

School workforce data collection in Wales

Consultation response form

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Responses should be returned by 3 March 2017 to

Education Workforce Data Branch
Workforce Strategy Unit
Education and Public Services Group
Welsh Government
Cathays Park
Cardiff
CF10 3NQ

or completed electronically and sent to:

e-mail: educationworkforcedata@wales.gsi.gov.uk

Question 1 – Do you agree with (option 5) the proposal to carry out an individual level census on the school workforce that utilises the EWC Register of Practitioners?

If you disagree, would options 1 to 4 be more suitable?

Agree	<input checked="" type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

Question 2 – The draft regulations currently propose that schools, local authorities and the EWC will have a period of 27 days to complete data returns with a November census date. Do you agree with this proposal?

Agree	<input type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input checked="" type="checkbox"/>
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Supporting comments

Question 3 – Currently, which sources of data on the school workforce do you use?

EWC Annual Statistics Digest	<input type="checkbox"/>	Annual PLASC bulletin	<input type="checkbox"/>	StatsWales open data	<input type="checkbox"/>	None	<input type="checkbox"/>
Other (please specify)			<input type="checkbox"/>			

Supporting comments

Question 4 – The draft regulations currently propose the collection of data items within seven categories (staff details, contract and service agreement, absences, curriculum, qualifications, recruitment and retention, Welsh language and Welsh medium). Do you agree with the collection of these categories?

Data category	Agree	Disagree	Neither agree nor disagree
Staff details	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Contract and service agreement	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Absences	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Curriculum	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Qualifications	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recruitment and retention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Welsh language and Welsh medium	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Supporting comments

A new School workforce survey in Wales presents the opportunity to collect data that would provide the Welsh government and other stakeholders with a more detailed picture of the workforce and lead to more effective interventions. We suggest collecting the following data:

1. **Nationality of teachers**

This would help identify trends in the school workforce, in particular an increasing reliance on teachers from overseas. This is important for workforce planning and anticipating changes in recruitment and retention patterns as migration patterns change.

2. **Qualifications, including Subject knowledge enhancement (SKE) courses**

Qualifications give a good indication of subject expertise. SKE courses should be considered an indication of expertise, but they are currently not picked up in existing school workforce surveys.

3. **Hours taught by specialists** (e.g. teacher with undergraduate degree or higher or a SKE course in related subject)

It is important to gain an understanding of the extent to which pupils experience teaching from someone with subject expertise.

4. **Number of days in past year used for continuing professional development (CPD)**

CPD is a crucial element of effective teaching. Currently it is difficult to quantify how much CPD teachers undertake. Collecting this information would generate a more accurate picture which would aid interventions to increase CPD amongst teachers.

5. **Prior occupation (if not higher education leaver)**

This would contribute to a fuller picture of teacher recruitment, which could lead to more targeted interventions.

6. **Destination after leaving role (where possible)**

This would help generate a fuller picture of teacher retention and potentially help inform interventions to address workforce-leavers.

7. **Collecting data at the local level**

Being able to break data down by local authority area would enable the Welsh government and others to identify specific areas that are, for example, struggling with recruitment, and would help ensure interventions were carefully targeted.

8. **Use of temporary staff (teachers)**

This would provide greater detail on staff shortages and what schools are doing to address them.

9. **Rate of vacancies by subject and age group taught**

This would help generate a clearer picture of staff shortages, preferably broken down by local area.

Question 5 – We would like to know your views on the effects that the draft regulations proposed would have on the Welsh language, specifically on:

- i) opportunities for people to use Welsh
- ii) treating the Welsh language no less favourably than the English language.

What effects do you think there would be? How could positive effects be increased, or negative effects be mitigated?

Supporting comments

Question 6 - Please also explain how you believe the proposed draft regulations could be formulated or changed so as to have:

- i) positive effects or increased positive effects on opportunities for people to use the Welsh language and on treating the Welsh language no less favourably than the English language
- ii) no adverse effects on opportunities for people to use the Welsh language and on treating the Welsh language no less favourably than the English language.

Supporting comments

Question 7 – We have asked a number of specific questions. If you have any related issues which we have not specifically addressed, please use this space to report them.

Responses to consultations are likely to be made public, on the internet or in a report. If you would prefer your response to remain anonymous, please tick here: