




Attracting and Retaining High Quality Teachers: Key to Improved Outcomes for Children

8 November 2018

Kenneth Muir, Chief Executive and Registrar, GTCS

A close-up photograph of green grass blades covered in a delicate layer of white frost. The background is blurred, showing more frost-covered grass and some out-of-focus light spots.

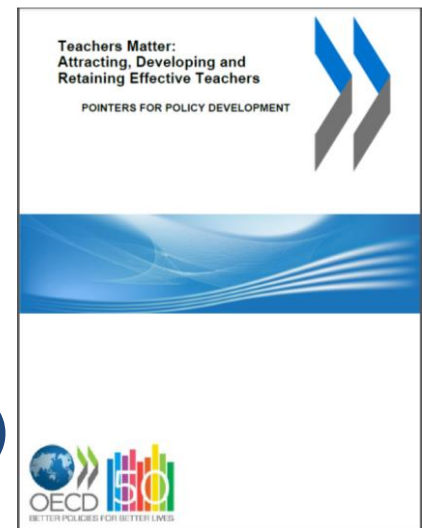
**Of all the hard jobs around,
one of the hardest is being a
good teacher.**

Maggie Gallagher

The importance of teachers

“ All countries are seeking to improve their schools and to respond better to higher social and economic expectations. **As the most significant resource in schools, teachers are central to school improvement efforts.** Improving the efficiency and equity of schooling depends, in large measure, on ensuring that competent people want to work as teachers, that their teaching is of a high quality, and that all students have access to high quality teaching”.

“Teachers Matter” (OECD, 2011)

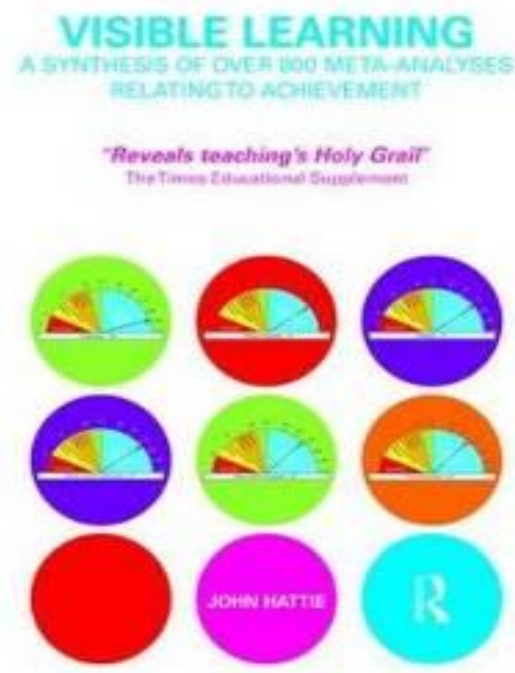


The importance of teachers

“The major source of student variance lies within the person who gently closes the door of the classroom and performs the teaching act.”

“The remarkable feature of the (research) evidence is that the **biggest effects on student learning occur when teachers become learners of their own teaching.**”

John Hattie “Visible Learning”



Rank	Influence	Studies	Effects	ES
1	Student expectations	209	305	1.44
4	Teacher credibility	51	51	.90
5	Providing formative evaluation	30	78	.90
6	Micro teaching	402	439	.88
7	Classroom discussion	42	42	.82
9	Teacher clarity	39	139	.75
10	Feedback	1310	2086	.75

Rank	Influence	Studies	Effects	ES
11	Reciprocal teaching	38	53	.74
12	Teacher-student relationships	229	1450	.72
14	Meta-cognitive strategies	63	143	.69
15	Acceleration	75	165	.68

The importance of teachers



At a time when virtually every government around the world is asking how it can improve the quality of its teaching force, the British Educational Research Association (BERA) and the RSA have come together to consider what contribution research can make to that improvement.

High quality teaching is now widely acknowledged to be the most important school-level factor influencing student achievement.

The importance of teachers



The quality of an education system
cannot exceed the quality of its teachers

2007 McKinsey Report, *How the world's best performing education systems come out on top.*

The importance of teachers



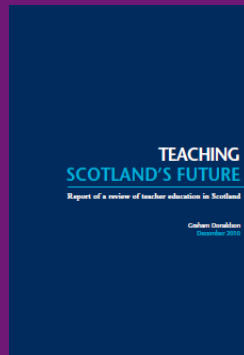
The experiences of these top school systems suggest that three things matter most: 1) getting the right people to become teachers, 2) developing them into effective instructors, and 3) ensuring that the system is able to deliver the best possible instruction for every child.

