

# **Millennium Cohort Study Sweep 3**

## **Teacher Survey in Northern Ireland, Scotland and Wales**

### ***Technical Report***

Joanna Chaplin Gray and Nadine Simmonds



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We also wish to express our thanks to the interviewers who worked on this survey, and on whom so much of the success of the fieldwork depended.





# 1 Introduction

## 1.1 The Teacher Survey in Northern Ireland, Scotland and Wales

The Teacher Survey in Northern Ireland, Scotland and Wales involved the collection of information from the teachers of children in the third sweep of the Millennium Cohort Study (MCS3), conducted when the children were aged five.

In England, teachers complete the Foundation Stage Profile for every pupil at the end of the children's reception year. The Foundation Stage profile collects information about children's social and personal, communication, language, literacy and mathematical development. The information is passed from schools to the Local Education Authority where it is held centrally.

In MCS3, parents of cohort children who lived in England were asked for permission to access their child's Foundation Stage Profile.

At the time of the survey, teachers in Wales, Scotland and Northern Ireland did not complete anything similar to the Foundation Stage Profile which was held centrally. In order to collect similar information about the cohort children, it was therefore necessary to collect that information directly from the cohort child's class teacher. The Teacher Survey in Northern Ireland, Scotland and Wales (Teacher Survey) was therefore designed to do this.

This report contains details of the design and conduct of the Teacher Survey in Northern Ireland, Scotland and Wales. Full details of the design and conduct of the Millennium Cohort Study are contained in the technical report for that study<sup>1</sup>, but a brief summary of the study follows.

## 1.2 The Millennium Cohort Study

The Millennium Cohort Study (also known as the Child of the New Century Survey), is one of Britain's world famous national longitudinal birth cohort studies, three of which are run by the Centre for Longitudinal Studies at the Institute of Education, University of London.

Britain has a unique tradition of carrying out national birth cohort studies, following the same group of people from birth into and through adulthood, and providing a picture of whole generations. There are four such surveys, of which the Millennium Cohort Study is the fourth:

- National Survey of Health and Development (started in 1946)
- National Child Development Study (started in 1958)
- 1970 British Cohort Study (started in 1970)
- Millennium Cohort Study (started in 2000)

Each follows a large number of individuals born at a particular time through the course of their lives, charting the effects of events and circumstances in early life on outcomes and

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<sup>1</sup> Joanna Chaplin Gray, Reg Gatenby and Nadine Simmonds (2009) *Millennium Cohort Study Sweep 3 Technical Report*. London: National Centre for Social Research, 2009

achievements later on. The questions on health, education, family, employment and so on are put together by academic researchers and policy makers to understand and improve life in Britain today and in the future.

The study is funded by the ESRC (the Economic and Social Research Council) and a consortium of other government departments led by the Office for National Statistics. Some of the government departments involved in the study are the Department of Health (DoH), Department for Children, Schools and Families (DCSF), the Department for Work and Pensions (DWP), and all of the devolved administrations (Welsh Assembly Government, the Scottish Government and the Northern Ireland Executive).

Following competitive tender, the Centre for Longitudinal Studies commissioned the National Centre for Social Research (NatCen) to carry out the instrument development, data collection and initial data preparation on the third sweep (Age 5 Survey) of the Millennium Cohort Study.

### 1.2.1 The first sweep

The first sweep of the Millennium Cohort Study (MCS1) was conducted during 2001 to 2002 and laid the foundations for a major new longitudinal research resource. Information was collected from co-resident parents of almost 19,000 babies aged nine months. The first survey covered the circumstances of pregnancy and birth, as well as those of the all-important early months of life, and the social and economic background of the family into which the children were born. NatCen was involved in the first sweep of MCS in 2000 to 2001. The data from the first study is now being used by researchers and policy-makers and a book covering the main findings was published in October 2005<sup>2</sup>.

### 1.2.2 The second sweep

The second sweep (MCS2) took place during 2003 to 2004 when the children were aged three. Interviews were conducted with the co-resident parents and there were some additional questions about older siblings and, in England, a self-completion questionnaire for siblings aged 10 to 15. The cohort children were also involved directly in the study for the first time: they completed a cognitive assessment and had their height and weight measured by interviewers. A saliva sample was also taken (by parents) from the children in order to measure exposure to common childhood infections. The saliva was not used for DNA or genetic testing. Interviewers were asked to record some observations about the home environment and the neighbourhood.

The data from this sweep was deposited at the UK data archive in the summer of 2006, and a report on the results was published in June 2007<sup>3</sup>.

### 1.2.3 The third sweep

The third sweep (MCS3) was timed to take place when the children turned five and started their first year of compulsory schooling. Fieldwork started in February 2006, and finished

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<sup>2</sup> Shirley Dex and Heather Joshi (eds) (2005) *Children of the 21<sup>st</sup> Century: from birth to nine months*. Bristol: Policy Press

<sup>3</sup> Kirstine Hansen and Heather Joshi (eds) (2007) *Millennium Cohort Study second survey: a user's guide to initial findings*. London: Centre for Longitudinal Studies, Institute of Education, University of London

in January 2007. Details of the sample for MCS3 can be found in the technical report for that survey<sup>4</sup>.

### 1.3 Overview of the elements of the Millennium Cohort Study

The third sweep of the Millennium Cohort Study consisted of the following elements:

- household questionnaire
- main respondent interview (CAPI and CASI)
- partner interview (CAPI and CASI)
- child cognitive assessments
  - Sally and Anne
  - Naming Vocabulary
  - Picture Similarities
  - Pattern Construction
- child physical measurements
  - height
  - weight
  - waist
- parent physical measurements
- interviewer observation of the conditions in which the cognitive assessments were conducted
- older siblings self-completion questionnaire (in England only)
- neighbourhood observation
- collection of consents
  - data collection
  - cohort child health records
  - cohort child school records (England only)
  - cohort child's teacher survey (Northern Ireland , Scotland and Wales)
  - older siblings questionnaire placement

The household questionnaire, main respondent interview, and collection of consents are described briefly below as these were used to generate the sample for the Teacher Survey. For details of the other elements of the survey, please refer to the technical report for MCS3.

#### 1.3.1 Household questionnaire

This was the first part of the CAPI, and was completed by the main respondent or partner from a previous sweep. If neither was living with the cohort child, interviewers were instructed to complete the household questionnaire with any resident parent.

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<sup>4</sup> Joanna Chaplin Gray, Reg Gatenby and Nadine Simmonds (2009) *Millennium Cohort Study Sweep 3 Technical Report*. London: National Centre for Social Research, 2009

The household questionnaire collected information about the household members, and checked availability for interview.

At the end of the household questionnaire the CAPI determined which parent was to be the main respondent, and which the partner respondent.

