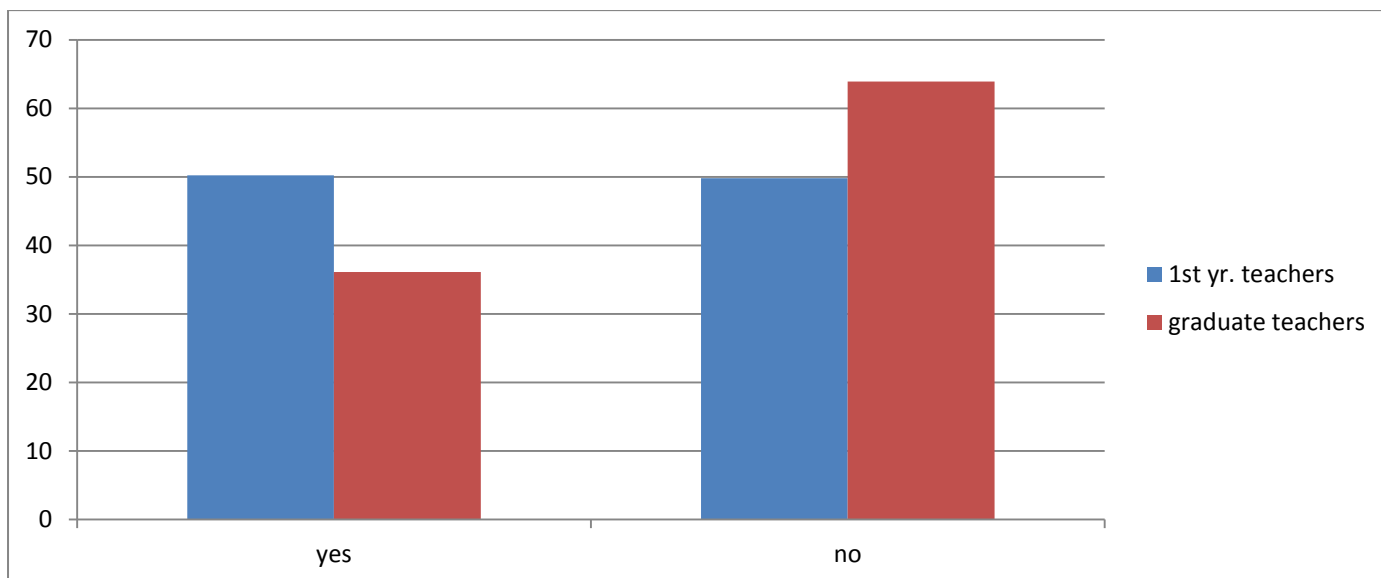
87% of participants are of British ethnicity. This compares with national data whereby 88.4% of teachers in publicly funded schools report as White British.

Religion



The majority of participants describe themselves as either 'Christian' (48%) or 'No religion' (47%). 'Other' constitutes 2% of responses, as does 'Islam'.

