

Analysing the 2016 survey of teachers of deaf children in Scotland

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Overview

- Background to the survey
- Methodology
- Findings
- Discussion & Implications

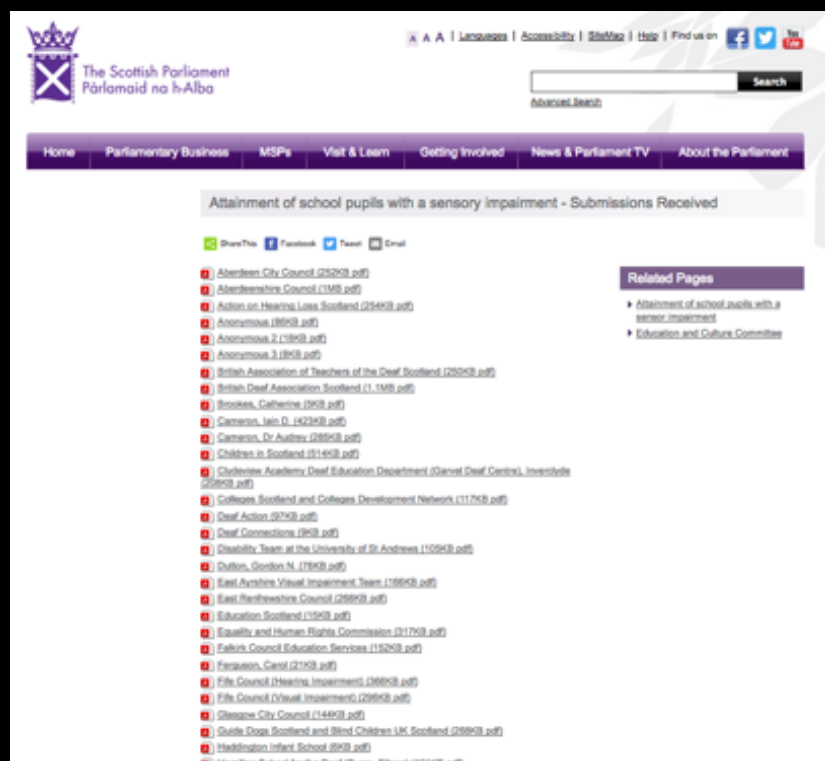
Education and Culture Committee

- Lobbying from NDCS and research from University of Edinburgh on attainment gap
- May 2015
- Not focusing on children with additional disabilities
- Government reported 80 ToDs
- Concerns about ageing workforce
- Teachers' BSL skills discussed

Attainment of school pupils with a sensory impairment



Education and Culture Committee Enquiry May 2015



- 63 submissions:
- 23 individuals
- 16 LAs
- 18 third sector / other organisations
- 6 government organisations

Very wide range of views on
deaf education in Scotland

After the report

Committee and Civil Service



Colin Spivey – team
leader Learning
Directorate

Feb 16 letter to civil service

...the Committee notes the information provided about the work underway to collect data on numbers of teachers and their qualifications. The Committee welcomes this work.

We recommend that the Minister considers the options available to incentivise teachers to become ToD and QTVI.

Survey about teachers of children with sensory impairment

Short life working group

- GTCS
- RNIB
- One Local Authority
- NDCS (2)
- Scottish Government (3)
- Education Scotland
- SSC (2)



Aims and Method

Aims

- To establish the number of teachers of deaf children
- Their qualifications
- The age structure of the profession
- Two other groups also included: ToVIs, TMSI