### 1.3.2 Main respondent interview

The main respondent was asked a series of CAPI questions, supplemented with showcards where appropriate. The CAPI modules covered the following areas:

- family context
- early education and schooling of the cohort child
- child and family activities
- parenting activities
- child health
- parent's health
- employment
- education
- income
- housing and local area
- other matters
- self-completion section

### 1.3.3 Collection of consents

An important requirement for MCS3 was that all adult respondents had to give informed consent in writing to take part in the study. This necessitated the use of several consent forms that had to be completed before parts of the survey could be administered. In addition, written consent was requested for linkage to health records, school records and to approach the class teacher.

Interviewers were prompted to collect the data collection consents at the end of the household questionnaire. It was possible for interviewers to leave the collection of some of the data collection consents until later in the interview, and prompts were built into several places within the CAPI questionnaire. Interviewers were prompted to collect consent for linkage to health records, school records and to approach the class teacher towards the end of main interview.

In total there were five consent forms for families in England, and four for families in other countries. The consent forms were carbon-backed, and printed in triplicate. One copy was retained by the respondent, and the other two copies returned by interviewers to NatCen's operations department. Details of the consent forms can be found in the technical report for MCS3, and a copy of the consent form for the Teacher Survey can be found in the appendix of this report.

## 2 Development work

### 2.1 Background

Originally, a Teacher Survey was intended to be included in the fourth sweep of MCS, (MCS4), but not in MCS3. Development work for MCS3 was well underway before the specification of the study was changed to include a Teacher Survey; the Teacher Survey was therefore not included in the development work until the second pilot, or dress rehearsal.

This section covers the development work in relation to the Teacher Survey only. Full details of the development work for MCS3 as a whole can be found in the technical report for that survey.

### 2.2 Ethical approval

Ethical approval for the Teacher Survey was obtained by CLS. Approval was given by the London Multi-Centre Research Ethics Committee (MREC) of the NHS. Further details can be found in 'Millennium Cohort Study First, Second and Third Surveys: A Guide to the Datasets' Third Edition, edited by K. Hansen, March 2008, Centre for Longitudinal Studies, Institute of Education.

### 2.3 Pilot two: dress rehearsal

The dress rehearsal for MCS3 was conducted between 21<sup>st</sup> September and 17<sup>th</sup> October 2005.

The sample for the dress rehearsal consisted of 259 families sampled from 14 wards across the UK. Seventy-six of these families had taken part in previous dress rehearsals for the Millennium Cohort Study. The remainder was a new sample selected by the Department of Work and Pensions (DWP) and was drawn from Child Benefit records. Full details of the sample for the dress rehearsal can be found in the MCS3 technical report.

In total 185 cases were issued to interviewers and 109 productive interviews were achieved; 23 of these were in Northern Ireland, Scotland and Wales, and were therefore eligible for the Teacher Survey.

The main aim of the dress rehearsal for the Teacher Survey was to test the survey process including:

- contact procedures
- administration of the survey
- distribution of paper questionnaires

It was not designed to test the content of the questionnaire as this was based directly on the Foundation Stage Profile, which is described in more detail below.

### 2.3.1 Procedure for the Teacher Survey

The Teacher Survey involved collecting information directly from the cohort child's class teacher in Wales, Scotland and Northern Ireland in order to mimic the Foundation Stage Profile routinely reported by teachers in England. The self-completion questionnaire asked about the child's ability in six different areas of learning:

- **personal, social and emotional development** (disposition and attitudes; social development; emotional development)
- **communication, language and literacy** (communication, language and literacy; linking sounds and letters; reading and writing)
- **mathematical development** (numbers as labels and for counting; calculating; shape, space and measures)
- **knowledge and understanding of the world**
- **physical development**
- **creative development**

Parents were asked to give the name of the child's school and class teacher during the main interview and for their written permission for the teacher to be contacted. This information was returned to NatCen's researchers, who collated the information.

Teachers were sent the questionnaire, a leaflet describing the study, and a feedback form, along with a reply-paid envelope for the return of the questionnaire and feedback form. The initial mailing of questionnaires and other materials took place in the week commencing 31<sup>st</sup> October. Reminder letters were sent to teachers that had not yet returned a questionnaire three weeks later. It was intended to follow these up with reminder telephone calls, at a later date, but the timing of the main stage of MCS3, and the final development of the instruments for that, took priority, and the telephone reminder stage was dropped.

### 2.3.2 Key findings and changes

Consent was supplied by all 23 households from Wales, Scotland and Northern Ireland, and questionnaires were sent to all of these teachers. In total, 13 questionnaires were returned, giving a response rate of 57%. Five of these questionnaires were returned after reminder letters had been sent out.

The vast majority of respondents had no concerns about supplying interviewers with details of their child's teacher: only one parent was concerned that the teacher in question would not approve. Some parents reported that they would have liked more information about what the teachers were being asked, and possibly to see the actual questionnaires. Interviewers suggested that they should have a copy of the questionnaire to show parents if they wished to see it.

## 2.4 Post dress-rehearsal changes

Following the dress rehearsal, it was decided to include the Teacher Survey in MCS3. The questionnaire content could not be changed as it was taken directly from the Foundation Stage Profile. The main change made to the procedure was to change the reminder process. Details of the reminder process used in MCS3 can be found in section 5.4.

## 3 The sample for the Teacher Survey

The total sample for the Teacher Survey was all teachers of children in the Millennium Cohort Study who were living in Wales, Scotland or Northern Ireland at the time of the MCS3 interview.

The issued sample comprised all teachers of children in the Millennium Cohort Study who were living in Wales, Scotland or Northern Ireland at the time of the MCS3 interview for whom:

- the main respondent had given written consent for the teacher to be contacted, and
- the contact details for the teacher's school were complete enough for a questionnaire to be posted to them.

The information needed to collate this sample was collected from parents of the cohort children during the MCS3 main respondent interview, along with permission to send a questionnaire directly to the child's teacher.

### 3.1 Collecting details of the school

During the MCS3 main respondent interview, main respondents were asked for details about the school the cohort child attended, and the name of the child's teacher.

For the school, parents were asked the following details:

- name
- town
- postcode
- Local Education Authority

Interviewers entered this information in the CAPI, the programme then searched for the school in a school-name look-up table that was incorporated into the questionnaire. A list of possible matches was displayed in a new window on the interviewer's laptop, and interviewers then selected the correct school from the list.

Once the correct school had been selected, interviewers were asked to confirm the selection with the respondent. If it was incorrect, interviewers could repeat the process, and if they still could not find the correct school they were instructed to code the school as not found, and then manually enter the details in the CAPI.

The school name look-up table was provided by CLS, and contained the names and addresses of most (but not all) of the schools in the UK. There were some issues with the school name look-up table; these are described in section 3.3.1.

