



Cyngor Addysgu Cyffredinol Cymru  
General Teaching Council for Wales

# A 21st Century Teaching Profession For Wales

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## **A multi-agency conference on teacher recruitment and retention**

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9th December 2002,  
the Moat House Hotel Cardiff

**CONFERENCE REPORT**

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## 1.0 Introduction

A 21st Century Teaching Profession for Wales "A multi-agency conference on teacher recruitment and retention" was a joint initiative organised by the following bodies:

- Association of Directors of Education in Wales (ADEW)
- The General Teaching Council for Wales (GTCW)
- HEFCW
- Standing Conference on Education in Wales (SCEW)
- TTA (Recruitment Adviser for Wales)
- UCET Cymru
- University Subject Panel (USP) (Education)

with the collaboration of the Welsh Assembly Government.

The conference was intended to be a key step in the development of an Action Plan for recruitment and retention in the teaching profession in Wales, by providing an opportunity for national and local organisations and individual schools and institutions to identify the strategies and solutions needed to address teacher recruitment and retention.

The conference held on 9th December 2002 at the Moat House Hotel, Cardiff was attended by some 70 delegates, with a broad representation from a cross-section of groups, including head teachers, teacher organisations, initial teacher educators, higher education institutions, LEAs and other national organisations.

The conference programme was developed in a way that provided delegates with an opportunity to hear presentations from a number of prominent figures in the field of education, while also offering discussion group sessions on specific issues relating to recruitment and retention, in order to capture a broad range of ideas for inclusion in the GTCW Action Plan. A copy of the agenda is provided at Annex A.

## 1.1 Content of this report

This report presents a summary of the main presentations made and outcomes of the discussion groups held at the conference, and is structured as follows:

- copies of the main presentations delivered by the four keynote speakers on the day, together with presentation slides where used;
- a summary of key points from the conference as set out in the plenary session at the end of the conference;
- outcomes from discussion group sessions held on the day in respect of suggestions for strategies and solutions to tackle recruitment and retention in Wales;
- an annexed copy of the conference agenda.

I hope this report is both useful and helpful in summarising the conference events for you.

**Professor John Andrews**  
**Conference Chair**



# **SUMMARIES OF PRESENTATIONS MADE BY KEYNOTE SPEAKERS**



## 2.0 Details of the keynote speakers

The conference programme included four prominent speakers from the world of education. Details of these speakers, together with the titles of the presentations made at the conference are set out below.

- Professor John Howson, Director of Education Data Surveys, *"Is the crisis coming to an end?"*
- Gary Brace, Chief Executive, The General Teaching Council for Wales, *"Teacher recruitment and retention in Wales"*
- Richard Davies, Director of Training and Education, Welsh Assembly Government, *"Welsh Assembly Government: Tackling recruitment and retention"*
- Professor Philip Gummet, Director of Higher Education, HEFCW, *"Promoting recruitment to initial teacher training – the role of the Higher Education Funding Council for Wales"*

Copies of the speech material used by the four speakers are provided in this section of the conference report.

### 2.1 Teacher Supply – "Is the crisis coming to an end" by Professor John Howson

#### 2.1.1 Presentation summary

Much of the talk over the past two years has been of teacher shortages. Factors, such as extra funding for schools and the impact of tuition fees, conspired in the summer of 2001 to create an inadequate supply of teachers. Government policy on issues such as class size reduction may also have added to the problem. One outcome was an increased turnover in the labour market as teachers switched schools in greater numbers.

With some schools experiencing real shortages, one continues to ask whether this is the shape of things to come - or was the crisis a temporary anomaly caused by the coincidence of a number of unusual factors? Certainly, the labour market for teachers is affected by a complex interplay of variables. Some of these, such as the level of teacher resignations or numbers willing to train as teachers, can change rapidly, whilst others such as training targets are set at a level each year that will affect the number of new entrants somewhat later.

Two key factors that will significantly affect the demand for teachers in the next decade are the current decline in the birth rate and the age profile of the teaching profession. While the Government Actuary has estimated that the school-aged population in Wales will decline by 70,000 or around 12% between 2001 and 2011, one might anticipate less demand. This decline will be felt in the primary school sector first.

However, since the age profile of the teaching force is skewed towards the upper age bracket, a natural reduction in the number of teachers available will actually impose a greater demand for replacements. The GTCW's census figures for March 2002 put the figures for those over 45 at 52% of serving teachers. Indeed, the GTCW survey revealed that one in three teachers in Wales was over 50 and likely to retire between now and 2012. For male teachers in secondary schools the figure is even higher at 40%.

But if the demand side has two conflicting factors, what of the supply side? Recruitment to primary training courses has never been a problem. So far this autumn PGCE applications for primary courses are 15% above the same point last year and have already exceeded one applicant per place.

By contrast, the picture for secondary training is mixed. Since the introduction of the Training Grant in March 2000, applications have increased in all subject areas. However, some subjects such as design and technology, RE, the sciences, modern foreign languages and Welsh are still unlikely to have met their post-graduate training targets this autumn. Early indications for 2003 show further declines in applications for languages, RE and some science courses, although it is early days yet.

Overall, assuming training targets are set at appropriate levels, there should be no shortage of primary school teachers in Wales. Whether the same can be said for all secondary school subjects is a more open question?

2.1.2 Presentation slides

## Teacher Supply – is the crisis coming to an end?

Presentation by  
 Professor John Howson  
 Education Data Surveys & Oxford Brookes  
 university

### Factors influencing the size of the active teacher population

- **Positive Factors**  
 (creating a need for more teachers)
  - Funding increases  
 (Comprehensive Spending Review)
  - Age Profile of teaching force

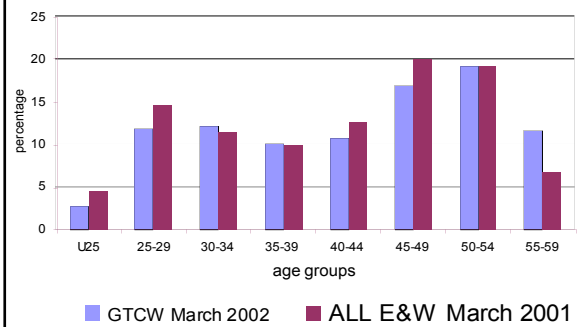
Education Data Surveys Ltd Teacher Supply is the crisis coming to an end?

### Factors influencing the size of the active teacher population

- **Negative Factors**  
 (creating a need for fewer teachers)
  - The size of the school population
  - Improvements in teacher retention
  - Reshaping the school system and redefining the learning interface

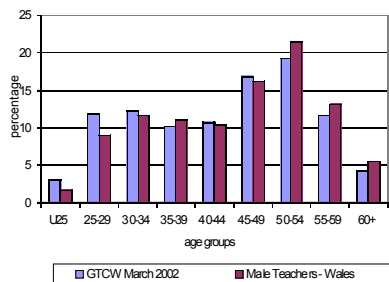
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### The age profile of teachers in Wales



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### Male secondary teachers in Wales



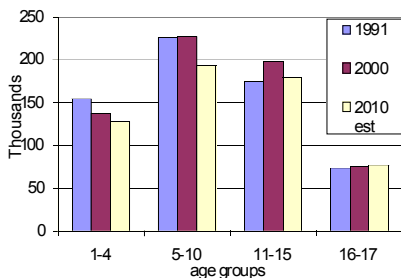
Education Data Surveys Ltd Teacher Supply is the crisis coming to an end?

### The school population in Wales

- Total number of children broadly unchanged over last 10 years but the age profile has changed markedly with fewer U5s and more 11-15 year olds
- Numbers in the age groups between 1 and 15 years old are projected to fall appreciably by 2010 – total will be 10% lower than in 2000

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### The disappearing pupils – How schools are affected



Source: wales.gov.uk SB 58/2002

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### The tension

- On the one hand

**Falling rolls**

- On the other hand

**More teachers approaching retirement**

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### New teachers – can they make the difference?

- Primary Schools

No problem recruiting trainees.

- By end of November 2002 already 1+ applicant for every likely PGCE place next year.
- Finding enough Welsh medium students still a problem.
- More men applying; harder for them to find a place. (91 this year compared with 67 at same point last year)
- Regional balance

Education Data Surveys Ltd Teacher Supply is the crisis coming to an end?

### New teachers – can they make the difference?

- Secondary Schools

- No problems in Art, music, English, Business Studies and PE.
- Sufficient applicants in 2002 in history, geography, mathematics and IT.
- Major problems in Foreign Languages, Welsh and sciences – especially physics.
- Some concerns over RE, design & technology.

