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Estyn

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a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

The impact of the induction and early professional development programme on teachers' job satisfaction and retention

Autumn 2006 - Spring 2007



BUDDSODDWR MEWN POBL
INVESTOR IN PEOPLE



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- ▲ secondary schools;
- ▲ special schools;
- ▲ pupil referral units;
- ▲ independent schools;
- ▲ further education;
- ▲ adult community-based learning;
- ▲ youth support services;
- ▲ youth and community work training;
- ▲ LEAs;
- ▲ teacher education and training;
- ▲ work-based learning;
- ▲ careers companies;
- ▲ offender learning; and
- ▲ the education, guidance and training elements of The Department for Work and Pensions funded training programmes.

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Contents	Page
Introduction	1
Background	2
Main findings	4
Recommendations	6
The impact of the induction and early professional development programme on teachers' job satisfaction and retention	7
The impact of the induction and early professional development programme on teachers' job satisfaction	7
The impact of the induction and early professional development programme on teacher retention	9

Introduction

- 1 The Welsh Assembly Government asked Estyn as part of the 2006-2007 remit for advice on the impact of the induction and early professional development programme on teachers' job satisfaction and their retention in the profession. This report focuses on whether the provision of the funded three year professional development programme in Wales has the intended impact of helping teachers to establish themselves in the profession and to remain in teaching in the longer term.
- 2 The report is based on evidence gathered during interviews with teachers in their second year of early professional development (that is, their third year in teaching). Inspectors asked teachers to reflect on their experience of induction and early professional development and to talk about their plans for their careers in the long term. Inspectors visited a sample of primary, secondary and special schools across Wales, including Welsh-medium schools, during the autumn of 2006 and early spring term 2007.
- 3 The report builds on work previously undertaken by Estyn on the induction and early professional development of teachers and reported in:
 - 'Early Professional Development – Newly Qualified Teachers' (2002);
 - 'The implementation of the induction year for newly qualified teachers in Wales' (2005); and
 - 'Survey of teacher induction and early professional development' (2006).

Background

- 4 In the Early Professional Development (EPD) report of 2002, Estyn carried out a baseline survey and reported on the quality of induction and support that teachers entering the profession in Wales received in school. Inspectors found that there were good features but, overall, there was too much variation in the quality of support and its duration. Overall, the extent to which schools formally monitored and recorded the early professional development was an area of considerable weakness. Inspectors noted that schools knew how they would like to support newly qualified teachers (NQTs), but that they did not have enough resources to carry this out.
- 5 In the same year, the General Teaching Council for Wales (GTCW) carried out a recruitment and retention survey among teachers in Wales¹. It also commissioned a desk-based review of teacher recruitment, supply and retention in Wales². This work identified that although the number of pupils of school age is likely to fall by 62,000 between 2001 and 2016, the trend amongst teachers is that of an aging profession with a likely high demand for new teachers over the coming years.
- 6 The review also identified that across England and Wales during the 1990s, large numbers of teachers left the profession after about a period of five years in teaching. This was variously due to teachers' perception of their status in society, levels of pay and workload, as well as in some part to the economy and the availability of well paid jobs elsewhere. Although Wales has a lower teacher turnover than England, the GTCW's work identified a need to recruit new teachers and, most importantly, to retain them in the profession.
- 7 Following the review, the GTCW published an action plan³ containing a set of recommendations about the recruitment and retention of teachers in Wales. The GTCW recommended that teachers entering the profession should be supported during their first five years in the profession by a funded programme to help them establish themselves, and to retain them in the profession in the longer term.
- 8 In 2003 the Welsh Assembly Government introduced a funded three-year professional development programme to provide better support for teachers in their first year of teaching⁴. The programme consists of:
 - a statutory induction year for all newly qualified teachers in Wales (introduced in September 2003); and
 - a two year early professional development programme, covering teachers second and third years of teaching (introduced in September 2004).

¹ GTCW Recruitment and Retention Survey 2002

² Review of teacher recruitment, supply and retention in Wales – P. White, B. H. See, S. Gorard and K. Roberts, School of Sciences, Cardiff University October 2003

³ Action Plan for Teacher Recruitment and Retention in Wales, GTCW, September 2003

⁴ Induction and Early Professional Development Handbook, DfTE Information Document No: 040/05 issued 1 September 2005 sets out the current induction requirements and end of induction standard, as well as the framework for early professional development.