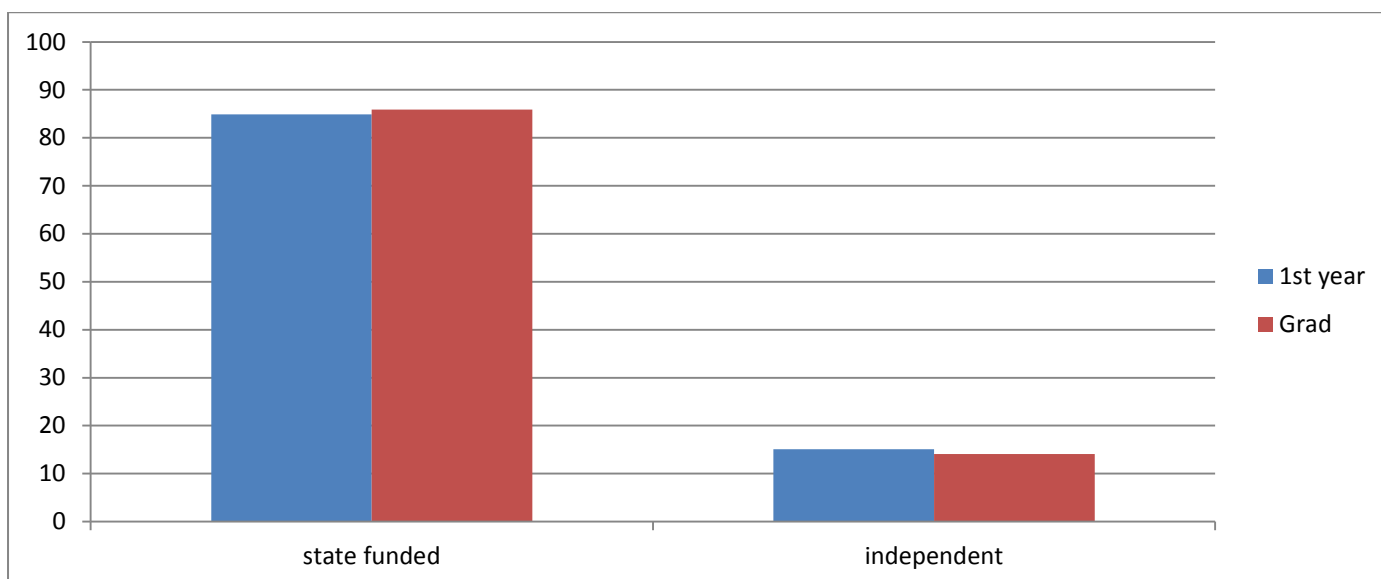
Parental Education



As indicated in the chart above, Established teachers were not asked the question of 'did your parent go to university'. This question, within the survey, appears to have elicited a sometimes negative response- as some participants appeared offended at having been asked this question.

Schooling

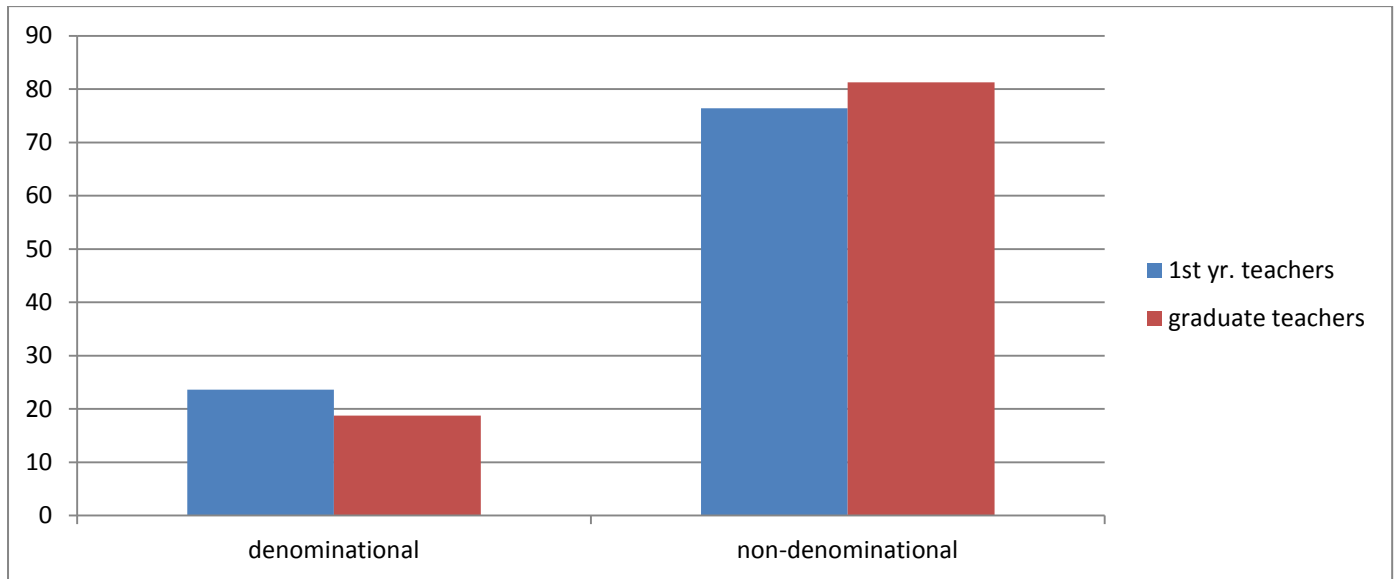
Funding



A vast majority of participants attended state-funded schools; with 85% reporting this type of schooling and 15% reporting independently-funded schooling. This pattern is mirrored across the career stages; 85% of Students went to state-funded schools, and 15% attended independent schools, likewise, 86% of Graduates went to state-funded schools, and 14% attended independently-funded schools. This compares with 6.5% of pupils in the UK attending independent schools¹ and reflects the fact that three of the universities in our study were members of the Russell Group of universities, who tend to attract higher than average independently educated applicants.