Education Data Surveys Ltd Teacher Supply is the crisis coming to an end?

### Early evidence about applications for PGCE courses in 2003

- Undergraduates who started university at the top of the 'tech' and dot.com boom graduate next summer
- Concern over too many different schemes can confuse potential applicants
  - Training Grant
  - Golden Hellos
  - Loan Repayment
  - Fast Track (England)
  - Hardship funds

Education Data Surveys Ltd Teacher Supply is the crisis coming to an end?

### Bridging the gap - Other routes?

- Employment Based (GTTR/RTP)
- SCITTs
- Undergraduate degrees in ITT
- Instructors or 'Teachers not on routes to QTS'

Education Data Surveys Ltd Teacher Supply is the crisis coming to an end?

### Where do those who train in Wales go to teach?

- Primary – 1999 qualifiers

370 teaching in Wales; 370 teaching in England (110 to North West and South West)

- Secondary – 1999 qualifiers

390 teaching in Wales; 210 teaching in England (70 to north West and South West)

Education Data Surveys Ltd Teacher Supply is the crisis coming to an end?

### Other issues that might affect the demand for teachers in the future

- Curriculum changes – especially 14-19
- Teacher Workload – non contact time for primary teachers during the working week
- The effects of e-learning
- A redefinition of the teacher's role
- Funding levels and especially 'handouts' from the Chancellor in the Spring budget

Education Data Surveys Ltd Teacher Supply is the crisis coming to an end?

### The Leadership Grade – a special case?

- TES adverts for primary head teacher posts in Wales
- 1/1/2001 to 30/6/2001  
54 adverts 9 readverts – 17%
- 1/1/2002 to 30/06/2002  
74 adverts 16 readverts – 22%
- Rural schools and Welsh Medium in some parts of the country face greatest challenges

Education Data Surveys Ltd Teacher Supply is the crisis coming to an end?

### Primary Head Teacher Posts – numbers of applicants

	1-10 applicants	11-15 applicants	16-20 applicants
Sample of 31 posts advertised Sept 2001 to June 2002	13	12	6
	42%	38%	20%

Source: EDS Annual Survey 2002

Education Data Surveys Ltd Teacher Supply is the crisis coming to an end?

### Vacancies – useful for trends, but

- Don't always reveal hidden and suppressed vacancies
- Depend upon when they are collected  
NAW – January; GCTW September  
TES/SHA August

Need a Secondary 'Curriculum and Staffing Survey' to update information on teaching force.

Education Data Surveys Ltd Teacher Supply is the crisis coming to an end?

### In conclusion:

- Primary teacher supply generally 'good' but with some concerns.
- Secondary teacher supply 'patchy' and could become worse depending upon numbers quitting before effects of falling rolls are felt.
- Policy decisions will affect the outcome

Education Data Surveys Ltd Teacher Supply is the crisis coming to an end?

### Some solutions:

- Be competitive – students have to bear the cost of higher education and expect to recoup their investment, not add to it.
- Don't become complacent during a recession. More applicants can mean better quality.
- Invest in good quality information. Know what is happening now, not in the past.
- Sell teaching as a career; reduce numbers leaving in first five years

Education Data Surveys Ltd Teacher Supply is the crisis coming to an end?

Thank you.

Education Data Surveys Ltd Teacher Supply is the crisis coming to an end?

## 2.2 Gary Brace, Chief Executive, The General Teaching Council for Wales, "Teacher recruitment and retention in Wales"

### 2.2.1 Presentation summary

#### **Introduction**

The Council issued teacher recruitment and retention questionnaires to headteachers in all schools in Wales in late August 2002. The surveys received excellent response rates of nearly 80%. We are very grateful to all who responded. We also commissioned Cardiff University (Prof Stephen Gorard and Dr Patrick White) to undertake a desk based review of existing sources on recruitment and retention. Both reports are in your packs.

What are we going to do with the evidence? We intend to produce an 'Action Plan for Recruitment and Retention in Wales' by March 2003. The evidence from the reports, together with evidence from others involved in the organisation of this conference, will inform the Action Plan.

#### **Key points from the GTCW survey**

The surveys build on last year's survey in the secondary sector. Last year's survey highlighted a number of serious concerns, including:

- alarmingly low numbers of applicants for posts in certain subjects;
- the need for headteachers to be increasingly innovative in filling posts;
- some posts not being filled despite the best efforts of headteachers to recruit;
- an exacerbation of recruitment difficulties where subjects were taught through the medium of Welsh;
- subjects often taught at Key Stage 4 and above by teachers with no relevant qualifications in the subject.

This year's study had the full support of a number of key partners, including the Welsh Assembly Government and teacher unions. The study covered both the Primary and Secondary sectors in Wales. The secondary survey covered all National Curriculum subjects as well as the post of SENco. The survey in the Primary sector focused on Early Years, Key Stage 1 and Key Stage 2.

Welsh Assembly Government statistics show that, as at January 2002, there were only 108 vacancies in nursery, primary and secondary schools in Wales. This represents a small increase on the figure of 99 vacancies seen in January 2001.

The 2002 surveys give further hard numeric evidence, supplemented by the comments of headteachers, which provides clearer evidence of the real situation which lies behind the Assembly figures.

It is the GTCW's firm view, supported by this survey evidence, that the Assembly's survey of the situation in Welsh schools, masks the underlying difficulties being faced by schools in recruiting teachers to posts. These difficulties are particularly noticeable in particular secondary subjects.

## What are the key conclusions of the report?

### 1. *The number of applicants for posts (secondary sector)*

The Council's 2001 survey showed strong evidence of recruitment problems for headteachers in the 7 subjects surveyed. Vacancies attracted low numbers of applicants and fields of perhaps a poorer quality than used to be the case.

This year's secondary survey clearly indicates that the situation has not improved. The number of applicants for posts averages only 6.4 per post for all posts in the survey. In fact, for the subjects covered by the 2001 survey, the position seems to have deteriorated. The average number of applicants now being only 5.3 compared to 6.5 in 2001. Certain subjects such as Welsh 2nd Language and Physics are now attracting as few as 2.7 and 3.8 applicants on average for positions. There were no applicants at all for 24 of the posts advertised. The problem is most acute in specific subjects such as Physics, Welsh 2nd Language and Mathematics.

As in last year's survey, headteachers acknowledge that there continues to be significant numbers of teachers of high quality who enter and work within the profession in Wales. However, it is apparent that many headteachers are increasingly concerned that choice is often severely limited and those appointed are sometimes of a lower calibre than in the past.

### 2. *The need for headteachers to be innovative in filling posts*

In 2001, headteachers were generally able to fill posts, but headteachers had needed to become increasingly innovative in filling their vacancies. This pattern has continued into 2002, and is also evident in some of the subject areas not covered by the 2001 study.

One headteacher's comment is as follows:

*"20 posts advertised over the last three years with a total of 27 applicants. 5 cases with no applicants. We have successfully filled the posts through the use of supply teachers or head hunting teachers with a connection to the area".*

Another headteacher said:

*"Increasingly difficult to find a decent shortlist for certain subjects e.g. Maths, Welsh, English, Home Economics. I've become a poacher and a head hunter".*

### 3. *Posts remaining vacant and how these are covered*

Despite the determination of headteachers, many vacancies were not filled at first. Headteachers sometimes have to advertise 2 or 3 times or add responsibility points to posts to attract candidates.

Where recruitment was unsuccessful, headteachers are covering the vacancies by a range of methods, mainly through the use of supply teachers, non-specialists and the use of temporary staff.

### 4. *The number of applicants for posts (Primary sector)*

The number of applicants for posts in the primary sector is more encouraging, averaging 21 applicants per post. Of the 1266 respondents to the survey, 68% indicated that there were no vacancies at all at their schools during the period 1st January to 31 August 2002, and where vacancies occurred, these were filled in 98% of cases.

However, this positive outlook does not mean that some problems are not being experienced by headteachers. The evidence indicates that the post of Deputy Headteacher or posts with management responsibilities attract few applicants and are more difficult to fill. Headteachers consider that the additional financial incentives are small and do not offset the additional responsibilities.

#### *5. Welsh medium posts*

A word of caution in interpreting the figures – the numbers of posts advertised are reasonably small (158 secondary, 149 primary). Nevertheless, the Council draws attention to what appear to be increasing problems in respect of recruitment to Welsh medium posts.