- 9 There is no clear picture of how many teachers overall leave the profession in Wales, or the reasons why they leave teaching. In September 2006 the GTCW took over the administration of the funding for induction and early professional development⁵ from the local education authorities (LEAs) to enable LEAs to focus on supporting teachers. Over time, the GTCW will be able analyse the trends of how many teachers entering the profession progress through early professional development into a long term career in teaching in Wales.
- 10 According to the GTCW's Annual Statistics Digest for March 2007 the number of teachers registered with the GTCW, who achieved their induction standard, has risen over the period from March 2003 to March 2007. These figures suggest that enough teachers are reaching the standard to meet current workforce needs.

Number of teachers registered with the GTC Wales who achieved the induction standard (2003-2006)⁶

	Number of Teachers
1 September 2003 – 31 August 2004	749
1 September 2004 – 31 August 2005	1,033
1 September 2005 – 31 August 2006	1,271
Total	3,053

- 11 The figures in the GTCW Annual Statistical Digest also show that in March 2007 78% of newly qualified teachers were under the age of 29. This shows a similar profile to March 2006. This underlines the need for good professional development programmes to help teachers establish themselves in the profession and to see it as a long term career.
- 12 The figures also show that in March 2007 27.7% of newly qualified teachers who registered with the GTCW were not working in education. This represents a 10 percentage points increase since March 2006 (17.4%). The reasons for this increase are not clear from the figures. However, it points to a waste of training resources for these teachers not to be employed in the education field.
- 13 In its first year (2006-2007) of administering the funding programme, the GTCW received 906 applications to fund teachers' professional development in their second year of teaching and 739 to fund teachers' development in their third year of teaching. The GTCW encourages eligible teachers to take up their funding entitlement for early professional development and it tries to identify those teachers who have not applied so that they are not disadvantaged.

⁵ Funding for Induction and Early Professional Development (EPD) – www.gtcw.org.uk/epd.html

⁶ The Annual Statistics Digest – March 2007: Section 2 Newly Qualified Teachers registered with the GTC Wales

Main findings

The impact of the induction and early professional development programme on teachers' job satisfaction

- 14 Overall, the induction and early professional development programme has a positive effect on most teachers' sense of satisfaction with their job. The programme gives them the time and the sustained support during their first teaching post, to develop well the knowledge, skills and understanding they acquired during training.
- 15 The programme is often most successful where there are a number of teachers in a school at the same point in their career, or where the local authority provides good opportunities for teachers from a number of schools to meet on a regular basis to work on issues of common interest. However, there are not enough opportunities for teachers in their second and third years to meet as peer groups.
- 16 The induction and early professional development programme does not help a small number of mostly primary teachers on temporary contracts to find satisfaction in their jobs. The guidance and support they can access is often limited and inconsistent.
- 17 The mechanism for funding teachers in their second and third years of teaching puts teachers in small schools at a disadvantage. Schools are required to pay for the professional development in advance. Small schools do not always have the funds to do this.

The impact of the induction and early professional development programme on teacher retention

- 18 Most teachers indicated that they want to remain in teaching as a long-term career. These teachers develop a strong professional identity and a good understanding of what it means to be a 'good' teacher. This outlook is as a result of the good quality support, guidance and professional development they received across the three years of induction and early professional development.
- 19 Most teachers have a very clear understanding of the progression routes open to them. This is in large part due to the professional development which teachers now receive in their second and third years of teaching. Many aim to take up posts of responsibility and aspire to become head teachers.
- 20 Only a few teachers prefer to progress by becoming expert practitioners in their subject or in specialist areas of work. Mentors often do not explore this option with teachers enough. As a result these teachers are not as clear about the options open to them as those teachers who wish to become managers.
- 21 The Early Professional Development programme is not successful in supporting a few, mainly primary teachers, to remain in the profession. These teachers, who have not found permanent full-time posts, do not have the continuity of service to access the programme fully. Financial insecurity often forces these teachers to consider leaving the profession. This is a substantial waste of their talents and the time and the money that it costs to train them.

- 22 The Welsh Assembly Government and the GTCW do not record the number of trainees who complete their training but who do not take up teaching posts in Wales, or who leave the profession in the first three years of teaching. It is therefore difficult to know the reasons why they do not continue in the profession, how to tackle these issues and what measures should be put in place to improve retention.