### 3.2 Gaining consent for the Teacher Survey

At the end of the main respondent interview, respondents were asked the following question:

## **CSCO**

*We have asked about [^Cohort child's name]'s experiences at school. To make this information complete we would like to find out more about [^Cohort child's name]'s development from their school teacher.*

The interviewer was then instructed to hand the respondent a copy of the consent form, ask the respondent to read it carefully, and then ask if the respondent was willing to give consent for their child's teacher to be contacted. The interviewer then coded whether or not consent was given in the CAPI programme.

The consent form used is contained in the appendix.

### **3.3 Collecting the teachers' names**

The consent form for the Teacher Survey contained a space for the main respondent to write in the name of the teacher and the name of the school. This information was then entered into the CAPI interview by the interviewer when they completed the administration section of the interview at home.

#### **3.3.1 Sample preparation**

In order to prepare the sample for the Teacher Survey, the following data was extracted from the MCS3 data and from the control systems NatCen has in place for tracking the status of cases:

- consent - whether or not consent was given
- consent - whether or not the paper consent form had been received at NatCen
- teacher's name
- school name and address
- school Unique Reference Number (URN)
- cohort child's name
- cohort child's date of birth

This data was collated, and then checked and edited by members of the NatCen research team. The checking and editing of data for the sample proved to be very time-consuming, in part because the Teacher Survey was added to the MCS3 study so late in the development stages that there was not time to fully develop and test automated procedures for checking the information at the time it was collected within the main respondent interview. This meant the data was still relatively raw when it was extracted from the MCS3 data, and therefore every single case had to be manually checked and, if necessary, manually edited in order to make the data usable for the Teacher Survey. Some examples of what had to be done are listed below:

#### **Cohort children's names**

All cases had to be checked to see if interviewers had recorded any changes to the cohort child's name during the main respondent interview. In about 5% of cases, the child's name had changed. If changes had been made, then the following checks were performed by researchers:



## SECTION 3: THE SAMPLE FOR THE TEACHER SURVEY

- The information was checked to ensure that the child's title, first name and, surname were in correct fields, i.e. no multiple entries in one field, and amended if necessary.
- Any changes were checked for spelling, and, if necessary corrected.
- Any surnames that had been changed were checked against the surname provided in the sample file for MCS3. If the surnames in the Teacher Survey sample and the MCS3 sample file differed, the new surname was checked against the surnames of the main and partner respondents in case of typographical errors.

### **Teachers' names**

The information was checked to ensure that the teacher's title, first name or initial and, surname were in correct fields, and amended if necessary.

Any obvious typographical errors were corrected.

The teachers' names as they were extracted from the data were in a mix of cases: almost a third were in all upper case or all lower case. All names had to be put into "proper case" manually.

### **School names and addresses**

The Teacher Survey sample file contained at least two, and in some cases three, sets of school name and address information from three different sources for each cohort child:

- one entry keyed by the interviewer during the main respondent interview (ScNm) or one entry derived from the school-name look-up table in the CAPI interview (SchName): some cases had data in both ScNm and SchName
- one entry entered by the interviewer in the administration section of the questionnaire using the details from the consent form (TchSch).

For every single record, researchers had to manually compare the entries for the school name. If there were discrepancies the data had to be investigated and amended as necessary.

The editing of the school names and addresses was complicated by the fact that the school-name look-up table was found to contain some errors, duplicates, and omissions, which meant that many cases did not have full address details of the cohort child's school. Rather than using in the sample only those schools for which we had full address details from the school-name look-up table, it was decided to manually look up addresses for the sample for which only partial details were available. This process was very time-consuming, but was considered necessary in order to ensure the sample was as representative as possible.

### **Exclusion of schools**

Twenty-two schools in Wales were excluded from the Teacher Survey at the request of the Welsh Assembly Government, as teachers at these schools had recently participated in another study, and there were concerns about respondent burden. These schools had to be identified and excluded from the sample.



## 4 The questionnaire

### 4.1 Format of the questionnaire

The questionnaire for the Teacher Survey was a sixteen-page paper self-completion questionnaire. Three versions of the questionnaire were produced: one each for Wales, Scotland and Northern Ireland. The differences between the three versions are described in the section below.

### 4.2 Content

The questionnaire for the Teacher Survey was designed to mimic the Foundation Stage Profile routinely reported by teachers in England. The questionnaire asks about the child's ability using thirteen assessment scales in six different areas of learning:

- **personal, social and emotional development**
  - disposition and attitudes
  - social development
  - emotional development
- **communication, language and literacy**
  - communication, language and literacy
  - linking sounds and letters
  - reading and writing
- **mathematical development**
  - numbers as labels and for counting
  - calculating
  - shape
  - space and measures
- **knowledge and understanding of the world.**
- **physical development.**
- **creative development.**

Each of the thirteen assessment scales has nine questions, each describing a competency. The first three questions in each scale describe a child who is at an early stage in their learning in that area. Most children at the end of their first year of statutory schooling will have achieved all of these three competencies, but there are some exceptions to that pattern.

The next five questions in each scale are presented in approximate order of difficulty, but are not necessarily hierarchical, and it is possible for a child to achieve a later competency without having achieved some or all of the earlier ones.

## SECTION 4: THE QUESTIONNAIRE

The final question in each scale describes a child who has achieved all the competencies from one to eight on that scale, has developed further both in breadth and depth, and is working consistently beyond the previous competencies.

For each question, teachers were asked to say whether or not a child had achieved this competency. They were instructed to consider each question separately, and to make a judgement that represented their assessment of the child's typical attainment, in the sense that while a child's behaviour may vary somewhat from day to day and from context to context, the assessment made is the best description of the child's achievement. It was recognised that for a small number of children with special educational needs, it may not be possible to make an assessment.

In addition to the questions about the child's ability, on the Welsh and Northern Irish questionnaires there were some additional questions about the language the child was taught in, and, in Wales only, the child's fluency in Welsh.