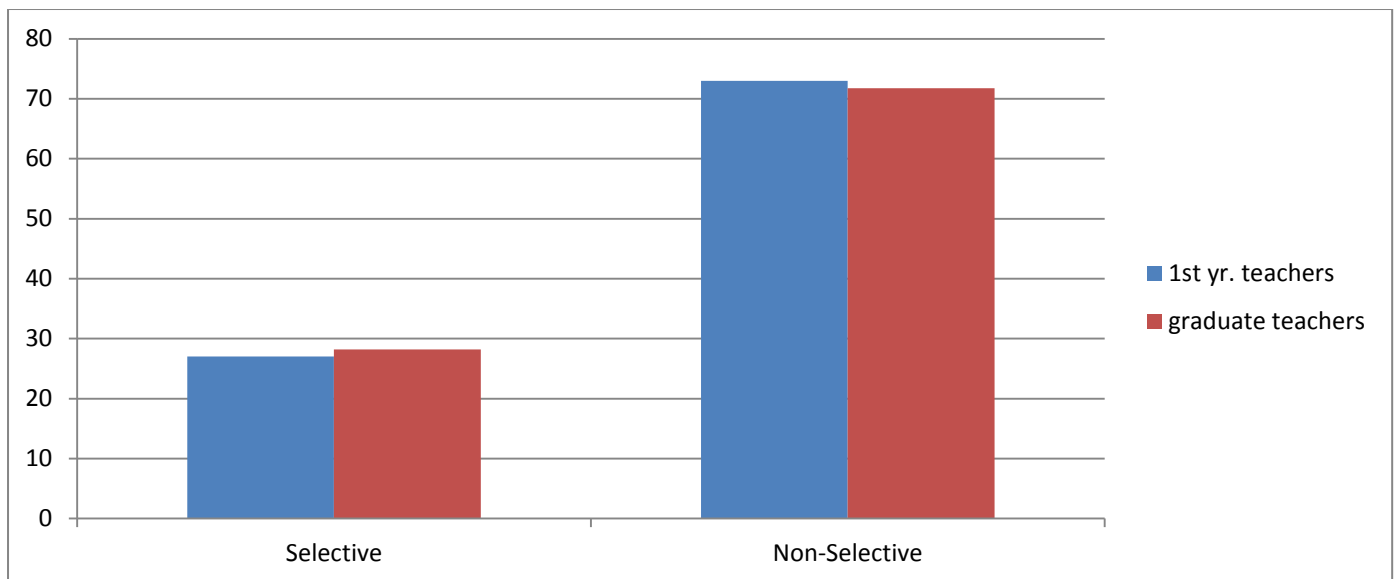
¹ Independent Schools Council website: <http://www.isc.co.uk/research> accessed 24/07/14

Religious denomination of school attended



Denominational: As indicated above, most participants attended non-denominational schools (78%).