Recommendations

23 In order to help teachers to establish themselves in the profession and to remain in teaching:

The Welsh Assembly Government should:

R1 develop systems to record and monitor the number of newly qualified teachers who:

- complete their training but do not take up teaching posts in Wales;
- leave the profession in the first three years of teaching; and
- the reasons why they do not continue a career in teaching.

R2 sustain the funding to support the induction and early professional development programme for teachers entering the profession;

R3 consider how arrangements can be made for trainees who take up part-time or temporary posts in their first year of teaching to:

- complete their induction year in one school; and
- receive consistent support so that they are not lost to the teaching profession.

R4 fund EPD for teachers in their second and third years in small schools more flexibly, to ensure that they are not unfairly disadvantaged; and

R5 help to improve further teachers' understanding of the progression routes open to them in teaching, particularly those routes to becoming an expert practitioner.

Headteachers should:

R6 ensure that teachers entering the profession, who do not hold permanent posts, receive their full entitlement to induction and early professional development.

Local education authorities should:

R7 provide more opportunities for teachers in their second and third years of teaching to meet as a peer groups to focus on issues appropriate to their stage of teaching and to help develop professional networking.

The impact of the induction and early professional development programme on teachers' job satisfaction and retention

The impact of the induction and early professional development programme on teachers' job satisfaction

- 24 Overall, the induction and early professional development programme has a positive impact on most teachers' sense of satisfaction with their job. The programme gives them the time and the sustained support in their first teaching post to develop well the knowledge, skills and understanding they have acquired during training.
- 25 Many newly qualified teachers (NQTs) get their greatest sense of job satisfaction from developing consistency in their teaching and seeing their pupils make good progress. The reduced timetable in the induction year gives NQTs the space to reflect on their work, to plan in detail and to observe and consult with other teachers in their own and other schools. Most teachers in their first year focus closely on developing teaching and assessment skills. The extra time to plan for this helps them to sustain good quality teaching. Most NQTs make good progress in developing assessment techniques and they improve the way they use the outcomes of pupils' learning to help pupils progress to the next stage. By the end of the induction year, most NQTs have good insight into which teaching and assessment methods will, or will not, work effectively with particular pupils or groups of pupils. They generally develop greater flexibility in their teaching and they become more confident in handling issues to do with classroom management and pupils' behaviour.
- 26 Most NQTs find their jobs more satisfying when they do not feel isolated, but can work with specific individuals or in a team. The allocation of an experienced teacher as an induction tutor to be a point of contact in their first year of teaching helps most NQTs settle into their schools well. Regular meetings and constructive feedback from induction tutors, and other colleagues, helps them to tackle individual development issues in a systematic way and to pace their development well against the end of induction standard. As a result of working with their induction tutor, most NQTs develop a good understanding of their wider role in the department or year team and how they can contribute effectively to the immediate team.
- 27 The opportunity for the NQT to decide on how to use the allocated funding to meet individual development needs is particularly powerful in developing their ownership of their professional development and job satisfaction. In most cases, it enables them to make good progress in tackling individual issues. Most NQTs apply the new methods they learn well and they are able to see improvements in their work and pupils' learning in a short space of time. This enhances their enjoyment of the job and motivates them.
- 28 Being able to contribute to whole-school initiatives gives many teachers good job satisfaction. The provision of funding for teachers' professional development, the allocation of a mentor and a framework of target setting helps teachers in their second (EPD1) and third (EPD2) years of teaching to sustain well the progress they have made in their induction year. In many cases, in their second and third years of

teaching mentors help teachers begin to see beyond their own classrooms, department or year teams to make strong contributions to whole school initiatives. As part of their development process these teachers often contribute well to the development and application of policies, or they contribute their skills to particular initiatives, for example helping to support other colleagues to develop ICT skills. The professional development funding provides them with the time to reflect on their experiences, to contribute their skills in the wider school context and to understand the 'learning journey' on which they have embarked.