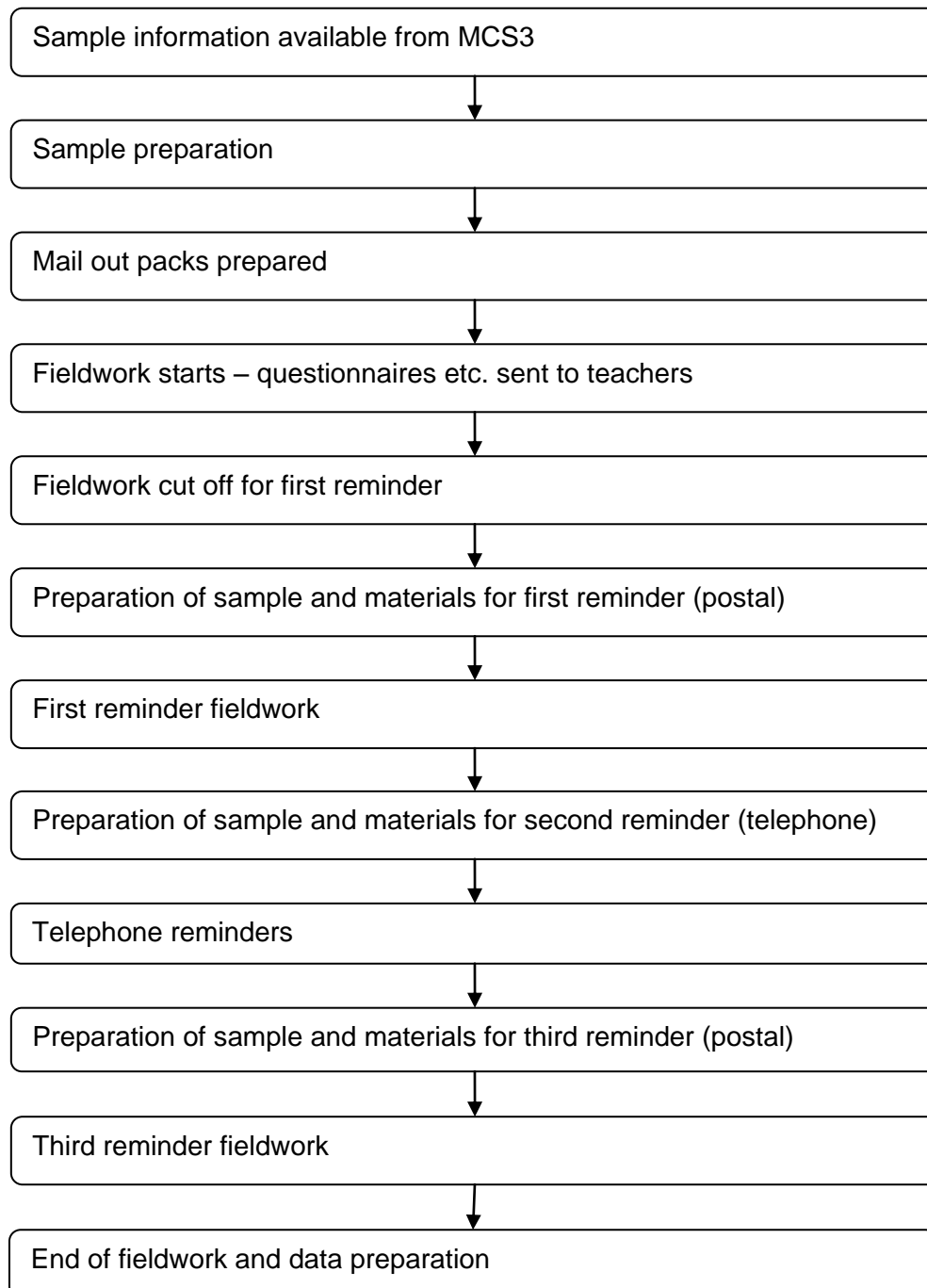
Copies of the questionnaires are contained in the appendix.

## 5 Conduct of fieldwork

### 5.1 Overview of the procedure for the Teacher Survey

Each wave of the Teacher Survey had several stages. These are summarized in the diagram below, and described fully in sections 5.3 to 5.4.

**Table 5.1 Overview of processes in each wave of the Teacher Survey**



## 5.2 Fieldwork wave structure

### 5.2.1 Devising the wave structure for the Teacher Survey

The timing of the Teacher Survey was dependent on the timing of the MCS3 main stage, because the information required for distributing the questionnaires for the Teacher Survey, and permission to do so, were collected in the main respondent interview (see section 1 for details).

In MCS3, the sample was allocated to eight waves, which were determined by the country of residence in September 2005, and dates of birth, and hence the school starting age, of the cohort children. The waves for Wales, Scotland and Northern Ireland were as follows:

**Table 5.2 Summary of wave structure for MCS3**

MCS3 wave name	Country	Dates of birth	Proposed MCS3 fieldwork dates
W1	Wales	1 Sep 2000 - 28 Feb 2001	January - April 2006
W2	Wales	1 Mar 2001 - 31 Aug 2001	April - July 2006
S1	Scotland	24 Nov 2000 - 28 Feb 2001	April - July 2006
S2	Scotland	1 Mar 2001 - 11 Jan 2002	August - December 2006
N1	Northern Ireland	24 Nov 2000 - 1 Jul 2001	April - July 2006
N2	Northern Ireland	2 Jul 2001 - 11 Jan 2002	September - December 2006

The specification for the Teacher Survey stated that data collection for the Teacher Survey should take place in the summer term of the academic year in which cohort families were interviewed when most of the children would be in reception class or Primary 1 (in order to maximise comparability with the Foundation Stage Profile information which is collected in this term), resulting in two waves of fieldwork, as shown below:

**Table 5.3 Proposed Teacher Survey data collection waves from the project specification**

MCS3 wave name	Country	Proposed MCS3 fieldwork dates	Proposed Teacher Survey fieldwork dates
W1	Wales	January - April 2006	Summer term 2006
W2	Wales	April - July 2006	Summer term 2006
S1	Scotland	April - July 2006	Summer term 2006
S2	Scotland	August - December 2006	Summer term 2007
N1	Northern Ireland	April - July 2006	Summer term 2006
N2	Northern Ireland	September - December 2006	Summer term 2007

However, these proposed timings meant that it would not be possible to include all of the potentially eligible families in the Teacher Survey, as fieldwork for some of the waves of MCS3 would still be in progress when the relevant data collection for the Teacher Survey was due to start. It was not possible to increase the budget for the survey; therefore it was not feasible to increase the number of waves of data collection for the Teacher Survey, as this would increase the cost of conducting the survey. Instead, the timing of the two waves of data collection for the Teacher Survey was reconsidered. The following three options were discussed:

1. The first option was to keep to the original proposed timings. This would result in a smaller issued sample size than originally estimated, because those families that had not been interviewed by the end of April in the academic year would be excluded from the Teacher Survey, and therefore the achieved sample size would be smaller. The sample would also be biased as it would exclude a large proportion of children born between certain dates: no children from Wales W2 would be included in the sample, and only a small proportion of children born in Scotland S1 and Northern Ireland N1 would be included.
2. The second option was to proceed with collecting data from school teachers in the summer term of the academic year in which cohort families were interviewed, as outlined in Table 5.3 but if families had not been interviewed by the end of April in that academic year, include them in the fieldwork period the following year. This would result in all of the eligible families being included in the Teacher Survey, but meant that data would be collected from a large proportion of teachers almost a year after they had last taught the cohort child. It was considered that this would be likely to have an adverse effect on the quality of the data because of problems with recall.
3. The third option, which was recommended by NatCen, was to move the data collection for the Teacher Survey to the autumn term of the academic year after that in which families were interviewed. As with the second option, this meant that all eligible families could be included in the Teacher Survey, but, unlike the second option, there was not such a long time lag between when the teachers last taught the cohort children and the collection of data from the teachers, although it did mean that questionnaires would be sent to teachers in the academic year after they had taught the children. The rationale for moving both waves was that the recall period for each wave would be similar.