#### **Secondary**

For posts where teachers are required to teach through the medium of Welsh, the average number of applicants is 2.0, with this falling to as low as 1 applicant in a number of subjects, such as Chemistry and Mathematics. This represents an exacerbation of the problems indicated in the 2001 survey, which is further evidenced by the high proportion of qualitative comments put forward by headteachers on this matter this year. One example is illustrative:

*"Major crisis in every part of the curriculum is to be found in teaching through the medium of Welsh. There is a lack of applicants, less choice for appointments and major concerns surrounding the future. The problem is intensified by the lack of supply teachers".*

#### **Primary**

The number of applicants for primary posts taught through the medium of Welsh is approximately half that for similar posts taught in English. However, again primary headteachers experience little or no difficulty in filling vacancies, with, on average, 10 applicants per post and, again, with 98.0% of all Welsh medium vacancies filled during 1st January and 31st August 2002.

#### *6. Retention in the teaching profession*

This survey provides no clear evidence to indicate that teacher retention is a widespread problem in Wales, however, the survey is helpful in identifying the characteristics of those who did leave. While the survey did not seek to explore the reasons for teachers leaving the profession, it did seek to investigate the number of years teaching experience of those who left, their destination and also whether there were apparent differences between subjects.

253 secondary teachers left teaching in the survey period and 303 primary teachers. These figures exclude those who retired at normal retirement age, are on maternity leave, secondment or sickness absence. Evidence indicates that the "peaks" in the secondary phase involve teachers either leaving the profession with up to five years experience or leaving the profession with 30 years plus experience. In addition, the number leaving the profession is perhaps higher in certain subjects, such as Mathematics, English and D&T. In respect of where teachers move to, this is somewhat varied, with the overriding reason being early retirement.

In the primary sector, the picture is consistent. The survey indicates that there is no major problem with retention, but that for those who do leave the profession, this peaks in the first five years of service or after 25 or more years service although the statistical pattern is smoother. The overriding reason again is early retirement (47%). It is important to note, however, that one should not draw firm conclusions until a year-on-year pattern has been established.

## 7. Other issues

### (a) Teachers without a degree in the relevant secondary subject

The Council reported in 2001 its concern that on average, one quarter of teachers at Key Stage 4 and above did not have degrees or equivalent qualifications in the relevant subject. The Council chose to "widen" its criteria in the new survey to investigate whether including qualifications in "closely related subjects" would improve matters. This saw an increase in those with appropriate qualifications to 91.7% on average, but with some quite marked differences between subjects, ranging from 68.5% in I.T. to 98.9% in the case of Biology.

### (b) Geographical differences

The Council's 2001 survey showed limited evidence of any real geographical differences in the figures collated. While, it is difficult to make such interpretations due to the small number of schools in some LEAs and wide cross-section of subjects covered by the study, headteachers have reported some local difficulties in 2002, for example: *"Welsh – a nightmare to recruit so near to the borders"*.

### (c) Availability of supply teachers

While primary headteachers have reported little problem in respect of the recruitment and retention of permanent staff, a number of concerns were raised as regards their ability to recruit regular and good quality supply teachers, with the difficulties exacerbated in the case of Welsh medium provision.

### (d) Workload and bureaucracy

It is noticeable that a number of headteachers have taken the opportunity to raise concerns over workload and bureaucracy. Comments of headteachers included:

*"No teachers left the school during the period 1 January to 31st August 2002, but six members of my staff are champing at the bit for early retirement! The main reasons are the lack of respect in general from pupils and parents. Assessment has gone over the top – they are drowning in paperwork."*

*"I am of the opinion that unfavourable working conditions, e.g. marking, preparation, assessment etc outside school hours is the most important factor in relation to the recruitment and retention of teachers..... the bureaucracy that swamps us should be reduced."*

*"I am working a 60 hour week at the moment. All of my staff work in excess of 50 hours"*.

### (e) Other points

Of particular note in the primary survey is the fact that the range of issues highlighted by the qualitative comments from headteachers on recruitment and retention are far broader than in the secondary sector. Indeed, a number of different concerns and problems were put forward, in particular falling pupil numbers and a lack of male teachers.

## Recommendations from the survey

### 1. The need for comparative information over time

Given the continuing difficulties for headteachers highlighted by the secondary survey and some of the complexities facing primary headteachers, the Council believes that this recommendation still stands and should be widened to collect time based information on matters such as retention.

It is important that the Council should not add to the administrative burden on headteachers and, therefore, it was suggested in 2001 that the Welsh Assembly Government should incorporate such issues into its annual schools census. The Council has received a positive indication from the Assembly that it will aim to work with the Council with a view to attempting to incorporate some of these issues from 2004.

The Council is concerned as to whether the Assembly's annual statistical survey will be able to capture some of the important and highly informative qualitative information brought to light by the Council's survey work, and will need to consider how this can continue to be uncovered.

The Council will continue to work with the Assembly on this matter.

## *2. Extension of the research to identify other matters*

In 2001, the Council recommended that research needed to be undertaken on recruitment in the primary sector and new information gathered on all National Curriculum subjects in the secondary sector as well as retention.

While this has been achieved, it is clear that there are a number of additional areas related to recruitment and retention, where hard numeric information is needed to inform policy making in Wales:

- workload and bureaucracy and their impact on recruitment and retention;
- the availability and work patterns of supply teachers, by sector, subject, qualification and geographic location;
- a possible worsening of the position in relating to recruitment and retention for positions involving Welsh medium provision;
- the recruitment of Deputy / Assistant headteachers and other senior managers
- early signs of localised problems
- the period for which vacancies remain unfilled;
- the extent to which recruitment incentives are used by schools

The Council recommends that new work is undertaken to investigate these matters, perhaps adopting a mixture of qualitative and quantitative methods.

## *3. Use of other existing data sources*

The Council has made very good progress with this work, publishing its first Digest of the profession from its Register in March 2002 and commissioning the desk based study of existing sources of information on recruitment and retention by Cardiff University, which we intend to publish shortly.

## *4. The need for a partnership / multi-agency approach*

The Council took a lead role in mid-2002 in establishing a multi-agency task group in respect of recruitment and retention, with the intention of developing a major piece of advice concerning recruitment and retention. The Council's research in 2002 and the continuing issues brought to light add weight to the necessity of such a piece of advice on behalf of the profession. As have said, we plan to produce an 'Action Plan for recruitment and retention in the teaching profession in Wales' by April 2003. The Council will use the results from its survey work to date to help shape this plan.

## Key points from the Cardiff University review of teacher recruitment, supply and retention in Wales

The Council commissioned a desk based research study of existing secondary data sources by Cardiff University School of Social Sciences, aimed at achieving the following objectives:

- the identification of existing data sources on recruitment, supply and retention in Wales;
- a consideration of the quality and value of existing qualitative and quantitative information sources;
- a detailed analysis and interpretation of the existing secondary information sources found.

### Key findings

#### 1. Existing information sources on recruitment and retention

It was identified that a wide range of current information exists on recruitment, supply and retention. The research highlights that while the number of potential sources of data is growing, there are certain limitations which need to be borne in mind when analysing and interpreting the sources currently available.

#### 2. Findings of the data analysis undertaken

##### *Recruitment to initial teacher training*

- in Wales the number of undergraduate ITET students for all subjects tripled between 1994 and 2000,
- PGCE enrolments declined between 1995 and 2000 in Wales, while targets increased. However, the number of applicants still outstrips places available by 2 to 1.
- by the age of 29, withdrawals and rejections outnumber the successful applicants;
- difficulties in recruiting to certain ITET courses, such as Mathematics, Science and Languages. Indeed, to meet targets for the number of ITET students in such subjects, there would be a need to recruit 40%+ of all graduates in these subjects;
- growth in home domiciled ITET students to 75% in 2000. The majority of the remaining 25% are from England.

##### *Completion of initial teacher training*

- while data is not available for Wales only, information for England and Wales as a whole indicates that many trainees do not complete their course or where they do complete their course, do not subsequently pursue a career in teaching. In 1999/2000, 17% of PGCE students did not complete their course of study, while 29% of all PGCE completers did not take subsequent teaching posts.
- from 1992 to 1997, there was an increasing proportion of teachers trained in Wales, who found posts in England. In the nursery and primary sectors, there are more Welsh trained teachers working in England than in Wales.

##### *The demand for teachers and vacancies*

- vacancies in Wales are generally lower in the primary sector than in the secondary sector;
- vacancy levels are lower in Wales than in England in both the primary and secondary sectors;
- the number of vacancies in schools varies by subject, with peaks in subjects such as Mathematics, Science and Technology;
- vacancy rates are increasing from a lowest ever recorded level in Wales and England in 1997.

