



Discrete Choice Survey Results

Teacher's priorities for education reform 2024



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The results are in!

This paper reports the results from the Teacher Tapp questions we asked about **teacher's priorities for education reform**. The analysis you'll see in this document is for **all teachers in England, including those in private schools**.

We asked teachers the forced-choice question: "Which of the following do you believe should have a higher priority when reforming the education system?". Each time, there was two answers to choose from. Each teacher received five of these questions, each with a different pair of possible answers.

- Better teaching facilities
- More teachers with QTS
- Improving teacher retention
- Fewer high-pressure exams and assessments
- Give students greater breadth in the subjects they can study
- More pastoral support for mental well-being
- More support staff in classrooms
- More access to specialist services (e.g. CAMHS, or SALT)
- Give students greater choice over the subjects they study
- A greater focus on arts education (including music)



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Teacher's priorities for reform

Overall ranking

- 1 Improving teacher retention
- 2 More access to specialist services (e.g. CAMHS, or SALT)
- 3 More support staff in classrooms
- 4 More pastoral support for mental wellbeing
- 5 Fewer high-pressure exams and assessments
- 6 Better teaching facilities
- 7 More teachers with QTS
- 8 A greater focus on arts educations (including music)
- 9 Give students greater breadth in the subjects they can study
- 10 Give students greater choice over the subjects they study



Teacher's priorities for reform

Primary teachers

- 1 More access to specialist services (e.g. CAMHS, or SALT) ↑
- 2 More support staff in classrooms ↑
- 3 Improving teacher retention ↓
- 4 More pastoral support for mental wellbeing
- 5 Fewer high-pressure exams and assessments
- 6 Better teaching facilities
- 7 More teachers with QTS
- 8 A greater focus on arts educations (including music)
- 9 Give students greater breadth in the subjects they can study
- 10 Give students greater choice over the subjects they study

Secondary teachers

- 1 Improving teacher retention
- 2 More access to specialist services (e.g. CAMHS, or SALT)
- 3 More support staff in classrooms
- 4 More pastoral support for mental wellbeing
- 5 More teachers with QTS ↑
- 6 Better teaching facilities
- 7 Fewer high-pressure exams and assessments ↓
- 8 A greater focus on arts educations (including music)
- 9 Give students greater breadth in the subjects they can study
- 10 Give students greater choice over the subjects they study

* Arrows represent a change in ranking compared to teachers overall

When looking separately at the priorities ranked by primary and secondary teachers, there are some changes in the rankings. Primary teachers, for example, ranked improving teacher retention slightly less highly, although it was still third in their list (compared to first in both secondary and overall). Instead, primary teachers wanted to see more access to specialist services and more support staff in classrooms.

Secondary teachers still had retention, specialist services and support staff as their top three. However, they were more likely to rank "More teachers with QTS" higher up, and fewer exams and assessments further down. Among both phases, giving students greater breadth and choice in their subjects were the least popular policies to reform.



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Teacher's priorities for reform

Senior Leaders

Non-senior leaders

- 1 More access to specialist services (e.g. CAMHS, or SALT)
- 2 Improving teacher retention ↓
- 3 More pastoral support for mental wellbeing ↑
- 4 More support staff in classrooms ↓
- 5 More teachers with QTS ↑
- 6 Better teaching facilities
- 7 Fewer high-pressure exams and assessments ↓
- 8 A greater focus on arts educations (including music)
- 9 Give students greater breadth in the subjects they can study
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* Arrows represent a change in ranking compared to teachers overall

This ranking groups together senior leaders and headteachers on the left, and classroom teachers and middle leaders the right. Among senior leaders, there was movement among the top four policies, with more access to specialist services and more pastoral support for mental wellbeing each moving up a single place compared to the ranking for teachers overall. Nevertheless, increasing the focus on arts education and giving students greater breadth and choice in their subjects were the bottom three for all groups.



How we calculate the ranking

As already stated, the participants were not asked to rank all ten options together. Instead, they were given five questions, each with two of the possible responses, and asked in each case to choose their higher priority for reform. Furthermore, each person did not see all 45 possible pairings of answers.

Nevertheless, across the more than 8,000 respondents, all 45 pairings were seen and from the results of their answers, it is possible to combine these into an overall ranking based on all teachers (the process is the same for demographic splits).

These responses were transformed and entered a multinomial logit (MNL) choice model to output the ranking. This is then repeated several times for the different demographics in order to create separate rankings for these groups.

The following spreadsheet not only contains the rankings as shown on previous pages, but also for other demographic breakdowns. In some cases, we have combined groups in order to create a reasonable sample size for this analysis. The included demographic groups are:

- Funding - Schools split into independent and state-funded schools
- Phase - Primary and secondary phase
- Free school meals quartile - State-schools are split into 4 groups, separately for primary and secondary
- The 3 cut points for primary are: 9.8, 17.6, 29.9
- The 3 cut points for secondary are: 11.6, 18.6, 28.2
- Seniority - Non-SLT (Classroom teacher and middle leader) and SLT (Senior leader (excluding headteacher) and headteacher)
- Gender - Female and Male
- Age - Under 40 and Over 40
- Experience - Less than 10 years and more than 10 years



Discrete Choice Survey Results

		All	Phase		Seniority		Funding		Age		Experience		Gender		FSM Quartile			
		All	Primary	Secondary	Non-senior leader (Classroom Teachers and Middle Leaders)	Senior leaders (Senior leaders and headteachers)	Private School	State-funded school	Age in 20s and 30s	Age in 40s and 50s	Up to 10 years	More than 10 years	Male	Female	FSM Q1 (Affluent)	FSM Q2	FSM Q3	FSM Q4 (Deprived)
Questions asked on 21/05/2024																		
	Improved teacher retention	1	3	1	1	2	1	1	1	1	1	1	1	1	1	1	1	1
	More access to specialist services (e.g. CAMHS, or SALT)	2	1	2	2	1	2	2	2	2	2	2	2	2	2	2	2	2
	More support staff in classrooms	3	2	3	3	4	4	3	4	3	3	3	3	3	3	3	3	3
	More pastoral support for mental wellbeing	4	4	4	4	3	3	4	3	4	4	4	5	4	4	4	4	4
	Fewer high-pressure exams and assessments	5	5	7	5	7	5	5	5	6	5	7	5	7	7	5	5	5
	Better teaching facilities	6	6	6	6	6	6	6	6	7	5	7	4	6	5	5	6	7
	More teachers with QTS	7	7	5	7	5	7	7	7	6	7	6	6	7	6	6	7	6
	A greater focus on arts education (including music)	8	8	8	8	8	9	8	9	8	8	8	9	8	8	8	8	9
	Give students greater breadth in the subjects they can study	9	9	9	9	9	8	9	8	9	9	9	8	9	9	9	9	8
	Give students greater choice over the subjects they study	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10
	Number of responders	8024	2829	5195	6150	1874	608	7416	3816	4202	2853	5141	1876	6141	1855	1795	1633	1425



What next?

If you have questions about the analysis or want to ask more questions, send an email to hello@teachertapp.co.uk

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