Staff Survey – Brief Analysis

Staff Survey – Brief Quantitative Analysis

Following the COVID-19 related school closures & in preparation for the return to school in August, a survey seeking the views and experiences of education staff was distributed by South Ayrshire Council. 2,055 members of staff participated in this survey, respondents came from 88 schools and early years centres, as well as other education services, specialist teachers, QIOs, central education, and psychological services.

Most respondents (41%, n = 845) were teachers; school assistants (15%, n = 320) and early years practitioners (13%, n = 266) were the next most frequent participants.

Less than 2% of staff surveyed (n = 36) had received a letter indicating they should be following shielding measures, and just less than 4% (n = 74) of staff indicated that a member of their household had received a letter telling them to follow shielding measures.

18% of staff (n = 363) had been diagnosed with a condition putting them at higher risk from COVID-19, and 19% of staff (n = 391) stated that a member of their household had been diagnosed with a condition which puts them in a high risk group for COVID-19.

37% (n = 763) of staff members have children that would need to be cared for if/when staff return to work. 14% of those with children were the only parent or carer in their household. On average, staff had 1 child under 5, 3 children between 5 and 11 and 1 child over the age of 12. Overall, these parents had an average of between 1 and 2 children.

37% of staff with children indicated that all adults in their household were keyworkers (as per the SAC definition), and 31% of staff with children said they had arrangements in place for childcare if/when they return to work. However, 64% of the parent members of staff surveyed stated that if current advice regarding shielding changes, they could make childcare arrangements with friends or family (40% indicated that the friends or family they might use for childcare are currently shielding and 64% said that they were in a "high risk" group).

45% of staff said they felt anxious or very anxious about schools reopening in August 2020 based on current proposals, while 24% felt confident or very confident.

55% of education staff who participated in this survey were teachers, 92% of whom indicated that they had provided home learning activities during the lockdown period.

83% of teachers providing home learning felt that the provision of online learning was more successful than the use of hard copy learning packs. 8% of these teachers stated that, on

average, 75%-100% of their students participated in online learning, 28% of teachers indicated that average engagement was between 50% and 74%. The most common average level of engagement was 25%-49% of a class, as endorsed by 42% of teachers.

The most common barrier for children accessing online learning was lack of engagement (30%), followed by access to ICT (24%) and balance of parent/carer working from home and home learning (21%).

87% of teaching staff said they had engaged with online CLPL, and provided detailed information about the CLPL that had been most effective this session as well as the CLPL that could be beneficial for next session.

Brief Qualitative Analysis

The three items in this survey which allowed for open-ended responses were read and analysed in line with Braun & Clarke's (2006) six stages of thematic analysis – this analysis was undertaken with an inductive approach.

Supports/Measures for August

All education staff were asked to "please provide any additional comments on supports/measures that could be in place for August" – the 782 responses were analysed and their themes are as follows:

1. Concerns around COVID-19
   a. Anxious about COVID & returning
   b. Personal health & allergy concerns
   c. Obligations re: care and shielding
2. Infection control measures
   a. Personal equipment for pupils & staff
   b. COVID spread preventions (e.g. temperature checking, cleaning, hand-washing)
   c. Questions on social-distancing and enforcement
   d. Access to PPE
3. Teaching-based areas for clarification
   a. Require time & staffing to plan
   b. Clarification on blended learning
   c. More clarity needed
   d. Concerns around workload
4. Questions and concerns around childcare
   a. Childcare for all, including those with ASN
   b. Unable to access usual childcare

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CLPL for this session:

Analysis of the question "what was the most effective CLPL?" as answered by 923 members of staff highlighted the following key areas:

1. Online teaching & learning
   a. Online platforms
   b. Supporting online learning
   c. Professional reading & webinars
2. Learning around health, mental health & wellbeing
   a. Courses on mental health
   b. Neurodevelopmental pathway
   c. ACES & trauma-aware learning
3. Courses around COVID
   a. Supporting bereaved children
   b. Anxiety & COVID-19
   c. The return to school
   d. Supporting ASN students during COVID
4. Language, literacy, and numeracy
   a. Language
   b. Literacy
   c. Numeracy

CLPL for future sessions

Thematic analysis of the question "what CLPL will be beneficial for session 2020/2021?" elicited several key areas – please note this question was answered by 917 members of staff. The themes were as follows:

1. CLPL to support blended learning
   a. Teams/Microsoft
   b. Blended learning information
   c. Digital technology & support
   d. Boosting engagement
2. CLPL for the recovery/return
   a. Outdoor learning
   b. PPE/health & safety
   c. COVID recovery
   d. SQA going forward
3. Emotional & mental wellbeing
   a. Mental health
   b. Nurture
   c. Resilience & growth mindset

    d.   Bereavement

4.   Developments for teaching

    a.   Literacy

    b.   Numeracy

    c.   Play-Based Learning

    d.   Assessment