Chapter 3: Getting the right people in the right numbers

The foundations of a successful education system lie in ensuring an appropriate supply of high-quality teachers covering geographical areas, education sectors and curriculum specialisms. Achieving that goal with any consistency has proved difficult for countries across the globe, including in Scotland. It needs teaching to be seen as an attractive option for well-qualified individuals who have a commitment to young people and their learning. It also requires good, flexible workforce planning and careful selection of students into initial teacher education courses. This chapter explores these two themes in turn.

Background

The challenge of having the right number of teachers is not new.



Question 1

How do we make teaching
an attractive option for
well-qualified individuals?

Attracting and Recruiting Teachers: Current Statistics (2017 Census)

Pupils

688,959 Pupils

400,312 Primary

281,993 Secondary

6,654 Special

↑ 4,611 from 2016

↑ 3,615 from 2016

↑ 1,010 from 2016

↓ 14 from 2016

Teachers

51,513 Teachers

24,477 Primary

23,150 Secondary

1,836 Special

88% probationers in employment

↑ 543 from 2016

↑ 556 from 2016

↑ 193 from 2016

↓ 33 from 2016

↑ 1% point on 2016

2010	2011	2012	2013	2014	2015	2016	2017
52022	51368	51253	51078	50720	50717	50970	51513

Chart 1: Age profile of school based teachers

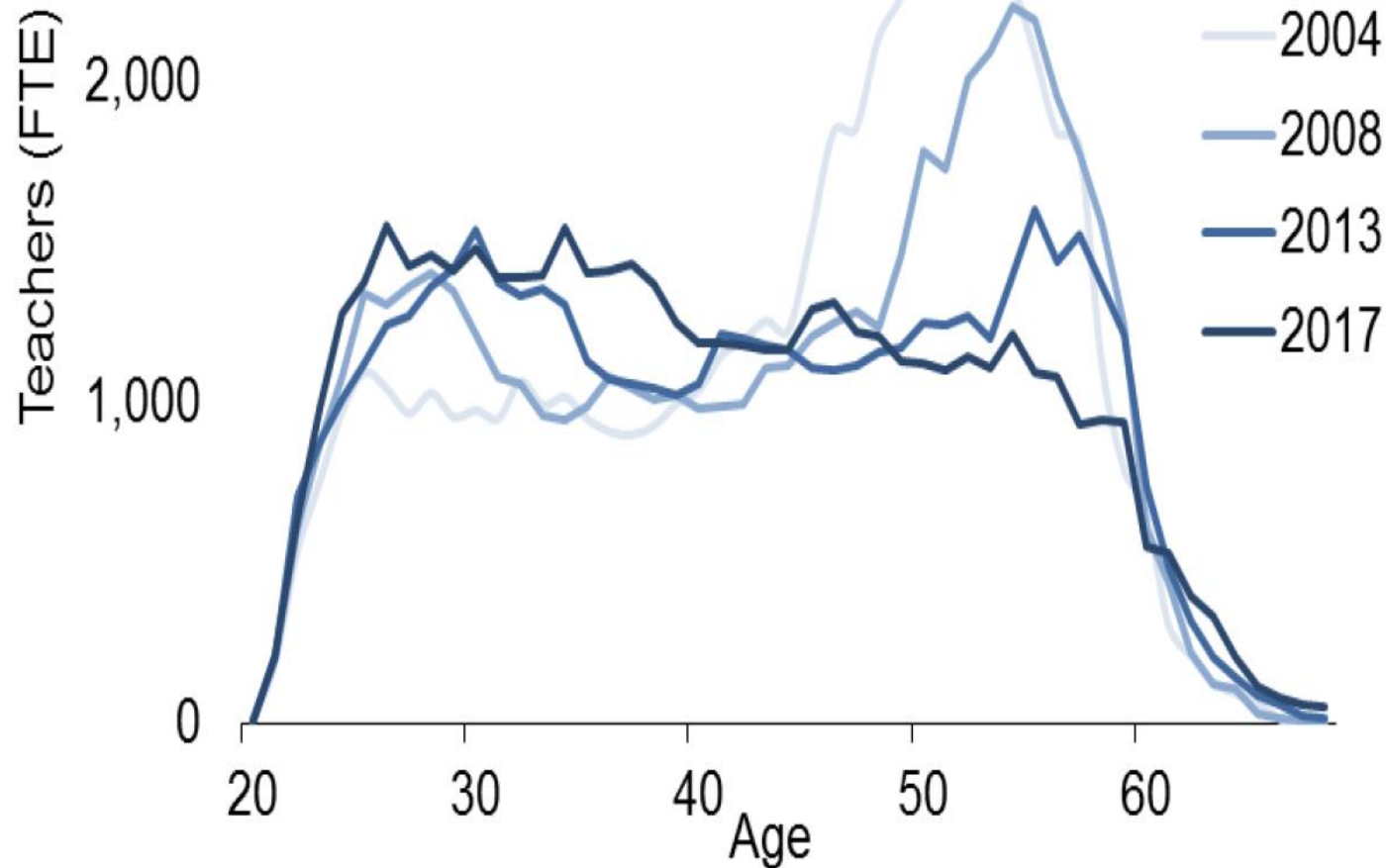


Table 3.4: Teacher characteristics

Percentage of Full Time Equivalents (FTE)

		School				
Local Authority		Primary	Secondary	Special	Centrally Employed ⁽¹⁾	Total
Gender						
Female	Female-dominated profession	90	63	76	84	77
Male		10	37	24	16	23
Unknown		0	0	0	0	0
Age (years)						
Under 25	Over 60% under 45	8	5	1	1	6
25 to 34		31	28	19	9	29
35 to 44		25	26	27	22	26
45 to 54		23	24	29	37	24
