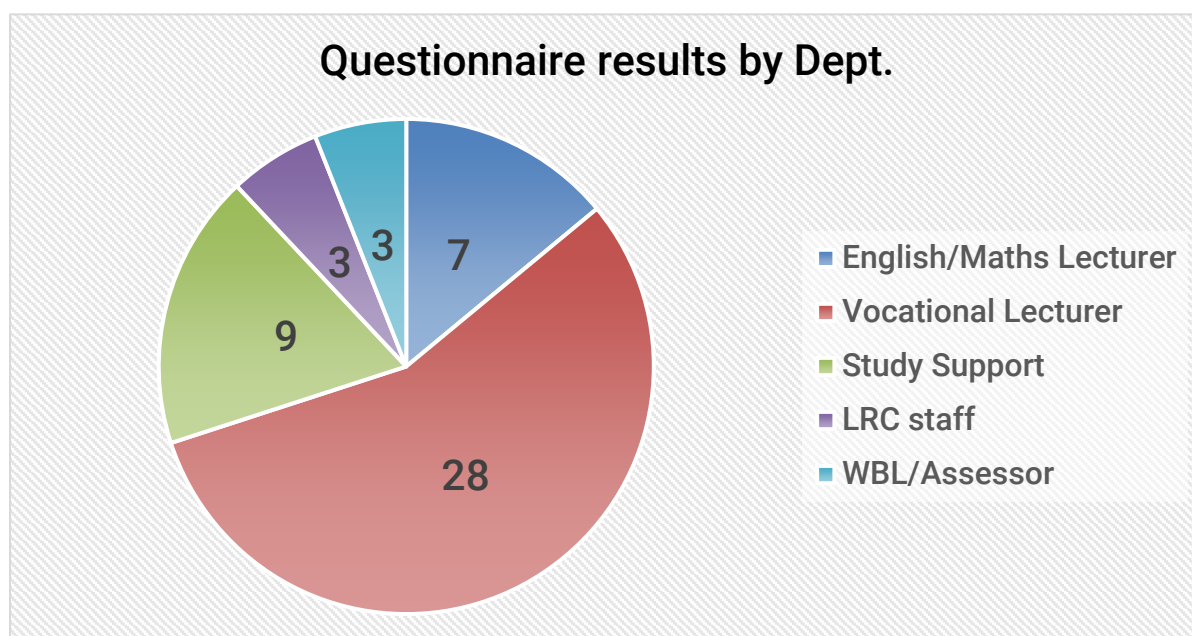


Appendix 2 – Staff Survey Results

As an initial research activity, we were keen to discover what the existing 'reading culture' was within the college. We wanted to know the kind of reading activities that our College staff undertook on a regular basis and so we designed a survey and set up a Professional Learning Community group called 'Creating a Reading Culture'.

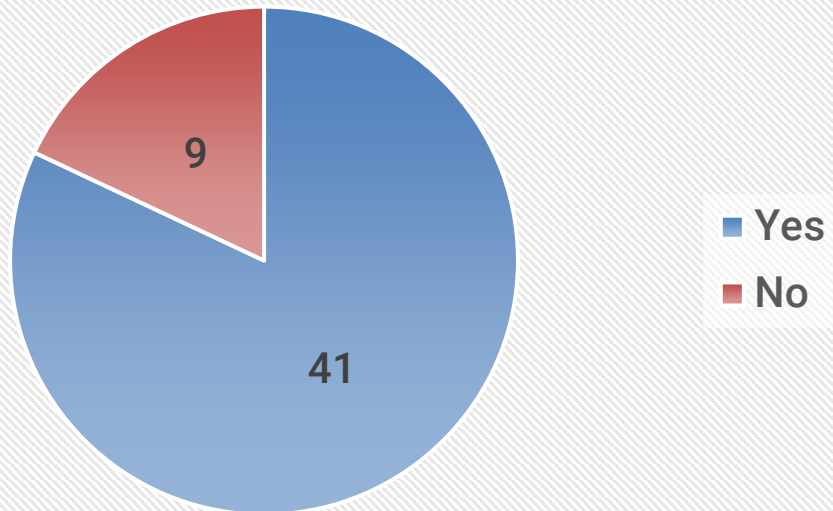
On a Staff Development Day there was a Professional Learning Community event whereby all PLCs showcased what they were about. I chose this event to distribute the questionnaire, collated the results of 50 members of staff that completed it and my findings are as below:

I was interested to see the job roles of the staff who completed the questionnaire as I wanted to involve a range of staff, not just English Lecturers. I was pleased to see that the majority of the questionnaires were completed by vocational staff as I was concerned that there was not enough investment in reading in some departments.