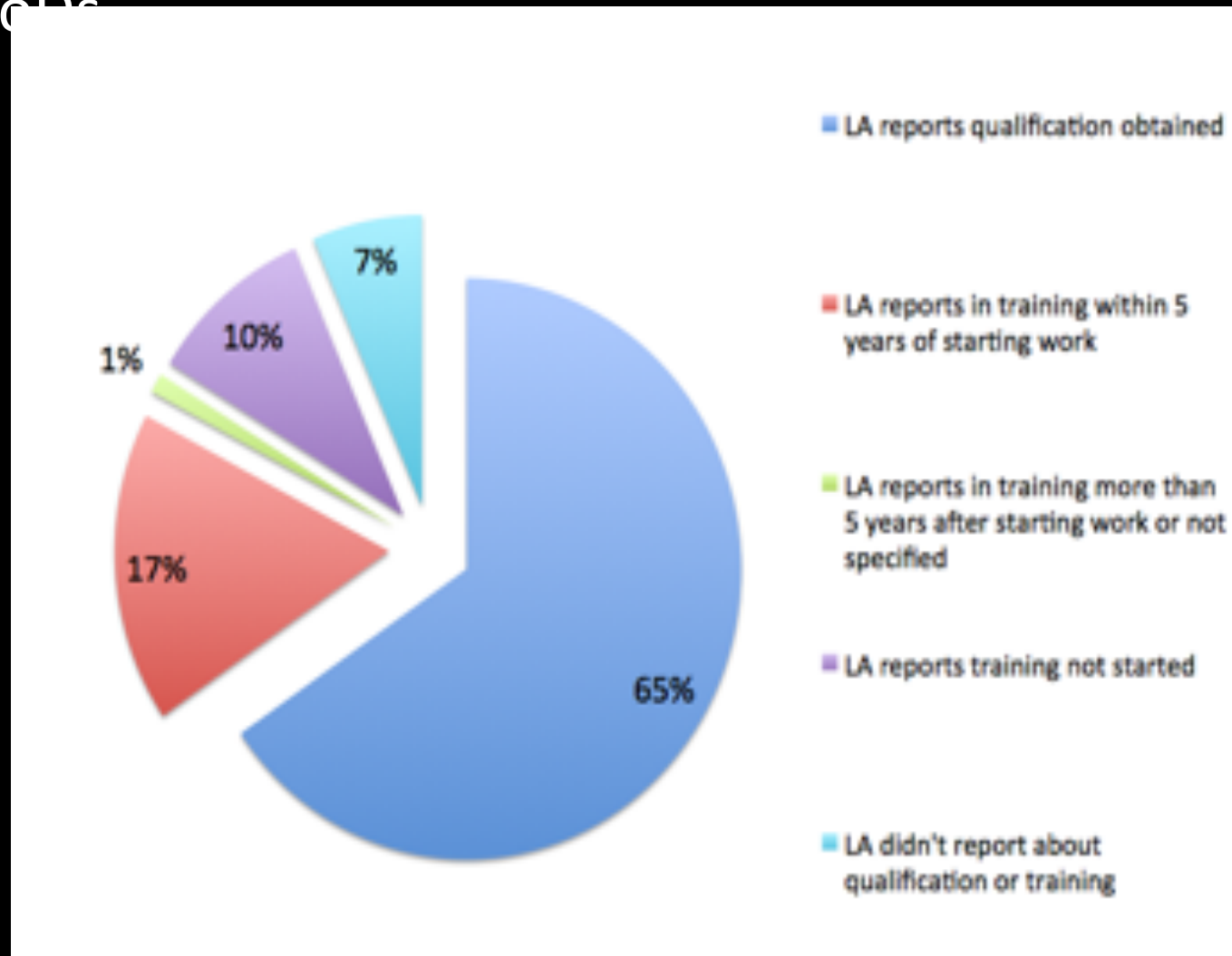
Method

- Survey to local authorities
- Head of service filled in for their staff
- Date of 9.6.16
- SSC researcher checked with LAs about gaps & inconsistencies
- SSC database used
- 100% response rate

Previous literature about ToDs as a profession

- US research shows ageing profile. Race and gender profile of ToDs very different from deaf students (Andrews & Covell, 2007)
- US has initial teacher education as ToD and polarised courses (Lucknor & Ayantoye, 2013)
- Scottish research shows 69% of ToDs over 45, N= 131. Suggests additional pay, and more distance learning courses. (Weedon et al. 2012)

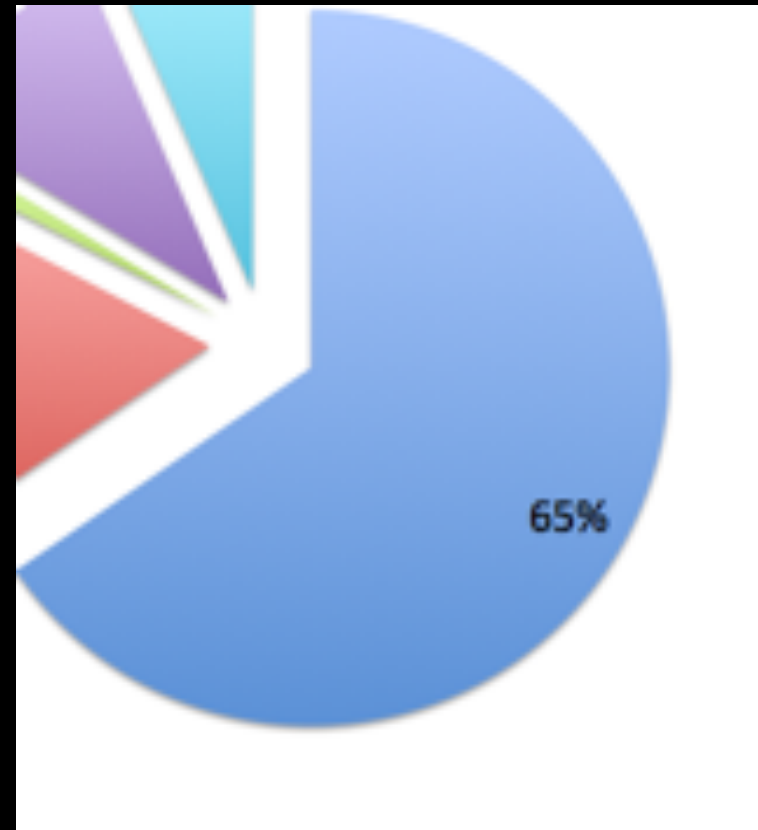
Local Authorities report on qualifications of ToDs