The third option was agreed, with one minor change. The first wave of data collection was delayed until the autumn term of the academic year 2006 to 2007, as suggested, and the second wave of data collection was brought forward to the summer term of the academic year 2006 to 2007, instead of in the autumn term of the academic year 2007 to 2008.

The revised wave structure and timing of the Teacher Survey is shown below:

**Table 5.4 Revised data collection waves for the Teacher Survey**

Teacher Survey wave name	Revised data collection dates	MCS3 waves included
T1	Autumn term 2006	W1 (MCS3 fieldwork January - April 2006) W2 (MCS3 fieldwork April - July 2006) S1 (MCS3 fieldwork April - July 2006) N1 (MCS3 fieldwork April - July 2006)
T2	Summer term 2007	S2 (MCS3 fieldwork August - December) N2 (MCS3 fieldwork September - December 2006)

### 5.2.2 Changes to the wave structure for the Teacher Survey

Two months before the first wave of the Teacher Survey (T1) was due to start, the dates of the waves were changed again. This was because there were delays with the fieldwork for MCS3, thus not all of the anticipated sample from Wales would be available for wave 1 of the Teacher Survey. Two options were considered:

1. delaying the start of wave 1 of the Teacher Survey until the entire sample for that wave was available
2. delaying the start of wave 1 of the Teacher Survey slightly, and introducing an additional, later, "mop-up" wave to collect data from the teachers of children whose families were not interviewed in time for inclusion in wave 1

Each course of action had pros and cons: the first option had no cost implications, but would have resulted in the project being further delayed, would increase the recall period for the sample that was already available, and would have an impact on the timing of data delivery.

The second option maximised the sample included in wave 1, and the inclusion of the mop-up wave meant that further delays to the availability of the sample would have minimal impact on the rest of the Teacher Survey. However, there were cost implications as adding a wave meant that the cost of the survey increased, but NatCen was willing to bear the additional costs.

The final data collection waves were as follows:

**Table 5.5 Revised data collection waves for the Teacher Survey**

Teacher Survey wave name	Revised data collection dates	MCS3 waves included
T1	Autumn term 2006	W1 (MCS3 fieldwork January - April 2006) W2 (MCS3 fieldwork April - July 2006) S1 (MCS3 fieldwork April - July 2006) N1 (MCS3 fieldwork April - July 2006)
T1 mop-up	Mid autumn term 2006 to mid spring term 2007	Any W1, W2 and N1 cases not available for the start of T1
T2	Summer term 2007	S2 (MCS3 fieldwork August - December) N2 (MCS3 fieldwork September - December 2006) Any W1, W2 and N1 cases not available for the start of T1 or T1 mop-up

It was anticipated that fieldwork for T1 would start at the end of September 2006, and fieldwork for the T1 mop-up would start in mid to late October 2006.

### 5.2.3 Changes to the dates of the fieldwork for the Teacher Survey

As mentioned above, it was anticipated that fieldwork for T1 would start at the end of September 2006, with the T1 mop-up starting a few weeks later.

Unfortunately, the initial mail out for T1 was delayed because of problems with the sample. These problems are detailed in section 3.3.1.

In addition to this, problems were encountered when the survey documents were being printed: the envelopes for the mail-out had to be reprinted, further delaying the initial mail out. Fieldwork for T1 did not therefore start until 23<sup>rd</sup> October 2006. As a result, the start of T1 mop up was postponed until 8<sup>th</sup> January 2007. The dates for T2 were also moved slightly so that fieldwork started in the middle of spring term 2007.

Table 5.6 shows the final fieldwork dates for each wave of the Teacher Survey.



**Table 5.6** Fieldwork dates for the Teacher Survey

	T1	T1 mop up	T2
Sample information available	w/c 25 September 2006	13 November 2006	w/c 29 January 2007
Sample returned to programming	w/c 9 October 2006	w/c 11 December 2006	w/c 12 February 2007
Prepare packs for mail out	w/c 16 October 2006	3 January 2007	w/c 19 February 2007
Fieldwork starts	23 October 2006	8 January 2007	26 February 2007
Cut off following initial mailing	10 November 2006	29 January 2007	19 March 2007
Mail merge file available for first reminder	14 November 2006	1 February 2007	21 March 2007
First reminder (post)	17 November 2006	5 February 2007	26 March 2007
First reminder cut off	1 December 2006	26 February 2007	16 April 2007
TU briefing	w/c 27 November 2006	N/A (only one briefing)	N/A (only one briefing)
File available for second reminder	5 December 2006	1 March 2007	18 April 2007
TU fieldwork begins	6 December 2006	5 March 2007	23 April 2007
TU fieldwork ends	22 December 2006	23 March 2007	11 May 2007
2 <sup>nd</sup> reminder cut off	12 January 2007	2 April 2007	21 May 2007
Edit available	19 December 2006	As T1	As T1
Mail merge file available for third reminder	16 January 2007	9 April 2007	23 May 2007
3 <sup>rd</sup> reminder	19 January 2007	16 April 2007	4 June
T1 fieldwork ends	2 February 2007	14 May 2007	29 June 2007
Clean data available	31 March 2007	September 2007	September 2007

### 5.3 The initial mailing


For each wave of the Teacher Survey the initial mailing consisted of the following materials:

- questionnaire
- covering letter to teachers
- information leaflet about the Teacher Survey
- reply-paid envelope

In addition, in Northern Ireland and Wales, a letter was sent to the head teachers of the schools selected in the sample to inform them that the study was taking place. This was not required in Scotland as CLS had already written to the Directors of Education in Scotland to gain approval for the study. Copies of these letters are contained in the appendix.

The envelopes used to send the information to the teachers were especially printed for the study. On the back of the envelopes there were instructions on what to do if the teacher to whom the pack was addressed did not work at the school, as shown below.

**Figure 1: Instructions on back of Teacher Survey envelopes.**


NatCen  
National Centre for Social Research

If the person named overleaf no longer works at this school, please can you help by giving us details of their new school, or another address at which we can contact them?

Please tick the appropriate box below, and give the details requested, then return this letter to the Freepost address printed on the front of this envelope. If you prefer, you can call us on 0800 783 5890 (your call will be free) or email us at [childnc@NatCen.ac.uk](mailto:childnc@NatCen.ac.uk).

The person named overleaf has left this school and now works at:

Name of school.....

Address (if known) .....

.....

Postcode.....

LEA (if address not known).....

The person named overleaf has left this school and can be contacted at:

Contact name .....