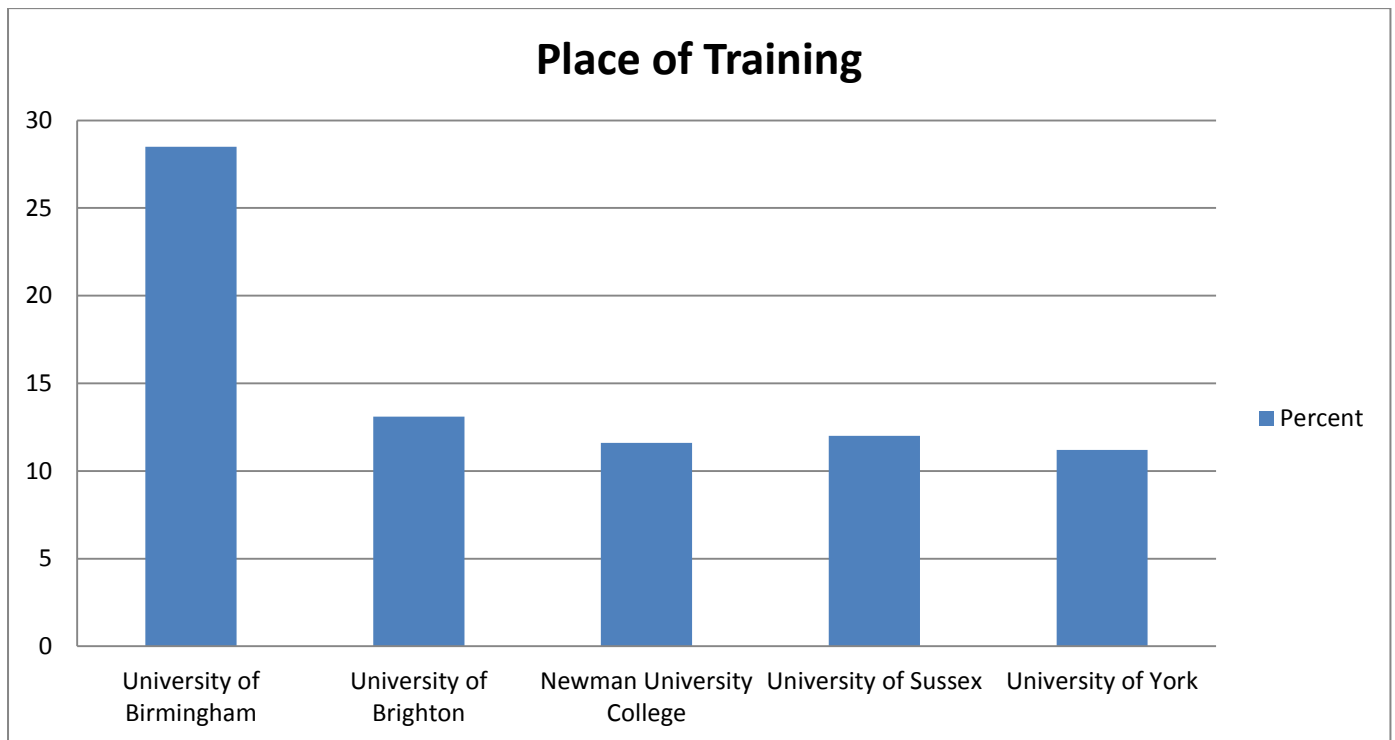
Selective or non-selective schooling



As shown above, a majority of respondents reported attending a non-selective school (total= 72%). This compares with figures showing that 4% of Year 7 pupils entered a selective school in the years 2009-2011².

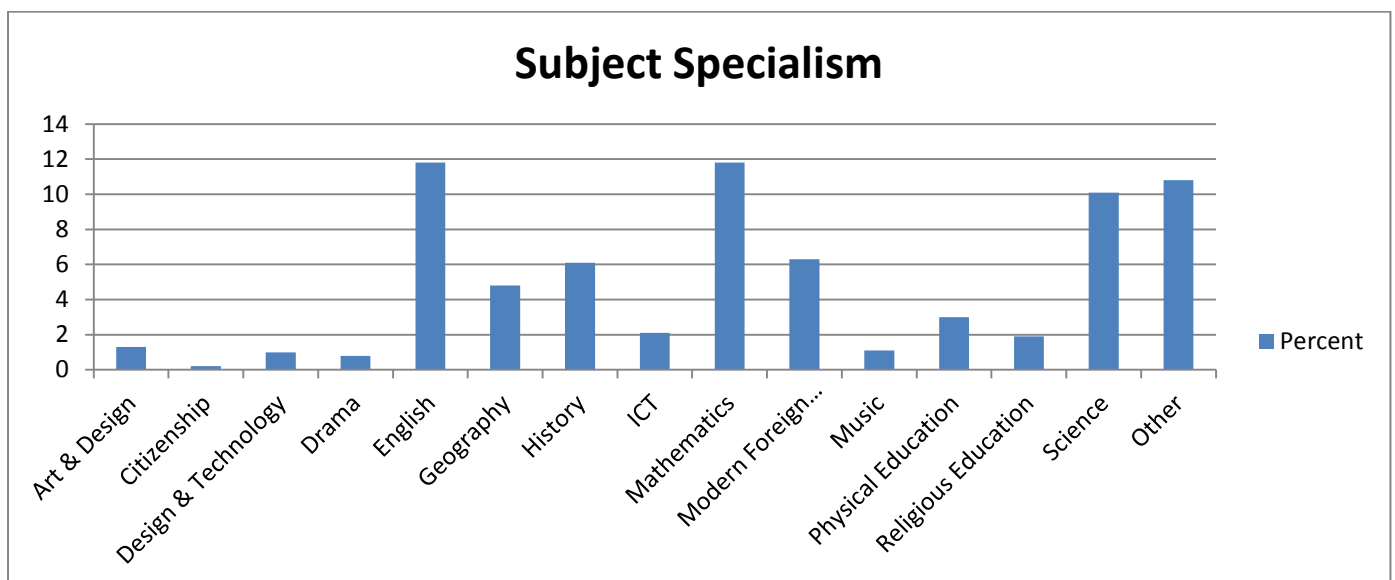
² Sutton Trust : <http://www.suttontrust.com/news/publications/entry-into-grammar-schools-in-england/> accessed 23/07/14