N = 185

Qualifications obtained

- 65% of 185 qualifications obtained = 120 teachers
- 10 have PG Certificate
- 90 have PG Diploma
- 1 has MEd
- 20 unknown
- Why unknown if reported qualified?
- Only 49% actually qualified



Reasons for not all ToDs having the appropriate qualification



- Funding
- Course too far away
- Cover costs
- Want more flexible courses online and local
- High level of commitment when other family issues

Status of the ToDs

Full Time Equivalents

- 146.6 FTE
- But only 177 of the 185 ToDs had FTE reported

Permanent or supply?

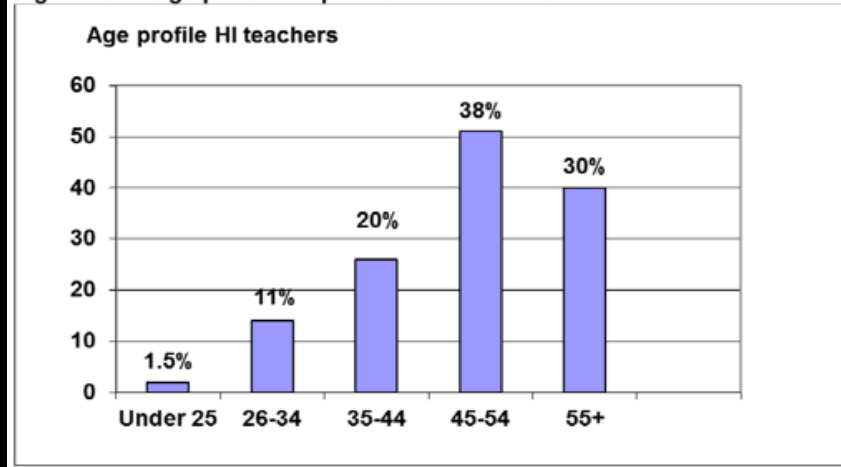
- 91% of 185 permanent
- 9% supply, temporary, or not reported

Age profile of ToDs

Weedon et al., 2012

- All Scottish teachers mean is 42 years in 2012
- ToDs median is 50
N = 131

Figure 3.16: Age profile of specialist teacher of the deaf



SSC Survey 2016

- All Scottish teachers mean is 43 years in 2016
- ToDs median is 50 years
N = 185



Who are the teachers?

Years of ToD experience

- 8 years
- Implications for using sign language skills
- Implications for length of time probably trained
- For many ToDs it is a mid-career change of direction

Sector trained in

- 127 primary
- 55 secondary
- 3 not reported
- Implications for subject specialisms and exam support

What are their levels of BSL?

- Signature (103)
- SQA (30)
- Institute of BSL (11)
- N = 144 (not 185)
- Use SCQF levels to compare

			Signature level		
SCQF 2	14				
SCQF 3	11				
SCQF 4	39	Level 1			
SCQF 5	63	Level 2			
SCQF 6	15	Level 3	Higher		
SCQF 9	2	Ready for interpreter training			

Fluency in BSL

Of the 185 ToDs

- 64% have Level 1 or more as required
- 9% have Level 3 or more which gives reasonable fluency



But of 174 ToDs,

- 57% were working with children who require BSL or SSE

Summary of the profession

Is it good enough for her?

- Mid career start
- Only half qualified with PG Diploma
- Sign language fluency very weak
- Older teachers, but many have limited experience with deaf children
- Stable profession to be in



Implications for the profession



- Should we restart end-on training?
- Incentives and promotion opportunities needed
- More entrants fluent in BSL
- Keep the PG Diploma responsive
- Continue to survey regularly

References

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