Address .....

.....

Postcode.....

The person named overleaf has left this school but their current whereabouts is not known.

The person named overleaf has never worked at this school.

**Thank you for your help.**

### 5.3.1 The covering letter

The covering letter invited the teacher to take part in the Teacher Survey. It contained brief details about the Teacher Survey, and informed the teacher that the parent or guardian of the cohort child had given written permission for the teacher to be contacted. The name of the cohort child to whom the questionnaire related was printed on the covering letter.

The letter also stated that any data collected would be treated in strict confidence in accordance with the Data Protection Act, and that data would not be released in a form that would allow the teacher to be identified.

A Freephone number was also provided for the teacher to call if they wanted further information.

Two versions of the covering letter were produced: one for teachers in Scotland and Northern Ireland, and one for teachers in Wales. The content of the letters was identical, but the letter for teachers in Wales was printed in both English and Welsh.

Copies of the covering letter are contained in the appendix.

### 5.3.2 The questionnaire

Each questionnaire had a label on the front, which contained the following information:

- name of the cohort child (first name only)
- date of birth of the cohort child
- gender of the cohort child
- serial number of the teacher questionnaire (bar-coded)
- version of the questionnaire i.e. the country that it was mailed to

Some teachers in the survey had more than one cohort child in their class, so it was necessary to print the name, date of birth, and gender of the cohort child on each questionnaire to ensure that teachers used the correct questionnaire for each child.

The serial number of the teacher questionnaire was derived from the cohort child's serial number, plus a check letter, point number, and mailing number of the questionnaire. This was done to facilitate analysis of the data, as deriving the teachers' serial numbers from the cohort children's serial numbers means it will be easy to match the teacher data with other MCS data.

The questionnaire versions were as follows:

- 1 Scottish questionnaire
- 2 Welsh questionnaire
- 3 Northern Irish questionnaire
- 4 Welsh language questionnaire

Teachers in Wales were sent copies of the questionnaire in both Welsh and English. For details about the content of the questionnaires, see section 4.

### 5.3.3 The information leaflet

The information leaflet was designed to supplement the information provided in the covering letter. It contained further details about the Millennium Cohort Study and the Teacher Survey.

Two versions of the leaflet were produced: one in English and one in Welsh. Teachers in Wales were sent copies of the leaflet in both languages. A copy of each leaflet is contained in the appendix.

## 5.4 The reminder process

A three-stage reminder process was implemented for the Teacher Survey. The different stages are described in detail below.

### 5.4.1 The first reminder

The first reminder consisted of a letter that was sent to teachers that had not yet returned a questionnaire. It was sent four weeks after the initial mailing.

The purpose of the first reminder was to encourage those teachers that had not yet done so to complete and return the questionnaire to NatCen. A reply-paid envelope was included.

The mailing for the first reminder consisted of a letter only; a duplicate questionnaire was not sent as it was felt that mailing a new questionnaire pack so soon after the initial mailing may annoy respondents. Instead, teachers were advised to telephone the Freephone number if they had mislaid the original questionnaire pack so a replacement could be sent if needed.

Two versions of the reminder letter were produced: one for teachers in Scotland and Northern Ireland, and one for teachers in Wales. The content of the letters was identical, but the letter for teachers in Wales was printed in both Welsh and English. Copies of the letters are contained in the appendix.

### 5.4.2 The second reminder

The second reminder was conducted by telephone, and these reminders were started six weeks after the initial mailing. The purpose of the second reminder was to:

- remind and encourage the teacher to complete and return the questionnaire
- find out if a replacement questionnaire was required
- give the teacher the option of completing the questionnaire over the telephone
- discover the whereabouts of the teacher if they were no longer at the school

The telephone reminders were conducted by NatCen's telephone unit. Interviewers were given a face to face briefing on the background to the study, and the purpose of the telephone reminders.

An Address Record Form (ARF) was produced for each teacher to be contacted. The ARF contained the following information:

- teacher's name
- school name, address and telephone number
- telephone calls record - for interviewers to note details of all calls to teachers

There was also a section for interviewers to record whether or not:

- they were able to make contact with the school using the number provided
- the named teacher still worked at the school
- the interviewer was able to speak to the teacher
- the named teacher had received the questionnaire
  - if yes: had the teacher already returned the questionnaire? If no, were they willing to do so?
- the teacher wanted to complete the questionnaire on the telephone.

The final section of the ARF allowed interviewers to record the final outcome of the telephone reminder.

A copy of the ARF is in the appendix.

Interviewers were briefed that when calling the school, they may find it difficult to speak to the named teacher as they would be teaching classes for much of the time. Interviewers were therefore instructed to try to contact the teacher at least 12 times at different times of the day and different days of the week.

Interviewers were given a script to follow when contacting the school: see Figure 2 for details.

**Figure 2: Script for telephone reminders**

A1:	Attempt to make contact with the school using the telephone number on the front of the ARF.
A2/A3:	Ask to speak to the named teacher: <b>“Hello, my name is...from the National Centre for Social Research. Please can I speak to TEACHER NAME?”</b>  If unable to speak to named teacher, probe to ascertain whether named teacher still works at the school: <b>“Can I just check, does TEACHER NAME still work at SCHOOL NAME?”</b>
A4:	If named teacher available: <b>“Hello, my name is...from the National Centre for Social Research. We recently sent you a questionnaire about a child you taught during their first year of schooling. This child is part of ‘Child of the New Century, a survey that explores what it is like to grow up in the 21<sup>st</sup> century. Did you receive the questionnaire?”</b>  If teacher has not received questionnaire: <b>“I’m sorry that you have not received your questionnaire yet. We will send you out another one. Could I just check I have the correct address for your school? (Read out address on front of ARF)”.</b>
A5:	If teacher has received the questionnaire: <b>“Can I just check, have you completed the questionnaire and returned it to us already?”</b>
A6:	<b>“If you have the time, would you mind completing the questionnaire and returning it to us?”</b>
A7:	<b>“You do have the option of completing the questionnaire over the telephone. I can go through that with you now, or if you are too busy I could make an appointment to call back at a time that is more convenient to you?”</b>  If teacher unwilling to complete paper questionnaire, or to complete questionnaire over the telephone (either now or in the future) then code as a refusal (44).
A8:	If teacher wishes to do the questionnaire over the telephone, but some time in the future, record details of appointment time on the ARF.

### 5.4.3 The third reminder

The third reminder was sent 13 weeks after the initial mailing. There were two versions of this reminder. The first consisted solely of a letter designed to encourage the teacher to

complete and return the questionnaire, and this was sent to those teachers who had been sent a duplicate questionnaire as a result of the second reminder, but had not yet returned the questionnaire.

The second version of the reminder also contained a letter designed to encourage teachers to return and complete the questionnaire, plus a duplicate version of the questionnaire.