Place of training of respondents



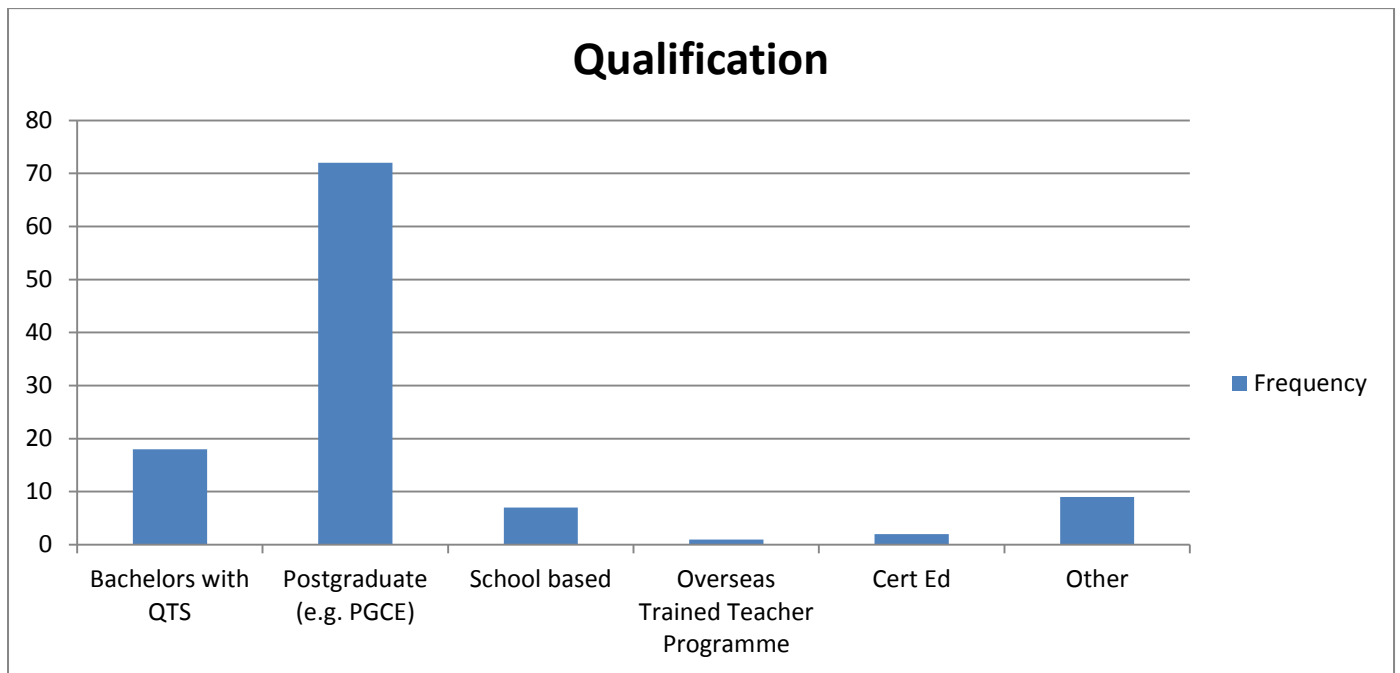
As shown in the table above, the majority of student and graduate teacher respondents attended/ were attending the University of Birmingham (N=150, 29%). The remaining four establishments had a more even spread of respondents; University of Brighton (N=69, 13%), Newman University College (N=61, 12%), University of Sussex (N=63, 12%), University of York (N= 59, 11%).