### *The retention of teachers*

- 8-9% of teachers who are in-service leave the profession each year, with this trend increasing slightly. This figure will of course include teachers retiring from the profession;
- there has been a large rise in teacher turnover in Wales, between 1994 and 2000, much of which is explained by teachers moving between schools. This emphasises the fact that vacancy rates are a poor indicator of teacher supply;

### *Teacher and pupil numbers*

- the number of pupils and the number of teachers has seen an upward trend since 1990 in Wales in both the primary and secondary sectors, with the overall pupil / teacher ratio remaining roughly constant at 16.5 since 1981, albeit with some variations between schools and sectors;
- in contrast, pupil / teacher ratios in all sectors have been falling in England since the 1950s and the UK pupil / teacher ratio is lower than in comparable developed countries;
- however, teacher numbers do not appear to be clearly linked to pupil numbers, for example, teachers in the primary sector in Wales continued to rise from 1996 to 2000, while primary numbers dropped slightly;

### *Qualifications held by teachers and applicants for ITET*

- there has been a growth in applications for PGCE courses in Wales from graduates with first and second class degrees;
- there is a considerable variation in entry qualifications to initial teacher training by subject, with subjects such as Mathematics and Physics attracting applicants with low entry qualifications or qualifications in other subjects;

### *Demographic characteristics of teachers*

- an increasing proportion of teachers are female;
- the teacher population is a mature one, with the main age category being 45 – 54;
- there is evidence in Wales of under-representation in the teacher workforce from ethnic minority groups and those with disabilities.

## **Policy implications of the Cardiff University research**

The research brings to light a number of implications for future policy development and strategic planning on recruitment, supply and retention in Wales. These include:

- the apparent value of the vacancy rate as an indicator representing little more than a snapshot of turnover;
- to be representative of the population, the profession would need to recruit greater numbers of males, ethnic minorities, teachers with disabilities and older NQTs;
- there are more applicants for initial teacher training in some subjects than places available, meaning that targets could be increased or entry requirements changed

## **Concluding remarks**

We have a reasonably clear emerging picture of the issues which are faced in Wales. The challenge is to find solutions and strategies that will address our needs. That is why we look to you, a highly experienced group of policy makers and policy implementers to help guide us at this conference.

We have a real opportunity in a devolved Wales to come up with Welsh solutions to Welsh challenges, whether that be through improved career paths and professional development and support structures for serving teachers; increased support to tackle bureaucracy and pupil ill-discipline in schools; improved ways of cutting drop-out from ITET courses or increasing take-up of teaching after qualifying.

We look forward to what you will say in the discussion groups.


2.2.2 Presentation slides

A multi-agency conference on teacher recruitment and retention  
Cynhadledd aml-asiantaeth ar recriwtio a chadw athrawon

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**‘Teacher Recruitment and Retention in Wales - The Evidence’**

Gary Brace  
Chief Executive  
General Teaching Council for Wales




A multi-agency conference on teacher recruitment and retention  
Cynhadledd aml-asiantaeth ar recriwtio a chadw athrawon

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**The Evidence Base**

- GTCW surveys of all primary and secondary schools, September 2002 – 80% response rate
- Review of teacher recruitment, supply and retention (desk based study)
  - Cardiff University, School of Social Sciences (Stephen Gorard, Patrick White et al)




A multi-agency conference on teacher recruitment and retention  
Cynhadledd aml-asiantaeth ar recriwtio a chadw athrawon

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**Key points from the 2001 secondary survey**

- low numbers of applicants for posts in certain subjects
- headteachers needing to be increasingly innovative in filling posts
- some posts not being filled despite best efforts of headteachers
- exacerbation of recruitment difficulties for Welsh medium posts
- subjects sometimes taught at KS4 and above by teachers without a specialist qualification in the subject




A multi-agency conference on teacher recruitment and retention  
Cynhadledd aml-asiantaeth ar recriwtio a chadw athrawon

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**The GTCW Surveys in 2002**

**Focus**

- recruitment to secondary posts – all NC subjects and post of SENCO
- recruitment to primary posts – Early Years, KS 1 and KS 2
- retention in primary and secondary schools
- opportunity for headteachers to offer comments




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**Key Conclusions**

- **Number of applicants for posts (secondary)**
- the situation has not improved from 2001
- average number of applicants for all secondary posts is 6.4
- certain subjects attracting very few applicants – Welsh 2<sup>nd</sup> Language - 2.7 applicants, Physics – 3.8 applicants
- no applicants at all for 24 posts advertised
- headteachers concerned about severely limited choice




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**Key Conclusions**

- **Secondary headteachers have needed to continue to be innovative in filling posts**
- **How vacant secondary posts are covered**
- many vacancies not filled at first, needing re-advertisement
- where recruitment still unsuccessful, use made of supply teachers, non-specialists and other means, e.g. senior management or temporary arrangements



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### Key Conclusions

- **Number of applicants for posts** (primary sector)
- more encouraging picture
- average number of applicants per post – 21
- 68% said that they had no vacancies in 1 January – 31 August 2002
- 98% of advertised vacancies were filled
- but, headteachers comment that Deputy Headteacher /management posts attract few applicants and are more difficult to fill



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### Key Conclusions

- **Welsh Medium posts**
- increasing problems in recruiting to Welsh-medium posts in secondary
- average number of secondary applicants per post is 2
- certain secondary subjects average 1 applicant – mathematics and chemistry
- in primary, average number of applicants - 10



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### Key Conclusions

- **Retention in the teaching profession**
- no clear evidence that teacher retention is a widespread problem
- 253 secondary and 303 primary teachers left in the period
- 48% of those who left took early retirement
- the 'peaks' are teachers with 0 – 5 years experience or 30+ years experience (25+ years in primary)
- there is variation by subject in secondary (higher in mathematics, English and D & T)



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### Key Conclusions

- **Other results**
- secondary teachers without a degree in the relevant subject – 92% have degrees in subjects or closely-related subjects, however, some variety between subjects (69% in IT; 99% in biology)
- some signs of some geographical differences in Wales
- primary headteachers report difficulty in recruiting regular, good quality supply teachers
- primary headteachers raise concerns over workload and bureaucracy, falling pupil numbers and a lack of male teachers



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### Recommendations from Survey

- Need for comparative information over time on recruitment and retention – work on annual school census with Welsh Assembly Government
- Extension of research into impact of:
  - workload and bureaucracy on recruitment and retention
  - availability and work patterns of supply teachers
  - Welsh medium posts
  - recruitment of deputy/assistant heads



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### Recommendations from Survey

- geographic differences
- length of periods of unfilled vacancies
- use of recruitment incentives
- Use of other existing data sources
- Working in partnership with other agencies – 'Action Plan for Recruitment and Retention in the Teaching Profession' – April 2003



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**Key conclusions from Cardiff University review**



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**Key conclusions from Cardiff University review**


- A wide range of current information exists on recruitment, supply and retention, including:
  - large scale numeric datasets collected by government departments
  - one-off research projects
  - ad-hoc surveys by teacher unions, academics and others
  - newspaper, journal and opinion articles



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**Key conclusions from Cardiff University review**

- There are certain limitations to the data, for example:
  - different datasets often provide contradictory evidence
  - over reliance on small scale work
  - changes over time in the date and methods of recording data
  - differences in the definitions used for key indicators such as “a teacher” and “a subject”




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**Key conclusions from Cardiff University review – Findings of the data analysis undertaken**

Recruitment to initial teacher training

- in Wales the number of undergraduate ITET students for all subjects tripled between 1994 and 2000
- PGCE enrolments declined between 1995 and 2000 in Wales, while targets increased
- the likelihood of acceptance for ITET courses appears to decline with age
- difficulties in recruiting to certain ITET courses
- growth in home domiciled ITET students to 75% in 2000



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**Key conclusions from Cardiff University review – Findings of the data analysis undertaken**

Completion of initial teacher training

- 1999/2000, 17% of PGCE students did not complete their course of study, while 29% of all PGCE completers did not take subsequent teaching posts

The demand for teachers and vacancies

- vacancies in Wales generally lower in primary sector
- vacancies vary by subject




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**Key conclusions from Cardiff University review – Findings of the data analysis undertaken**

The retention of teachers

- a growth of new entrants to the profession, but a decline in returners
- vacancy rates are a poor indicator of teacher supply



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### Key conclusions from Cardiff University review – Findings of the data analysis undertaken

#### Teacher and pupil numbers

- the overall pupil/teacher ratio remaining roughly constant at 16.5 since 1981
- pupil/teacher ratios in all sectors have been falling in England since the 1950s
- teacher numbers do not appear to be clearly linked to pupil numbers



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### Key conclusions from Cardiff University review – Findings of the data analysis undertaken

#### Qualifications held by teachers and applicants for ITET

- a growth in applications for PGCE courses in Wales from graduates with first and second class degrees
- considerable variation in entry qualifications to initial teacher training

#### Demographic characteristic of teachers

- an increasing proportion of teachers are female
- the main age category is 45 – 54
- under-representation in the teacher workforce from ethnic minority groups and those with disabilities



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### Key conclusions from Cardiff University review – Findings of the data analysis undertaken

#### Recommendations and Policy Implications

- the value of the vacancy rate as an indicator representing little more than a snapshot of turnover
- to be representative of the population, the profession would need to recruit greater number of males, ethnic minorities, teachers with disabilities and older NQTs
- there are more applicants for initial teacher training in some subjects than places available



## **2.3 Richard Davies, Director of Training and Education, Welsh Assembly Government, "Welsh Assembly Government: Tackling recruitment and retention"**

### **2.3.1 Presentation summary**

I am very glad to be with you today - to occupy this post-prandial slot.

