



Collins invited teachers to give their views on textbook usage via an online survey conducted in the first two weeks of November 2016.

501 teachers completed the survey, 85% of whom stated that they were using textbooks and that these were from a wide range of educational publishers including Collins, Pearson, Hodder, Oxford and CGP. 20% of textbook-using teachers surveyed work in Early Years/Primary and 80% in Secondary/Sixth Form.

Main findings

- Eight in 10 teachers (78%) who use them said textbooks cut the amount of unpaid overtime that they would otherwise have to do.
- Almost half (44%) of teachers estimated they save up to five unpaid hours a week, which they would otherwise have to spend on activities such as creating questions, tests and assessment, putting together worksheets and searching online for resources.
- Teachers also said that having textbooks meant they spent less time creating differentiated resources or writing lesson plans from scratch.
- 84% of teachers agreed with the statement: "Investing in good quality textbooks is an important way that schools can reduce teacher workload."
- 70% of textbook-using teachers said using textbooks gave them more time to plan and think creatively about how they deliver lessons.
- 56% said having textbooks as a resource gave them more time to support individual students in the classroom.
- Two thirds of teachers stated they believed their students make better progress with textbooks than without.
- 46% of teachers said that being able to spend more of their free time outside of school with family and friends was a direct benefit of using textbooks.
- 82% of teachers agreed with the statement: "Knowing that I have planned lessons and resources available is essential for my work-life balance."
- More than half of teachers surveyed (52%) believed that *"there is a view within teaching that using textbooks is lazy and unimaginative"* and 1 in 6 teachers (15%) even said *"using prepared resources makes me feel like I am cheating."*

Teachers said the most important factors they look for in a good textbook are:

- Curriculum relevance/ exam board approved (65%)
- Provision of core knowledge, context and practice (46%)
- Inclusion of testing and assessment materials (42%)
- Suitability for use with all abilities (40%)
- An engaging design with lots of visual content (33%)
- 65% said that textbooks made them “feel confident that I’m passing on my subject knowledge in the most effective way.”
- 84% said investing in good quality textbooks is an important way schools can reduce teacher workload.
- 67% believed their students made better progress with textbooks than without textbooks.
- 72% had already or would consider using textbooks to engage parents with what their child is learning at school.
- 66% said that there is little teacher training or CPD which addresses how textbooks can be used as an effective teaching and learning resource.

The 15% of teachers surveyed who aren't currently using textbooks identified the main reasons for this as follows:

- Lack of funding to buy textbooks – 41%
- The ones we have are old and don't match the curriculum – 38%
- I find textbooks too prescriptive, they don't fit my teaching approach – 25%

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