Subject specialism



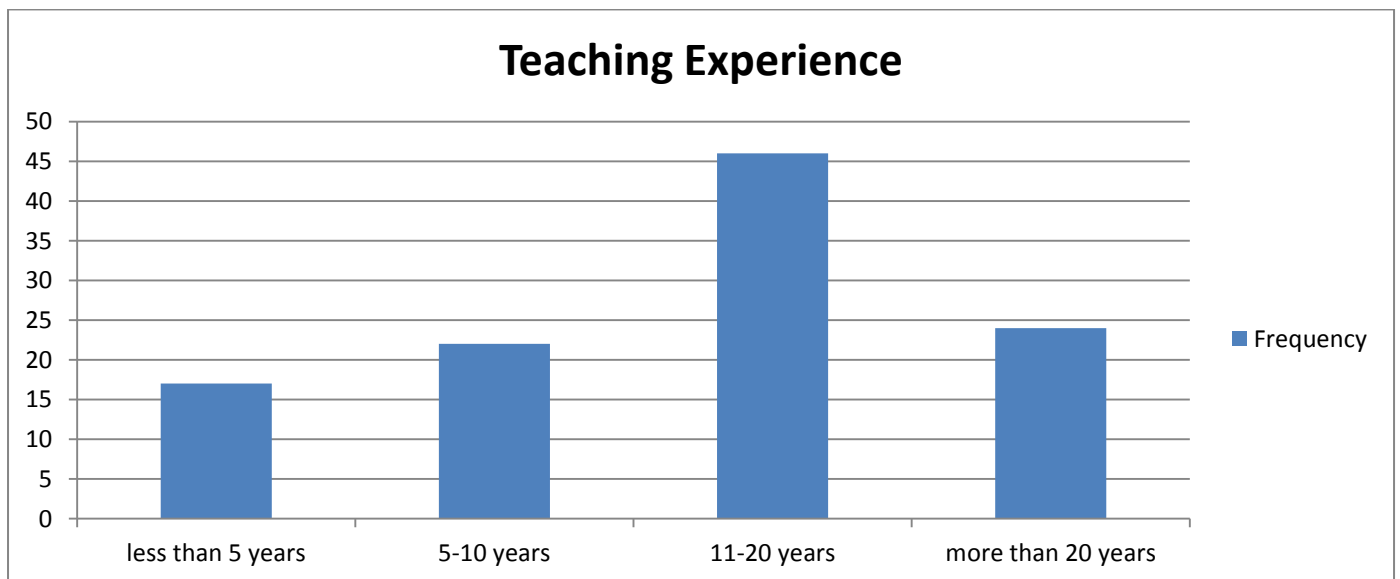
As indicated, the most frequently cited subject specialisms for the teacher respondents include English (N= 62, 12%), Mathematics (N= 62, 12%), Science (N= 53, 10%), and 'Other' (N= 57, 11%). Other notable subjects include Modern Languages (N= 33, 6%), History (N= 32, 6%) and Geography (N=25, 5%). Other notable subjects include Modern Languages (N= 33, 6%), History (N= 32, 6%) and Geography (N=25, 5%).