In fact it is the first occasion on which I have had an opportunity to address a GTCW event - and I think this one is of singular importance.

What I am going to say really amounts to a set of reflections - but I hope you will find that helpful.

The creation of the National Assembly has brought about a huge change in our capacity for dialogue with one another; for the rigour in which that is carried out; and for the sensitivity and effectiveness of the Department I run. All of which is to the good.

It is useful - at least to me - to be candid about the kinds of things that we in the Department for Training and Education have in mind for policy.

It is extraordinary to think that only around four or five years ago there was a real question as to whether there should be a General Teaching Council for Wales at all.

It is really heartening that all the feedback that has reached us about the record of the Council after only two and a bit years of operation, amply justifies the policy to go our own way.

We have held to it through a period of immense constitutional change in a way endorsed by Ministers both before and after the creation of the National Assembly.

Of course there are real challenges ahead for the Council - indeed for any self-regulating professional council.

Not the least is to avoid becoming inward looking; comfortable; self referential - and little concerned with stakeholders; or with demonstrable improvement in quality and standards; or with public accountability.

Indeed, to some extent there is an odd clash between the headline for the conference today - 'a 21st Century Teaching Profession for Wales' - and the narrow focus on recruitment and retention in the strap line.

Speculation can be a false friend - but that doesn't mean that forward thinking is pointless.

It makes sense not to be trapped into thinking about recruitment and retention solely from the standpoint of the here and now - as though current institutional and wider contexts will remain as they are in perpetuity.

In my view, it is pretty much inevitable that over the long term the profession is going to become

## A 21st Century Teaching Profession for Wales

more varied, more complex, and necessarily more open to working in new ways, with different professionals and skill providers acting in support of teachers.

The boundaries between other professions, and other contributors to learning, are going to become less fixed.

And the trick will be to use this dynamic to the benefit of recruitment, retention, and the public standing of the profession itself.

This isn't coming out of the ether. The Assembly Government has deliberately encouraged us to give serious policy attention to the shape of the school of the future.

We have asked Estyn to contribute this - and they have just published 'Excellent Schools: a Vision for Wales in the 21st Century'. It says important things about what could be within our grasp for the years ahead.

It is doubtful that thinking of a profession - or of the school in isolation - makes sense by comparison with a model based on networks of practitioners embracing different skill mixes; using different capacities from different professions; and in deployed across different settings.

The introduction of CCETs and the discussion in Learning Country: Learning Pathways, gives us a foretaste of what is ahead.

At all events it is unlikely that treating issues of recruitment and retention in a mechanistic way would be at all successful for the longer term. This means that over the long term we may have to face the fact that patterns of learner- needs cannot be met simply by recruiting more teachers alone.

It means that we would do well to make a virtue of innovation - not treating it with suspicion or as a burden but with integrity. It means finding ways to open up new routes to teaching for part timers; returners; career changers; distance learning suppliers; and people from the under-represented groups including those from black and ethnic minority communities.

After all, no branch of the public service can be untouched by the imperative to find new ways to do new things in the interests of our stakeholders. We cannot simply take it as axiomatic that the education and training system in Wales can rely on traditional patterns of institutional provision and staffing as a means to serving learners effectively. And it is **their** interests that have to come first.

Whatever may be said about the long term, in many ways, we in Wales start from a position of real strength. The Council has itself been doing some hard thinking about data - getting material together that we haven't had before.

The Learning Country set out a distinctive agenda for Wales, which has huge attractions for practitioners.

Amongst other things the treatment of funding threshold pay in Wales; the developing approach to performance management; our policy towards continuing professional development - all represent a very particular commitment by the Assembly Government.

That commitment is to make Wales an outstanding place in which to teach, as well as to learn.

Clearly, a great deal is asked of teachers. But teachers ask a great deal of themselves too.

It is right that the professional reach of practitioners should be recognised and supported.

Gradually the improvement in the reward structure for teachers is coming through. Incidentally, that hasn't gone unnoticed in other sectors, or with the public at large.

So it is hardly surprising that interest in what is being achieved as a consequence of this sustained and substantially increased investment is strong. It is hardly surprising that the plateau in outcomes in some aspects of the performance of the secondary sector should be exciting notice, for example.

Not unnaturally - and very properly - leadership teams are more than sensitive to this. And not unreasonably they look to recruiting and retaining high quality staff to help build on institutional strengths and to overcome weaknesses.

This is what animates the profession and gives it a reason to be - seeing to it that every child at school in Wales achieves everything of which she or he is capable, progressively improving learning outcomes.

Plainly in conditions of very near full employment, it is inevitable that the numbers of applicants to ITT and posts in schools, as elsewhere in the public sector, will be affected in fields where the external market is especially strong.

No one is going to argue that the solution should be to await economic down turn - or to switch off the investment that is generating new demand for secondary teachers in the first place.

The fact that our vacancy rate in Wales at 0.4% is markedly lower than that in England, does mean that the issues we have to face are of a different order.

But wherever the pressures in Wales differ from those elsewhere we should exploit the opportunity to build strength in depth - without the slightest taint of complacency.

It means that we should continue to focus on building the public reputation and standing of teaching in Wales - in getting across the rewards it offers, in the widest sense, over the course of a career.

It means pressing on to tackle pinch points in priority subjects - if necessary by changing the structure of subject delivery rather than working on conventional recruitment models.

It means growing the schools' capacity to develop the professionals they recruit - to make a powerful virtue of performance management alongside continuous professional development.

That is important because things are changing so fast in the wider cultural context that no organisation can recruit 'off the shelf' in a way that assumes a level of quality - or a level of requirement - which will remain fixed over the long haul.

## A 21st Century Teaching Profession for Wales

Institutions simply have to add value to, and with, those they recruit - and make a virtue of the way in which they are doing it.

Building strength in depth for Wales also means shaping workload so that schools can operate on a multi-professional, multi-skilled basis - with help and collaboration from nearby schools, colleges, businesses LEAs and the voluntary sector too.

It means deliberately reducing pressure to recruit; widening the space for practitioners to give their best; widening choice for learners and providing for new developments in subject delivery.

It means facing up to whether we need produce so many primary as opposed to secondary teachers - to why we lose a comparatively large number of teachers within the first few years, post qualification - to whether an average of 6.4 applicants to secondary posts is any sort of problem at all.

But when it comes to the short to medium term you are going to find us sticking with the financial incentives that are now available to encourage people into initial teacher training - the £6,000 for those on post-graduate ITT courses and the further £4,000 for those who go on to teach in designated priority subjects.

It helps over retention that the latter isn't payable until the first year of teaching has been completed satisfactorily, and a further period of employment in teaching has been secured beyond that.

Part of our approach to the ebb and flow of recruitment pressures must be to link investment in targeted incentives to a requirement that beneficiaries should give a long term commitment to the profession in return.

Aside from that, it's good that HEFCW operates a scheme giving school placement grants of £1,000 for those on undergraduate training courses in priority and £600 for other subjects.

For Welsh there is £1,200 available to qualifying students who undertake secondary initial teacher training through the language who need additional help to raise competence and confidence - and the Government's Action Plan for a Bilingual Wales will provide further support for this scheme in the future.

Downstream we have to recognise that it will be impossible to service all the emerging demands for Welsh medium practitioners from the 20% of the population that is already bilingual. The Action Plan confirms the Government's commitment to introduce immersion training and sabbaticals for those practitioners who wish to become bilingual practitioners in schools, FE and HE.