55 or over		12	17	23	32	15
Unknown		0	0	0	0	0
Average Age		40	42	45	41	41
Ethnicity						
White – Scottish	Only 1% from ethnic minority background	67	60	64	51	63
White – Other British		25	29	24	30	27
White – Other		2	4	5	4	3
Minority Ethnic Group		1	2	1	5	1
Not Disclosed		5	6	5	11	5

Question 2

How do we attract more males and people from a more diverse range of backgrounds to become teachers?



A day of robot dancing and coding in CGI's Scottish offices convinces girls to think about a future in tech

Daughters now have a firm idea of the future

by Nan Spowart

NINE out of 10 girls who took part in a Scottish event based on STEM subjects say they now wish to pursue a career in technology.

It's an extremely encouraging statistic, according to technology giants CGI who ran their Bring Your Daughter To Work days for the first time in Scotland this summer.

The firm began the events in London last year with 100 girls taking part and the response was so well received it was decided to launch the initiative to include Scotland, with one held in Edinburgh and one in Glasgow.

Edinburgh-based SME company, Robotical, supported the events by bringing their robots along so the girls could programme them to dance to music.

"We worked hard on the programme to make it varied," said Steve Smart CGI's senior vice president for Scotland. "It was really interesting as we had the robots in the morning and we were a bit worried that the coding session we had planned for the afternoon might seem a bit boring by comparison, but the



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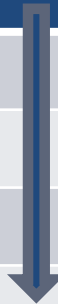
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- General Dental Council
- Law Society of Scotland
- HCPC
- General Medical Council
- Nursing + Midwifery Council
- Other Teaching Councils