- 29 Many teachers find that it improves their job satisfaction in the early years of teaching if they are able to share experiences and to measure their progress in relation to their peers. In many cases, the induction and early professional development programme is most successful where there are a number of teachers in a school at the same point in their career, or where the local authority provides good opportunities for teachers from a number of schools to come together on a regular basis to work on issues of common interest. These teachers often find it reassuring to discover that their peers are tackling similar issues at this stage in teaching. However, while there are good opportunities for NQTs to come together as a peer group, there are not enough opportunities for teachers in their second and third year of teaching to do this.
- 30 The induction and early professional development programme does not help a small number of teachers to find job satisfaction in teaching. These are mostly primary teachers who, because of the lack of full-time permanent posts available in the primary sector, are working part-time or on a temporary or fixed term contract, occasionally in more than one school.
- 31 These teachers are entitled to receive a proportion of the funding and a reduced timetable in their NQT year in proportion to the time they work in the school. However, these teachers often have a disjointed experience and they often have to be assertive in ensuring they receive their entitlements, particularly if they are working in more than one school. This causes a great deal of anxiety as the support and guidance they can access is often limited and inconsistent.
- 32 In most cases, these teachers make slower progress than their peers in developing their teaching skills and their understanding of the wider school context. They have little knowledge or understanding about what they need to do to improve. They often relate being effective teachers with personal qualities, such as 'enthusiasm' and 'commitment' rather than with improved outcomes for pupils. They often attend a restricted range of courses and the nature of their contracts often does not allow them the time in their second and third years of teaching to gain experience in the wider school context. In many cases, they do not feel fully part of the school team and community and, as a result, are less satisfied with their jobs.
- 33 The GTCW is the responsible body for distributing the funding for induction and early professional development. There is a two stage process for teachers in their second and third years to access the funding. Teachers must submit their individual development plans to the GTCW at the beginning of the year and headteachers confirm that the teacher has undertaken the development activities at the end of the academic year. The GTCW then releases the funding to the school. In the case of small schools, this way of funding EPD for teachers in their second and third year of

teaching puts them at a disadvantage because the schools have small budgets and they do not always have the funds to pay in advance for the additional development activities to which teachers in their early professional development years are entitled.

The impact of the induction and early professional development programme on teacher retention

- 34 There are no available statistics to show how many teachers leave the profession in their first three years of teaching. However, most of the teachers inspectors interviewed want to remain in teaching as a long term career. As a result of the good quality support, guidance and professional development they have received across the three years of the induction and early professional development, these teachers have developed a strong professional identity and they have a good understanding of what it means to be a 'good' teacher. In many cases, they see this as being confident, knowledgeable, well organised and effective, and having a positive impact on pupils' learning and development.
- 35 Most teachers in their second and third years of teaching have a very good understanding of the progression routes open to them in teaching. This is in marked contrast to the teachers interviewed in 2002. This change is in large part due to the professional development which teachers now receive in their second and third years of teaching. This often deliberately focuses on the teachers' wider roles in schools.
- 36 The induction and EPD programme gives teachers the opportunity to analyse well their strengths, interests and the areas they would like to develop. In their second and third year of teaching these teachers are well informed about the path they would like to follow in teaching. Most teachers aim to take on posts of responsibility in the future, such as subject leaders or heads of phase, year or department. In a few cases, teachers have a long term goal of becoming deputy headteachers or headteachers.
- 37 A few teachers would prefer to progress by becoming expert practitioners in their subject or in particular areas of work, such as special educational needs. However, their mentors often do not explore this option with them enough. As a result, they are not as clear about the options open to them to become expert practitioners as are those teachers who wish to take on management responsibilities.
- 38 In many cases mentors and experienced teachers support EPD teachers well by advising them on ways of gaining the experiences they need to achieve their aim. As a result of this, teachers in their second and third years of teaching take on posts of responsibility for areas of the curriculum or year groups, while others shadow members of management teams. In most cases, teachers attend an appropriate range of courses, including undertaking further qualifications, which prepare them well for promotion. In a few cases, teachers in small primary schools in their second and third years of teaching broaden their experience because they apply and are successful in obtaining posts in other schools.
- 39 For a few teachers, the induction and early professional development programme has not been successful in encouraging them to remain in the profession. These teachers are mostly those in the primary phase who have not been successful in finding a permanent full-time post. Where their contracts run for a term, they often

are not able to establish themselves in school and they often do not receive consistent induction or early professional development. They are always conscious that they need to look for another post to have continued employment. This uncertainty is stressful and it makes them financially insecure. As a result, they are forced to consider leaving the profession. This is a substantial waste of their talents and the time and money that it costs to train them.