Then again legislation has now been introduced to allow for the repayment of student loans for new priority subject teachers – on a pilot basis from 2002-03. That should help to attract more graduates to teaching and keep them longer - with the repayment of the student loan spread over a period of up to ten years.

Last on the incentive front, we are supporting employment-based routes into teaching through the Graduate Teacher Programme under which schools can receive up to £13,000 to help meet the cost of recruitment and training.

But as I say there are other forms of incentive. Really strong continuous professional development is one of them.

That is why we have led the way to introduce the concept of a continuum of development - starting with induction and the early professional phase to provide the essential structured support teachers need in their first few years in the classroom.

The induction year should become a statutory requirement for all entrants to teaching in Wales from September 2003. It signals that the preparation for teaching does not start and finish with ITT.

Years two and three of a newly qualified teacher's progress are likely to be underpinned by funding linked to an EPD objective and support for mentoring. It all connects with a structured suite of developmental provisions - many of them devised bespoke for Wales - ultimately embracing the Leadership Programme for Secondary Heads and the NPQH.

It links with our introduction of a performance management system giving pride of place to professional development objectives.

It connects with expectations that existing practitioners will take still more responsibility for the professional formation of new entrants. That is one of the marks of strong organisations within and outside the public sector - often expressed through IiP and EFQM standards.

My guess is that schools, which cannot market their commitment to using the Welsh system well, will find it very difficult to recruit and retain over time.

And all of that needs to be seen in the context of the growing opportunities for research scholarships; visits; international exchanges; and professional bursaries supporting individual professional development and whole school initiatives.

It connects coherently with other opportunities like those arising from the £5million fund invested this year by the Assembly Government through the Council for individually focused professional development. 6,000 teachers have taken up this opportunity already this year.

When it comes to workload, we entirely accept the importance of seeing this managed down rigorously. In some ways teachers are perhaps their own worst enemies here. They often beat themselves up to take more and more on because their levels of commitment are so high. But equally, traditional patterns of working can be inimical to working smart.

Proposals to amend the teachers' contract so that they are freed up from routine administrative tasks; to limit the amount of cover for absent colleagues; to provide guaranteed time for marking and preparation - all are being pursued strongly.

Indeed in Wales we're going to supplement them by a number of new measures directly targeted at providing teachers with more time to concentrate on their core teaching functions.

Along with that there will be an additional £3million next year rising to £15million by 2005 to provide additional administrative support.

Money helps. But in this context what counts is how effectively both existing and new resources are used.

So we are also going to introduce a pilot 'change management project' to find out how school leadership teams can best support a reduction in workload school by school. The object is to help schools make organisational and management changes - even within their existing resources - to use time more effectively and to achieve a better work life balance within and outside term time, into the bargain. All this is in addition to support we're providing to bring classroom assistants, bursars and other specialist support on stream through GEST.

It is in addition to a very positive work that we have put in hand with the profession to reduce bureaucracy - partly by investing in new technology.

Obviously young people aren't going to be easy to attract or retain within institutions that seem untouched by the hugely beneficial applications of new technology they see everywhere else.

That has its impact not only for teaching and learning but also for administration. There is no point in pretending that some of the transitions won't involve a short-term increase in workload. That has happened over the introduction of the new Unique Pupil Number and Information Management Strategy for Wales. But colleague practitioners have determined to stick with it because they accept that the benefits for schools and wider learning networks are going to be so significant.

All up we are talking about multimillion pound investments here - with more projected following this year's budget planning round to help schools become more community facing; to reduce persistent pressures associated with large class sizes; deprivation and poor pupil behaviour.

For the school buildings that are perhaps the most prominent public face for teaching and central to its image - the Assembly Government has decided that they should have unique budgetary treatment. It will mean a guaranteed funding stream reaching £140million by the end of financial year 2004, with that level of investment guaranteed to 2010.

The result of the last budget planning round means serious revenue and capital money - for a seriously important practitioner field.

It also builds over the next few years. It will lay robust foundations for teaching and learning into the 21st century.

And as I say I can't believe that the progress that has been made on recruitment and retention already - and needs to be made for the future - can be capitalised on without keeping our eyes up. We need to stay fixed on the longer-term and on the opportunities that organisational change will inevitably bring for recruitment and retention.

It is worth doing that in any event because we must keep faith with the practitioners who qualify this year. Their commitment and motivation deserves to be honoured now for a professional life that will run, in potential, close to 2050 - well after our day: so let's make theirs.

### 2.3.2 Presentation slides

No presentation slides were used.

## **2.4 Professor Philip Gummet Director of Higher Education, HEFCW, "Promoting recruitment to initial teacher training – the role of the Higher Education Funding Council for Wales"**

### 2.4.1 Presentation summary

Professor Gummett spoke to the slides.

2.4.2 Presentation slides

**PROMOTING RECRUITMENT TO INITIAL TEACHER TRAINING**

**THE ROLE OF THE HIGHER EDUCATION FUNDING COUNCIL FOR WALES**

PROFESSOR PHILIP GUMMETT  
DIRECTOR OF HIGHER EDUCATION (HEFCW)

Higher Education Funding Council for Wales

**WHAT DO WE DO?**

**We fund universities and colleges in Wales to**

- provide high quality higher education courses, including initial training for teachers
- undertake research
- reach out into the community (third mission)

Higher Education Funding Council for Wales

**OUR ROLE IN INITIAL TEACHER TRAINING (ITT)**

**We have a statutory remit to:**

- fund initial training for schoolteachers
- accredit providers of ITT in Wales
- commission research to improve the standards of teachers and teacher training

Higher Education Funding Council for Wales

**DELIVERING THE HE STRATEGY**

**HEFCW CORPORATE STRATEGY: Six core strategic aims**

<p><b>Reaching Wider:</b></p> <p>delivering wider participation and access in support of social inclusion and economic upskilling</p>	<p><b>The 'Deal for Students':</b></p> <p>delivering the highest quality learning and related support</p>	<p><b>Research Excellence:</b></p> <p>delivering improved research performance to underpin the knowledge economy and cultural and social renewal</p>	<p><b>Benefiting the Economy and Society:</b></p> <p>delivering more productive relationships between HEIs and the public and private sectors, other agencies and local communities</p>	<p><b>Initial Teacher Training:</b></p> <p>delivering newly qualified teachers of high quality</p>
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**Making it Work:**

*A strong emphasis on reconfiguration, collaboration, and other measures to sustain improved performance of individual institutions and the HE system as a whole*

Higher Education Funding Council for Wales

**STRATEGIC AIMS – INITIAL TEACHER TRAINING (1)**

**Delivering newly qualified teachers of high quality:**

- to work with Estyn and institutions providing initial teacher training to secure high quality and standards of accredited provision
- to deploy funding to assist institutions to recruit high quality applicants to initial teacher training, including designated shortage areas, supplementing Government initiatives
- to take account of the need for teachers to service the Welsh medium education sector

**Strategic Outcome by 2010 :**

- A supply of high quality new teachers to meet the needs of schools in Wales

Higher Education Funding Council for Wales

**STRATEGIC AIMS – INITIAL TEACHER TRAINING (2)**

**Long-term Strategic Goals and Key Performance Indicators**

- Welsh Assembly Government targets for initial teacher training to be met by all providers
- 80% of initial teacher training provision to be graded by Estyn as at least "good features and with no important shortcomings", in all areas of provision
- Welsh medium initial teacher training to meet the needs of Welsh medium education and exceed the general target of 7% of students taking some element of their course through the medium of Welsh

Higher Education Funding Council for Wales

**CURRENT AND RECENT ACHIEVEMENTS**

- High quality and standards
- Healthy recruitment to primary provision
- Recruitment scheme for Secondary provision
- New coordinated arrangements for teaching Welsh as a second language in Primary courses
- Collaborative innovative projects to improve recruitment
- Significant improvements to Information and Communications Technology across the curriculum
- Distance Learning provision.