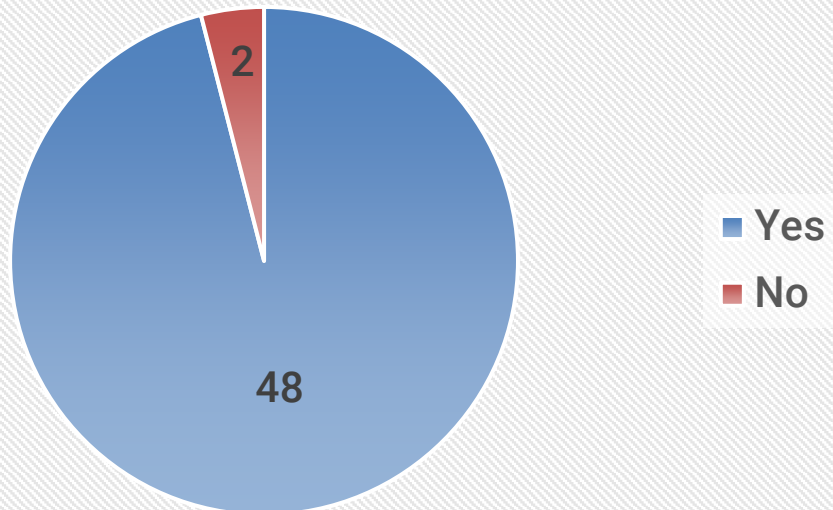


The survey results below confirmed our expectation that there is a clear correlation between the involvement of parents in reading to children and the enjoyment of reading in adult life.

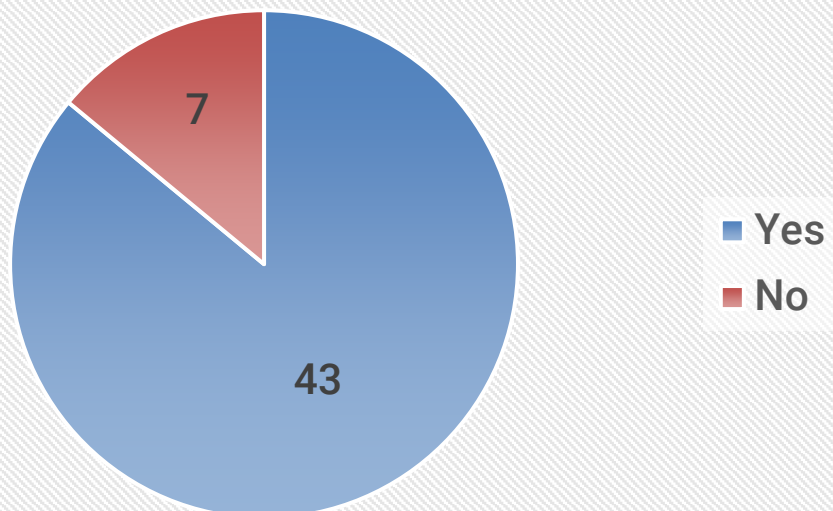
Are you currently reading a book?



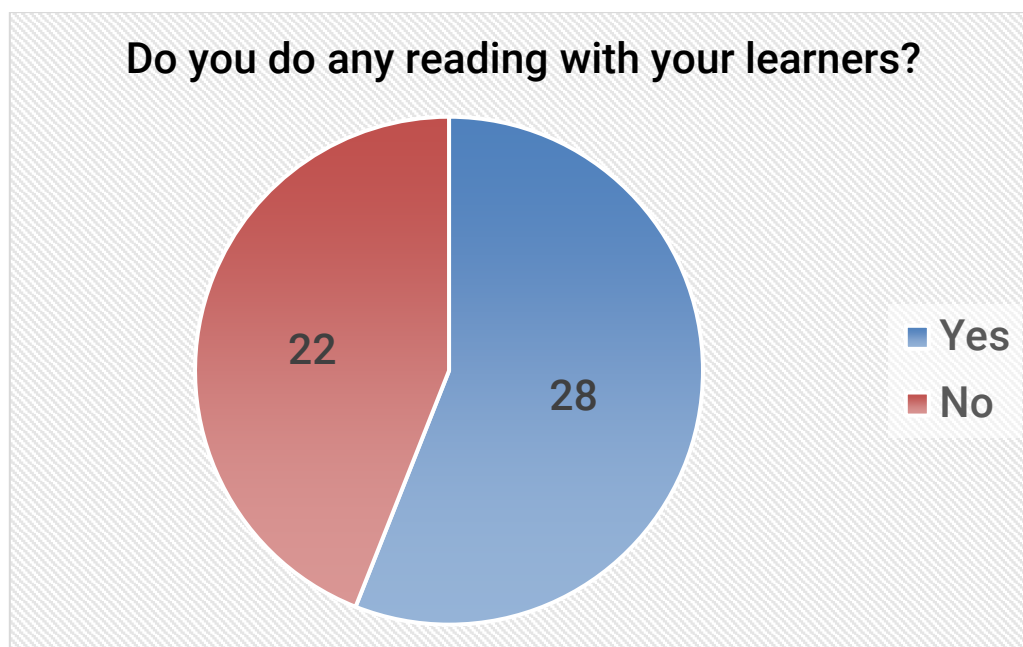
Do you like to read?



Were you read to as a child?



The last question asked staff if they include and promote explicit reading activities in their teaching. It was disappointing to see that 44% of staff do not encourage or promote reading within their lessons and so fail to take advantage of the opportunity to develop their learners' technical vocabulary and comprehension skills. More explicit support with reading and vocabulary would be particularly helpful for learners who have English as a second language.



Whilst the survey was quite limited in its content and the number of respondents wasn't large or representative, the results indicated staff enjoyed and valued reading and that we needed to encourage staff to share their enjoyment of reading more explicitly both in lessons and generally in the college.