Probationer Teacher Induction Scheme Withdrawals 2013 - 2017


Before August start

2013/14	259
2014/15	294
2015/16	304
2016/17	382
2017/18	432




After induction year

2013/14	137
2014/15	116
2015/16	137
2016/17	205
2017/18	265



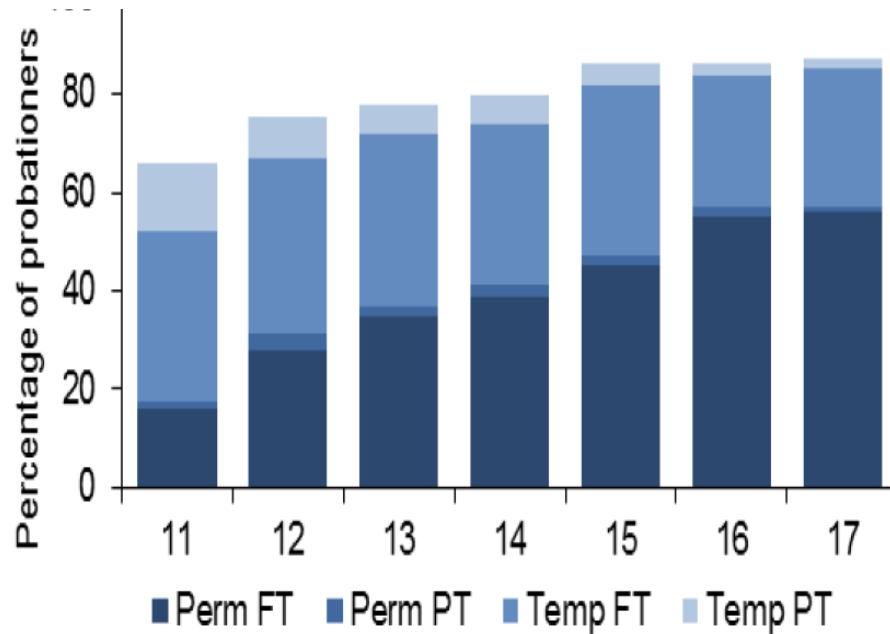
Personal/Other reasons*

2013/14	42
2014/15	27
2015/16	48
2016/17	82
2017/18	87



- Pursue other career opportunity
- Family/caring responsibilities
- Medical reasons
- 5 TIS choices not suitable
- Gained post outwith Scotland

Post-probationer retention rates



Post-probationer teachers in employment the following year has increased from 66% in 2011 to 88% in 2017

BUT

2012 to present date

Table 2	Registered	Left Register	
Primary Ed	11130	2121	19%
Secondary Ed	12501	2155	17%

GTC Scotland Research Findings

What were the reasons for you no longer continuing your registration with GTC Scotland?

861 teachers
21-45 year-
olds lapsed in
2016

A change in personal / family circumstances	46	14.5%
Maternity leave	15	4.7%
Travelling / taking a year or more out	13	4.1%
Taking a career break (other than travelling / taking a year or more out)	38	12.0%
High workloads (related to teaching)	33	10.4%
Deciding to change career	40	12.6%
Deciding teaching is not for you	16	5.0%
Inability to secure a job in Scotland	41	12.9%
Job opportunity teaching abroad	42	13.2%
Any other reasons	39	12.3%
No other reasons	110	34.7%
Total	433	



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General Teaching Council for
Scotland

Lapsed Teacher Research
Enhanced Report



18th April 2017

GTC Scotland Research Findings

What were the reasons for you no longer continuing your registration with GTC Scotland?

Qualitative comments	%
Moved/living/teaching/returned to England or NI	32%
Moved/living/teaching/returned abroad	20%
Better job/better paid job/ changed job	13%
Career break (bring up children; carer; further study)	13%
Stress/workload/paperwork/bureaucracy	6%
Unable to secure supply work/permanent post	6%
Teaching in FE/HE/ early years	4%



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18th April 2017

Question 3

How do we better retain
high quality, well-trained
teachers in Scotland?

Teacher Recruitment: What is being done in Scotland?

- ❖ Scottish Government's *Inspiring Teaching* and *Teaching Makes People* campaigns
- ❖ New ITE routes into teaching
- ❖ Provisional (Conditional) Registration
- ❖ Dual registration by GTCS
- ❖ Return to Teaching programmes
- ❖ BGE category of registration
- ❖ GTCS research with non-teaching registrants



Actions being taken by GTC Scotland

- ❖ Accrediting innovative new initial teacher education programmes to broaden access to the profession by enabling and encouraging a wider range of individuals to qualify as teachers
- ❖ Ongoing engagement with CodeClan and the Chartered Banker Institute to explore provision for potential teachers from their programmes/ranks.
- ❖ Delivering the Teach in Scotland advisory service
- ❖ Publishing *So you want to teach in Scotland?* information booklet in hard copy format and online for distribution at events such as the Scottish Learning Festival and careers fairs, and circulated to all schools/colleges in Scotland
- ❖ Publishing *Returning to teaching in Scotland?* information booklet (Dec 2018) - information on available courses and re-registration process, to encourage Scottish qualified teachers back into the classroom and to give teachers qualified outside Scotland the confidence to take up posts in Scotland

Actions being taken by GTC Scotland

- ❖ Ongoing engagement with representatives of military personnel and registration of spouses who are teachers re-locating to Scotland, eg Faslane, Leuchars and Kinloss.
- ❖ Engagement with Scottish teachers teaching overseas to determine date of planned return to Scotland and preferred location/s for teaching in Scotland.
- ❖ Ongoing engagement with other Teaching Councils worldwide to attract teachers to Scotland;
- ❖ Continuing to streamline the re-registration and Qualified Outside Scotland processes to make it easier for teachers to register and get into schools more quickly;
- ❖ Continuing to publish positive articles in the Teaching Scotland magazine, and elsewhere, to present a positive image of teaching as a career.