**HEFCW MECHANISMS FOR PROMOTING RECRUITMENT TO ITT (1)**

- **TEACHER TRAINING RECRUITMENT SCHEME (TTRS)**
  - (i) valuable financial support to all secondary UG trainees during their periods of school experience
  - (ii) funding will continue to be available for a third year in 2003/04
- **TEACHER TRAINING RECRUITMENT FORUM**
  - (i) collaborative action on recruitment
  - (ii) website

**HEFCW MECHANISMS FOR PROMOTING RECRUITMENT TO ITT (2)**

- **INNOVATIVE PROVISION INITIATIVE**
  - (i) returner and conversion courses
  - (ii) recruitment activities to encourage trainees from ethnic minorities
  - (iii) recruitment activities to increase disabled participation
  - (iv) preparatory courses (encourage recruitment to shortage areas)
- **Distance Learning PGCE - Hyfforddi Athrawon/Teacher Training (HATT) project**
- **Performance Information**

**ITT PERFORMANCE INFORMATION 2002**

**STATISTICS FOR 2000/01**

- 6% increase in the number of students qualifying compared to 1999/2000
- Of the 644 undergraduate students gaining QTS, 93% left an exit qualification of a first or second-class honours degree, compared with 89% in the previous year
- 3,914 students in total were training to become qualified teachers in Wales – 3% more than in the previous year
- 66% training to teach at primary level, 34% at secondary level
- One in eight training to teach through the medium of Welsh

**PRIORITIES FOR ITT RECRUITMENT**

- Action Plan on teacher recruitment
- Strategic approach to ITT funding
- Work with Teacher Training Recruitment Forum
- Publish annual performance information
- Consider possibility of Welsh Medium ITT targets



## **PLENARY SESSION**



The purpose of the plenary session at the conference was to draw together the main points gathered during the day, particularly during the discussion group sessions. A summary of the main points presented in the plenary session, in the form of suggested strategies and solutions to recruitment and retention issues in Wales is set out below.

### **Recruitment to and retention on courses of Initial Teacher Education and Training**

- We need to market a specific Welsh teaching profession and provide a Wales based information service on routes into teaching.
- Effort should be made to attract trainees from outside Wales, over 30s and those seeking a change of career.
- Trainee teachers should be provided with a training salary rather than grant, with a repayment element for those who do not enter the profession.
- Recruitment quotas should be introduced for particular groups e.g. certain age groups and ethnic minorities.
- Advertise teaching as a "profession".
- Need for more flexible routes to undertake teacher training and these need to be quality assured.
- Undertake a review of ITET provision to see if it meets the needs of students and how well it prepares NQTs for a career in teaching.
- All ITET students should be required to undertake a placement in a school prior to undertaking an ITET course.
- Existing incentives should be better marketed and expanded for shortage areas and groups.
- Research studies to investigate why individuals do not choose to enter the teaching profession as a career.
- Encourage institutions to recruit the most appropriate students.
- Need a strategic approach to the restructuring of ITET.

### **Recruitment to school posts**

- Support facility in first five years in service and for supply teachers on an ongoing basis.
- Teachers working in 'difficult' schools, e.g. in Community First areas should receive retention incentives (e.g. financial or a sabbatical after 10 years working in a 'difficult' school).
- All NQTs should be guaranteed posts for one year after completing QTS, to enable them to complete their induction.
- Job share and part-time work should be actively promoted as employment options.
- A 'free' web page for schools or an "All Wales" website should be developed to advertise posts.
- Sabbaticals should be provided for teachers who wish to undertake intensive Welsh courses to enable them to teach through the medium of Welsh.
- Support to encourage qualified teachers to return to the profession.

### **Retention in school posts**

- Teachers should have the opportunity of undertaking visits to other schools, undertaking research and taking sabbaticals.
- A teacher's workload can be reduced by employing more non-teaching support staff.

## **A 21st Century Teaching Profession for Wales**

- A true evaluation of a teacher's workload is required, which also should consider a teacher's work/life balance.
- Additional teachers should be employed to provide all teachers with timetabled preparation time within the school day.
- Greater role for teacher professional judgement.
- Develop a clear career path for teachers, this would include teachers who wish to stay in the classroom and not undertake senior management activities.
- Mature teachers should have the opportunity to reduce their teaching load, e.g. work part-time for the last five years of their career.
- Create a better working environment, e.g. better school buildings.
- Enhancements for teaching certain subjects.
- Ongoing support for teachers, e.g. detailed information from LEAs, sharing of good practice, networking. Also address specific needs of disabled teachers.
- Better pupil/teacher ratio.
- Market and raise the status of the profession, as a whole and with specific groups, e.g. ethnic minorities.

Plenary Slides

A multi-agency conference on teacher recruitment and retention  
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**Recruitment to and retention on courses of Initial Teacher Education and Training**

- We need to market a specific Welsh teaching profession and provide a Wales based information service on routes into teaching.
- Effort should be made to attract trainees from outside Wales, over 30s and those seeking a change of career.
- Trainee teachers should be provided with a training salary rather than grant, with a repayment element for those who do not enter the profession.
- Recruitment quotas should be introduced for particular groups e.g. certain age groups and ethnic minorities.
- Advertise teaching as a "profession".
- Need for more flexible routes to undertake teacher training and these need to be quality assured.



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**Recruitment to and retention on courses of ITET**

- Undertake a review of ITET provision to see if it meets the needs of students and how well it prepares NQTs for a career in teaching.
- All ITET students should be required to undertake a placement in a school prior to undertaking an ITET course.
- Existing incentives should be better marketed and expanded for shortage areas and groups.
- Research studies to investigate why individuals do not choose to enter the teaching profession as a career.
- Encourage institutions to recruit the most appropriate students.
- Need a strategic approach to the restructuring of ITET.



A multi-agency conference on teacher recruitment and retention  
Cynhadledd aml-asiantaeth ar recriwtio a chadw athrawon

**Recruitment to school posts**

- Support facility in first five years in service and for supply teachers on an ongoing basis.
- Teachers working in 'difficult' schools, e.g. in Community First areas should receive retention incentives (e.g. financial or a sabbatical after 10 years working in a 'difficult' school).
- All NQTs should be guaranteed posts for one year after completing QTS, to enable them to complete their induction.
- Job share and part-time work should be actively promoted as employment options.



A multi-agency conference on teacher recruitment and retention  
Cynhadledd aml-asiantaeth ar recriwtio a chadw athrawon

**Recruitment to school posts**

- A 'free' web page for schools to advertise posts should be developed.
- Sabbaticals should be provided for teachers who wish to undertake intensive Welsh courses to enable them to teach through the medium of Welsh.
- Support to encourage qualified teachers to return to the profession.



A multi-agency conference on teacher recruitment and retention  
Cynhadledd aml-asiantaeth ar recriwtio a chadw athrawon

**Retention in school posts**

- Teachers should have the opportunity of undertaking visits to other schools, undertaking research and taking sabbaticals.
- A teacher's workload can be reduced by employing more non-teaching support staff.
- A true evaluation of a teacher's workload is required, which also should consider a teacher's work/life balance.
- Additional teachers should be employed to provide all teachers with timetabled preparation time within the school day.
- Greater role for teacher professional judgement.
- Develop a clear career path for teachers, this would include teachers who wish to stay in the classroom.



A multi-agency conference on teacher recruitment and retention  
Cynhadledd aml-asiantaeth ar recriwtio a chadw athrawon

**Retention in school posts**

- Mature teachers should have the opportunity to reduce their teaching load, e.g. work part-time for the last five years of their career.
- Create a better working environment, e.g. better school buildings.
- Enhancements for teaching certain subjects.
- Ongoing support for teachers, e.g. detailed information from LEAs, sharing of good practice, networking. Also address specific needs of disabled teachers.
- Better pupil/teacher ratio.
- Market and raise the status of the profession, as a whole and with specific groups, e.g. ethnic minorities.





## **OUTCOMES OF DISCUSSION GROUPS**



### 3.0 Details of the discussion group sessions

The conference programme included two discussion group sessions, with delegates allocated to one of nine discussion groups. Each discussion group was assigned a Chair and Scribe, who were selected prior to the conference and briefed accordingly.

The purpose of the discussion group sessions was to stimulate debate and ideas on a number of matters relating to recruitment and retention in Wales. The matters to be discussed were divided into the three broad areas set out below.

- Recruitment to and retention on courses of ITET
- Recruitment to school posts
- Retention in school posts

Due to the broad nature of these topic areas and the time available for discussion, each group was assigned two of these areas only and given two specific questions to be addressed within each broad topic area. One of the broad topic areas was considered in the morning session and the second one in the afternoon session.

Details of the discussion topics and the specific questions with each area are set out below.