Teaching qualification taken or undertaking



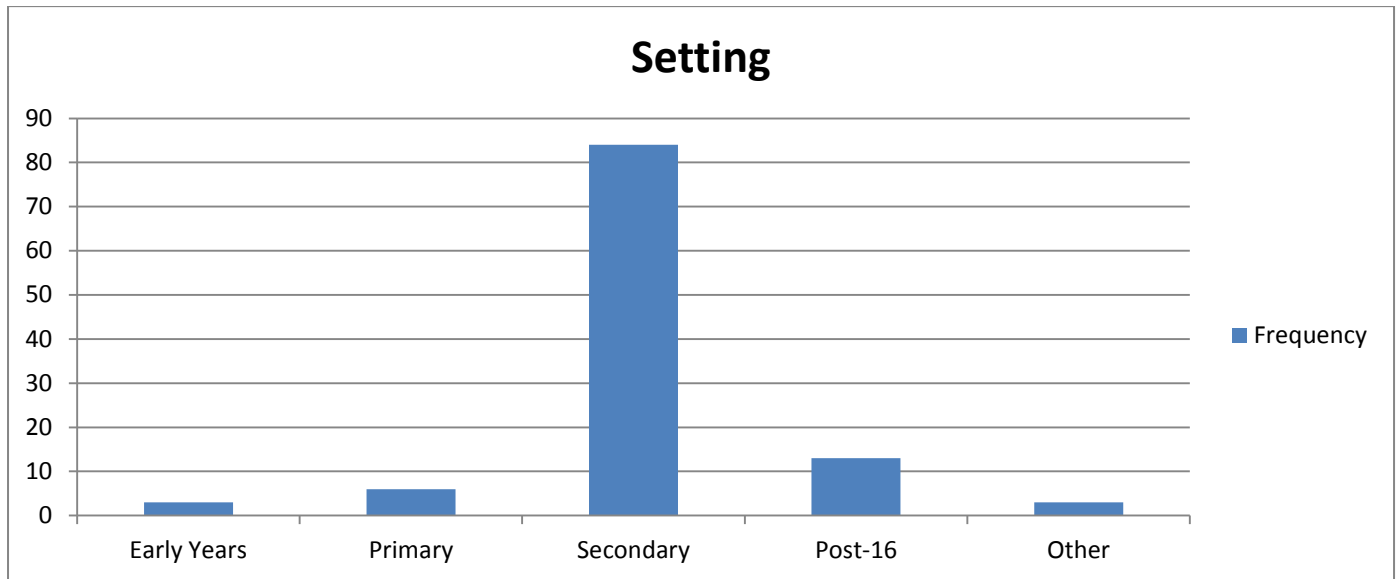
A majority of graduate and student teacher respondents took, or are currently taking, the PGCE route into teaching (N=72). 18 participants completed a Bachelors with QTD, 9 stated 'other', 7 were had school-based training, 2 completed a Certificate of Education and 1 underwent an Oversees Trained Teacher Programme.

Number of years teaching experience for 'experienced teachers' cohort, by %



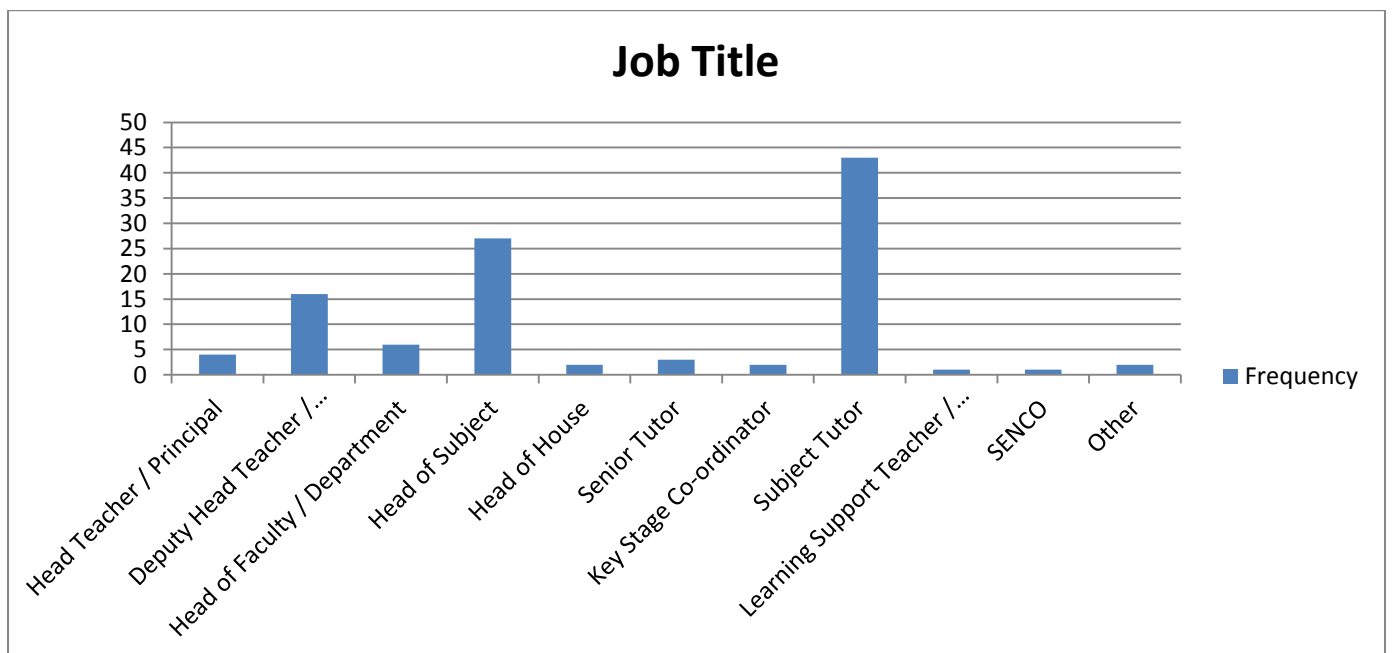
Of the Established Teachers, most respondents had between 11 and 20 years of teaching experience (N=46), followed by more than 20 years of teaching experience (N=24), 5-10 years of experience (N=22), with the minority stating less than 5 years (N=17).