Teacher Attraction and Retention

2012

Understanding Teacher Attraction and Retention Drivers: Addressing Teacher Shortages

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Positive Factors

- ❖ Realistic workloads
- ❖ Manageable class sizes
- ❖ Accessible materials/resources
- ❖ Acknowledgement of good performance
- ❖ Career pathways
- ❖ Reasonable salaries
- ❖ Opps for professional devt.

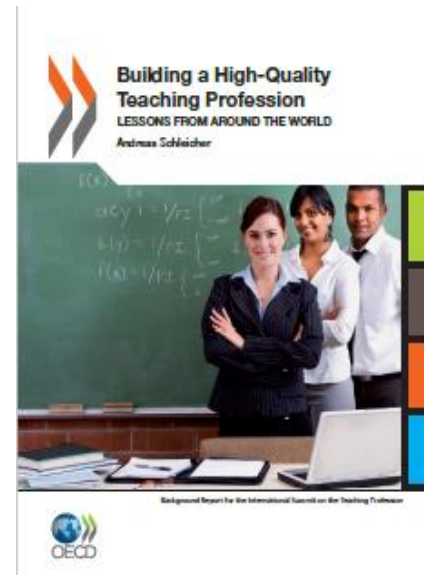
Negative Factors

- ❖ Poor/Hard working conditions
- ❖ Pay
- ❖ Better job alternatives
- ❖ Lack of training
- ❖ Personal/non-work pressures
- ❖ Individual school characteristics

Addressing the Issues: now and in future

“...high-performing systems build their human resource systems by putting energy up front in attracting, training and supporting good teachers”

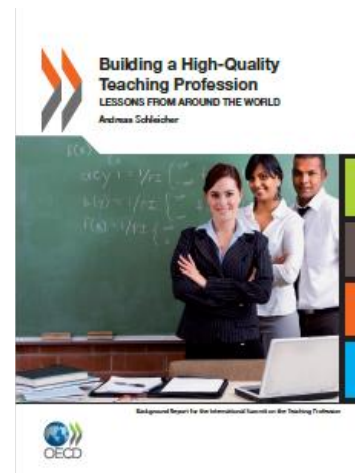
“Policy responses are needed at two levels. The first concerns **the nature of the teaching profession itself and teachers’ work environment**. These policies seek to improve the profession’s general status and competitive position in the job market. The second involves **more targeted responses to particular types of teacher shortages**.”



What more might be done?

The following are some examples of interesting techniques various countries use to do so:

- Opening the teaching profession to individuals with relevant experience outside education, not just in vocational programs (whose teachers are required to have industrial experience in some countries).
- Recognizing the skills and experience gained outside education and reflecting those in starting salaries.
- Enabling appropriately qualified entrants, including mature student teacher trainees, to start working and earning a salary before acquiring teacher education qualifications.
- Offering more flexible approaches to teacher education that create opportunities for part-time study and distance learning, and that give credits for relevant qualifications and experience. Such alternative pathways into teaching can be particularly appealing to under-represented groups, such as males and those from minority backgrounds.¹



The importance of teachers



EDUCATION

Teachers Matter

Understanding Teachers' Impact
on Student Achievement



Teachers matter more to student achievement than any other aspect of schooling.

Many factors contribute to a student's academic performance, including individual characteristics and family and neighborhood experiences. But research suggests that, among school-related factors, teachers matter most. When it comes to student performance on reading and math tests, a teacher is estimated to have two to three times the impact of any other school factor, including services, facilities, and even leadership.

The importance of teachers



“Education is the key to success in life, and teachers make a lasting impact in the lives of their students”

Solomon Ortiz

Question 4 (refer to handouts)

What other actions might
be taken to attract and
retain teachers in
Scotland?

Question 5

What, if any, are the “red lines” in attracting and retaining teachers in Scotland?

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Workshop Questions

1. How do we make teaching an attractive option for well-qualified individuals?
2. How do we attract more males and people from a more diverse range of backgrounds to become teachers?
3. How do we better retain high quality, well-trained teachers in Scotland?
4. What other actions might be taken to attract and retain teachers in Scotland?
5. What, if any, are the “red lines” in attracting and retaining teachers in Scotland?