Copies of the letters can be found in the appendix.

## **5.5 Progress reporting**

Fieldwork progress reports were sent to CLS weekly throughout fieldwork. The final report (covering wave 1, wave 1 mop-up sample and wave 2 combined) was sent on 20<sup>th</sup> July 2007.

## 6 Survey response

### 6.1 Summary of contact and response for the Teacher Survey

The selected sample for Teacher Survey comprised all productive interviews from MCS3 in Scotland, Wales and Northern Ireland. In total, this amounted to almost 5500 cases.

Of these, just under one in ten (8.9%) of cases were ineligible for the Teacher Survey, because the consent for inclusion in the Teacher Survey was refused by the parent of the child, or because although consent was given, the sample information was incomplete. In addition, in Wales, some cases were excluded, and therefore ineligible, because the Welsh Assembly Government requested that some schools be excluded from the sample because of their inclusion in other recent surveys.

After the questionnaires were mailed out to teachers, a number were returned to NatCen marked as “address unknown” or “no person of this name at this address”; these cases have been classified as out of scope to the survey. Additionally, if the questionnaire was returned with a tick next to the box for “The person named overleaf has never worked at this school” on the mailing envelope (see Figure 1), this was classified as out of scope.

**Table 6.1 Summary of sample eligibility for Teacher Survey**

	All Teacher Survey countries	Wales	Scotland	Northern Ireland
	N	N	N	N
<b>Total selected sample = productive interviews from MCS3</b>	<b>5495</b>	<b>2152</b>	<b>1806</b>	<b>1537</b>
<b>Ineligible</b>	<b>489</b>	<b>238</b>	<b>177</b>	<b>74</b>
<b>Out of scope</b>	<b>118</b>	<b>42</b>	<b>70</b>	<b>6</b>
Address unknown	1	0	1	0
Teacher not known at address	89	31	54	4
Teacher never worked at school	28	11	15	2
<b>Total eligible and in scope</b>	<b>4888</b>	<b>1872</b>	<b>1559</b>	<b>1457</b>
	%	%	%	%
Ineligible	8.9	11.1	9.8	4.8
Out of scope	2.1	2.0	3.9	0.4
Eligible and in scope	89.0	87.0	86.3	94.8

## 6.2 Response to the Teacher Survey by country

A total of 4888 cases were eligible and in scope for the study. Of these, over two thirds (68.2%) were productive. Response to the study was highest in Northern Ireland, with a response rate of 73.2%, and lowest in Wales, with a response rate of 63.1%. Table 6.2 shows the breakdown of response by country.

The majority of productive questionnaires were returned within four weeks of the questionnaires being posted to respondents. Each of the reminder stages resulted in additional questionnaires being completed; however, only three teachers opted to complete the questionnaire via telephone, and almost half of the unproductive outcomes were assigned during the telephone reminder stage.

Tables 6.3 to 6.5 show a breakdown of response within each country by wave.

In Wales, the response rate was highest in T1 at 65.1%, then fell to 57.5% in the T1 mop-up wave. Thirty-six cases from Wales were included in T2, as the MCS3 interviews for these cases had not been completed in time for inclusion in the T1 mop-up.

In Scotland and Northern Ireland, the response rate achieved in T1 was 75.6% in each country. The response rates for the T1 mop-up were higher than those achieved in T1, but the base for each country was low. The response rates in T2 were lower than those achieved in T1, at 67.5% and 70.6% respectively. It is not known why the response rates for T2 were lower than for the other waves, but one factor could be that T2 took place later in the academic year when teachers may have been busier.

## 6.3 Response to the Teacher Survey by wave

Table 6.6 shows a summary of response by wave.

Overall, waves 1 and 2 had similar response rates at 69.3% and 68.3% respectively, while the T1 mop up wave had a slightly lower response rate of 61.7%. The majority of cases included in the T1 mop-up wave were from Wales, which had lower response rates across the board.



Table 6.2 Summary of response for Teacher Survey by country

	All Teacher Survey countries	Wales	Scotland	Northern Ireland
	N	N	N	N
<b>Total eligible and in scope</b>	<b>4888</b>	<b>1872</b>	<b>1559</b>	<b>1457</b>
<b>Productive</b>	<b>3332</b>	<b>1181</b>	<b>1084</b>	<b>1067</b>
After first mailing	2993	1034	988	971
On telephone	3	1	2	0
After telephone reminder	122	39	36	47
After third reminder	214	107	58	49
<b>Unproductive</b>	<b>1556</b>	<b>691</b>	<b>475</b>	<b>390</b>
Refusals	740	334	254	152
<i>Too busy</i>	9	3	6	0
<i>Questionnaire too long</i>	8	0	6	2
<i>Refusal at telephone     reminder</i>	719	330	242	147
<i>Other refusal</i>	4	1	0	3
Non-contact	229	101	47	81
<i>Retired</i>	25	16	3	6
<i>Teacher left school</i>	96	43	22	31
<i>Away from home/ abroad</i>	2	0	2	0
<i>Teacher too ill to     participate</i>	55	24	15	16
<i>Teacher away during     fieldwork period</i>	51	18	5	28
Other unproductive	587	256	174	157
	%	%	%	%
<b>Productive</b>	<b>68.2</b>	<b>63.1</b>	<b>69.5</b>	<b>73.2</b>
After first mailing	61.2	55.2	63.4	66.6
On telephone	0.1	0.1	0.1	0.0
After telephone reminder	2.5	2.1	2.3	3.2
After third reminder	4.4	5.7	3.7	3.4
<b>Unproductive</b>	<b>31.8</b>	<b>36.9</b>	<b>30.5</b>	<b>26.8</b>
Refusals	15.1	17.8	16.3	10.4
Non-contact	4.7	5.4	3.0	5.6
Other non-productive	12.0	13.7	11.2	10.8

Table 6.3 Summary of response for Teacher Survey in Wales by wave

	All waves	Wave 1	Mop up	Wave 2
	N	N	N	N
<b>Total eligible and in scope</b>	1872	1412	424	36
<b>Productive</b>	<b>1181</b>	<b>920</b>	<b>244</b>	<b>17</b>
After first mailing	1034	807	211	16
On telephone	1	1	0	0
After telephone reminder	39	29	10	0
After third reminder	107	83	23	1
<b>Unproductive</b>	<b>691</b>	<b>492</b>	<b>180</b>	<b>19</b>
Refusals	334	226	98	10
<i>Too busy</i>	3	0	3	0
<i>Questionnaire too long</i>	0	0	0	0
<i>Refusal at telephone reminder</i>	330	225	95	10
<i>Other refusal</i>	1	1	0	0
Non-contact	101	70	30	1
<i>Retired</i>	16	11	5	0
<i>Teacher left school</i>	43	30	12	1
<i>Away from home/ abroad</i>	0	0	0	0
<i>Teacher too ill to participate</i>	24	19	5	0
<i>Teacher away during fieldwork period</i>	18	10	8	0
Other unproductive	256	196	52	8
	%	%	%	%
<b>Productive</b>	<b>63.1</b>	<b>65.2</b>	<b>57.5</b>	<b>47.2</b>
After first mailing	55.2	57.2	49.8	44.4
On telephone	0.1	0.1	0.0	0.0
After telephone reminder	2.1	2.1	2.4	0.0
After third reminder	5.7	5.9	5.4	2.8
<b>Unproductive</b>	<b>36.9</b>	<b>34.8</b>	<b>42.5</b>	<b>52.8</b>
Refusals	17.8	16.0	23.1	27.8
Non-contact	5.4	5.0	7.1	2.8
Other non-productive	13.7	13.9	12.3	22.2