School setting for 'experienced teachers' cohort, by %



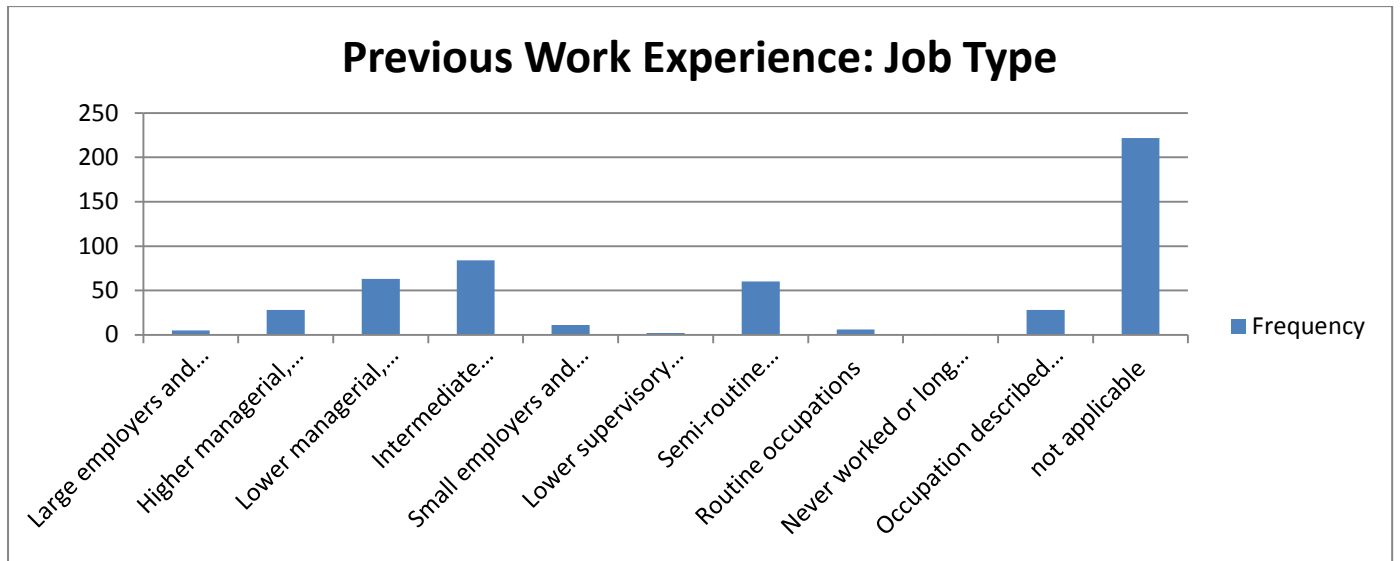
A vast majority of respondents worked with a secondary school environment (N= 84, 77%), 13 respondents worked in a Post-16 setting (12%), 6 in Primary School setting (6%), 3 in Early Years (3%), and 3 stated 'other' (3%).

Job title of 'experienced teachers' cohort, by %



Subject Tutors was the most commonly cited job title of the respondents (N=43, 40%), followed by Head of Subject (N= 27, 25%) and Deputy Head Teachers (N=16, 15%).

Previous work experience of respondents across all career stages



A majority of participants had not had previous work experience (N=222, 42%). However, of those which report previous work experience, most were employed in 'intermediate roles' (N=84, 16%), followed by 'lower managerial roles' (N=63, 12%), 'semi-routine occupations' (N=60, 11%) and 'Higher Managerial' (N=28, 5%).