Table 6.4 Summary of response for Teacher Survey in Scotland by wave

	All waves	Wave 1	Mop up	Wave 2
	N	N	N	N
<b>Total eligible and in scope</b>	1559	312	54	1193
<b>Productive</b>	<b>1084</b>	<b>236</b>	<b>43</b>	<b>805</b>
After first mailing	988	214	39	735
On telephone	2	2	0	0
After telephone reminder	36	7	4	25
After third reminder	58	13	0	45
<b>Unproductive</b>	<b>475</b>	<b>76</b>	<b>11</b>	<b>388</b>
Refusals	254	24	6	224
<i>Too busy</i>	6	0	0	6
<i>Questionnaire too long</i>	6	0	0	6
<i>Refusal at telephone reminder</i>	242	24	6	212
<i>Other refusal</i>	0	0	0	0
Non-contact	47	15	1	31
<i>Retired</i>	3	3	0	0
<i>Teacher left school</i>	22	10	1	11
<i>Away from home/ abroad</i>	2	0	0	2
<i>Teacher too ill to participate</i>	15	2	0	13
<i>Teacher away during fieldwork period</i>	5	0	0	5
Other unproductive	174	37	4	133
	%	%	%	%
<b>Productive</b>	<b>69.5</b>	<b>75.6</b>	<b>79.6</b>	<b>67.5</b>
After first mailing	63.4	68.6	72.2	61.6
On telephone	0.1	0.6	0.0	0.0
After telephone reminder	2.3	2.2	7.4	2.1
After third reminder	3.7	4.2	0.0	3.8
<b>Unproductive</b>	<b>30.5</b>	<b>24.4</b>	<b>20.4</b>	<b>32.5</b>
Refusals	16.3	7.7	11.1	18.8
Non-contact	3.0	4.8	1.9	2.6
Other non-productive	11.2	11.9	7.4	11.1

Table 6.5 Summary of response for Teacher Survey in Northern Ireland by wave

	All waves	Wave 1	Mop up	Wave 2
	N	N	N	N
<b>Total eligible and in scope</b>	1457	692	47	718
<b>Productive</b>	<b>1067</b>	<b>523</b>	<b>37</b>	<b>507</b>
After first mailing	971	472	30	469
On telephone	0	0	0	0
After telephone reminder	47	20	5	22
After third reminder	49	31	2	16
<b>Unproductive</b>	<b>390</b>	<b>169</b>	<b>10</b>	<b>211</b>
Refusals	152	68	5	79
<i>Too busy</i>	0	0	0	0
<i>Questionnaire too long</i>	2	2	0	0
<i>Refusal at telephone reminder</i>	147	63	5	79
<i>Other refusal</i>	3	3	0	0
Non-contact	81	42	1	38
<i>Retired</i>	6	6	0	0
<i>Teacher left school</i>	31	18	0	13
<i>Away from home/ abroad</i>	0	0	0	0
<i>Teacher too ill to participate</i>	16	6	0	10
<i>Teacher away during fieldwork period</i>	28	12	1	15
Other unproductive	157	59	4	94
	%	%	%	%
<b>Productive</b>	<b>73.2</b>	<b>75.6</b>	<b>78.7</b>	<b>70.6</b>
After first mailing	66.6	68.2	63.8	65.3
On telephone	0.0	0.0	0.0	0.0
After telephone reminder	3.2	2.9	10.6	3.1
After third reminder	3.4	4.5	4.3	2.2
<b>Unproductive</b>	<b>26.8</b>	<b>24.4</b>	<b>21.3</b>	<b>29.4</b>
Refusals	10.4	9.8	10.6	11.0
Non-contact	5.6	6.1	2.1	5.3
Other non-productive	10.8	8.5	8.5	13.1

Table 6.6 Summary of response for Teacher Survey - all countries by wave

	All Teacher Survey countries	Wave 1	Mop up	Wave 2
	N	N	N	N
<b>Total eligible and in scope</b>	<b>4888</b>	<b>2416</b>	<b>525</b>	<b>1947</b>
<b>Productive</b>	<b>3332</b>	<b>1679</b>	<b>324</b>	<b>1329</b>
After first mailing	2993	1493	280	1220
On telephone	3	3	0	0
After telephone reminder	122	56	19	47
After third reminder	214	127	25	62
<b>Unproductive</b>	<b>1556</b>	<b>737</b>	<b>201</b>	<b>618</b>
Refusals	740	318	109	313
<i>Too busy</i>	9	0	3	6
<i>Questionnaire too long</i>	8	2	0	6
<i>Refusal at telephone reminder</i>	719	312	106	301
<i>Other refusal</i>	4	4	0	0
Non-contact	229	127	32	70
<i>Retired</i>	25	20	5	0
<i>Teacher left school</i>	96	58	13	25
<i>Away from home/ abroad</i>	2	0	0	2
<i>Teacher too ill to participate</i>	55	27	5	23
<i>Teacher away during fieldwork period</i>	51	22	9	20
Other unproductive	587	292	60	235
	%	%	%	%
<b>Productive</b>	<b>68.2</b>	<b>69.5</b>	<b>61.7</b>	<b>68.3</b>
After first mailing	61.2	61.8	53.3	62.7
On telephone	0.1	0.1	0.0	0.0
After telephone reminder	2.5	2.3	3.6	2.4
After third reminder	4.4	5.3	4.8	3.2
<b>Unproductive</b>	<b>31.8</b>	<b>30.5</b>	<b>38.3</b>	<b>31.7</b>
Refusals	15.1	13.2	20.8	16.1
Non-contact	4.7	5.3	6.1	3.6
Other non-productive	12.0	12.1	11.4	12.1

## SECTION 7: CODING, EDITING AND DATA PREPARATION

## **7 Data preparation**

Keying of the self-completion paper questionnaire data was undertaken by an external agency. As the questionnaire contained no routing, and no open-ended questions, the editing of the data required was minimal.

Editing and coding instructions are included in the appendix.