#### **(a) Recruitment to and retention on courses of Initial Teacher Education and Training**

1A *Do we have the right approach to the structure and nature of initial teacher education and training in Wales at present?*

1B *What innovative ideas do delegates have for routes into teaching?*

1C *What suggestions do delegates have for financial support or incentives to get students onto ITET courses?*

1D *What solutions and suggestions do delegates have to address areas of specific concern, e.g. gender, age, ethnicity issues, Welsh medium recruitment and shortage subjects?*

1E *How can we address the retention of students on courses? Are the right sort of people attracted in the first place?*

#### **(b) Recruitment to school posts**

2A *What techniques are currently used to recruit teachers to posts in schools? What techniques are envisaged in the future?*

2B *What are the needs of specific groups of teachers e.g. supply teachers, mature adults, young NQTs? Are there any specific subject and phase issues?*

2C *How can we encourage recruitment of people from ethnic minority backgrounds, people with disabilities and people with non-traditional work patterns?*

2D *Whose role is recruitment? (LEA? Schools? The Profession?)*

**(c) Retention in school posts**

*3A What do teachers want from their careers, particularly when vast majority of the teaching profession is female?*

*3B How do teachers view their profession?*

*3C What will the profession be like in 10,20, 30 years from now?*

*3D Different employment patterns can be introduced to make teaching a more attractive option?*

Proformas recording details of the discussions which took place during each of the group sessions follow.

## **DISCUSSION GROUP SESSIONS**



# A 21<sup>st</sup> Century Teaching Profession for Wales

## Discussion Group Session – Group 1

### Discussion Topic

#### **Recruitment to and retention on courses of Initial Teacher Education and Training**

### Question

1A Do we have the right approach to the structure and nature of initial teacher education and training in Wales at present?

### ***Key issues for feedback***

- Need to look at the structure.
- Need to co-ordinate the provision.
- Flexibility.
- There is a need to attract the best Welsh speakers. If we are to have a truly bilingual Wales then there is a need to attract the cream.
- There should be a three year degree course to teach in the secondary sector
- Welsh medium posts should be advertised in England.
- Need to co-ordinate all the work of attracting / recruiting teachers.

### ***Other comments***

- Choices at 16 are important with pupils being guided to undertake degree courses.

# A 21<sup>st</sup> Century Teaching Profession for Wales

## Discussion Group Session – Group 3

### Discussion Topic

Recruitment to and retention on courses of Initial Teacher Education and Training

### Question

1A Do we have the right approach to the structure and nature of initial teacher education and training in Wales at present?

### ***Key issues for feedback***

- There needs to be a standardisation within the structure of ITET in Wales, to benefit the trainee, the institution and the school.
- If teaching is to retain its status as a profession, there is a danger of becoming too insular, reducing the currency of teachers who are trained in Wales and the attractiveness of training in Wales.

### ***Other comments***

- The group challenged whether ITET institutions provide the teaching profession with the quality and type of teachers it needs.
- Having ITET delivered within the HEI is not always ideal – there can be competition between institutions and courses are not always standard between institutions in Wales. All institutions should have standard courses and there should be far more co-operation.
- There is a ceiling in respect of the number of PGCE primary places. Over recruitment is not allowed. The number of applicants and the quality has rocketed.
- The quality of the undergraduate system is worrying. The group felt a definitive statement of the future of undergraduate training is needed.
- It is easier for teachers trained to Wales to go to England and vice-versa.
- A large piece of research undertaken in the 80s / 90s indicated that headteachers wanted good quality, young PGCE students, however, the perceptions of good quality might differ.
- It was felt that NQT level posts are not difficult to fill, but senior posts are more troublesome.
- Also recruitment difficulties in areas of economic deprivation as teachers do not want to work there. This makes the need for an “All Wales” recruitment and retention strategy necessary.
- Concerns over the future of HEIs, with some potentially edged out or marginalised. The feeling was the HEIs are told they are responsible for ITT but they are really responsible for initial teacher education.
- Group felt HEFCW could do more.
- Teacher training in danger of becoming an urban activity.
- There is an ongoing problem of students who want to train in Wales, but who cannot get jobs in Wales, especially in the primary sector.
- Should we market the Welsh teaching profession, for example, a Wales based information line?
- Over last 3-5 years, proportion of Welsh domiciled students has increased.

# A 21<sup>st</sup> Century Teaching Profession for Wales

## Discussion Group Session – Group 7

### Discussion Topic

Recruitment to and retention on courses of Initial Teacher Education and Training

### Question

1A Do we have the right approach to the structure and nature of initial teacher education and training in Wales at present?

### ***Key issues for feedback***

- Multi-agency support in the induction year is needed. Support in first year essential. Needs to continuity between training, induction and first five years, with plenty of support.
- No problems with primary, however secondary is different.
- Improve the quality of buildings – some are very old, poor conditions.

### ***Other comments***

- Great pressure to turn out teachers in a very short time (PGCE) – too much too quickly results in drop-outs – students get a surprise when they go into the classroom for the first time and are surprised at the workload. Three and four year courses are more gradual.
- The newly qualified teacher's first job is vital in determining whether they remain in the profession.
- Reasons why some students do not take up posts include, commitments, not wanting to move, some are burnt out, some do TEFL abroad.
- The supply of primary teachers is healthy, with the exception of supply teachers. Quality is good, they are focused and have good administrative skills.
- Students tend to be very committed.
- Learning support assistants can be a great help – paid too little, overworked.
- Employment based routes would help recruitment.

# A 21<sup>st</sup> Century Teaching Profession for Wales

## Discussion Group Session – Group 9

### Discussion Topic

Recruitment to and retention on courses of Initial Teacher Education and Training

### Question

1A Do we have the right approach to the structure and nature of initial teacher education and training in Wales at present?

### ***Key issues for feedback***

- Need for more flexible routes to ITET, particularly for career changers.
- ITET should take into account the flexible nature of the curriculum and not be too subject focused.
- The GTP is not well publicised in Wales. Need to have flexible routes available for career changers and non-traditional entrants.
- Need to promote the continuum of teacher training and ongoing professional development in Wales. Performance management.
- Should students have a subsidiary subject to improve what they have to offer to schools?
- Possibility of observational period in school before teacher training?

### ***Other comments***

None

# A 21<sup>st</sup> Century Teaching Profession for Wales

## Discussion Group Session – Group 1

### Discussion Topic

**Recruitment to and retention on courses of Initial Teacher Education and Training**

### Question

1B What innovative ideas do delegates have for routes into teaching?

### ***Key issues for feedback***

- Need a strategic plan for restructuring ITET – instead of leaving the current system to die.
- Need for a strategy for Wales which is sensitive to Wales and the Welsh context.
- Ensuring the quality of any new provision is essential.
- Need to consider the impact of ICT on the training of teachers.

### ***Other comments***

# A 21<sup>st</sup> Century Teaching Profession for Wales

## Discussion Group Session – Group 3

### Discussion Topic

Recruitment to and retention on courses of Initial Teacher Education and Training

### Question

1B What innovative ideas do delegates have for routes into teaching?

### ***Key issues for feedback***

- Make the profession attractive for persons aged 30+, for example, work-based training for those seeking a career change
- There needs to be a range of routes to becoming a teacher for those who do not match the traditional profile for applicants, namely young graduates or undergraduates (BEd). These should be developed properly and seriously. For example, NNEBs and learning support assistants could be offered a route to QTS.

### ***Other comments***

- There are not as many teachers aged 30-40. This group also has the lowest acceptance rate onto ITET courses.
- Teaching is one of the only professions with a “final salary” pension.
- Teachers have to undertake many non-teaching tasks. The introduction of administrative staff to carry these out would be a good idea, it would also be more cost-effective, as using teachers to do these tasks is an expensive option.
- Need a clearly defined educational teaching force with a clear structure.
- We live in a climate of re-structuring. Teaching as a career needs to be protected.
- There needs to be a move towards teaching being recognised as a profession and teachers recognised as professionals.
- Teachers need to use learning support assistants more effectively. Such persons should also have a career structure.
- The size of different schools will be an issue in introducing administration / support staff.

# A 21<sup>st</sup> Century Teaching Profession for Wales

## Discussion Group Session – group 8

### Discussion Topic

Recruitment to and retention on courses of Initial Teacher Education and Training

### Question

1B What innovative ideas do delegates have for routes into teaching?

### ***Key issues for feedback***

- Sufficient routes already in place – important to maintain quality, or retain the number and improve the quality.
- Need enrichment of the profession through experience outside teaching the job, before entering the profession.
- Taster courses for undergraduates.

### ***Other comments***

None

# A 21<sup>st</sup> Century Teaching Profession for Wales

## Discussion Group Session – Group 4

### Discussion Topic

Recruitment to and retention on courses of Initial Teacher Education and Training

### Question

1C What suggestions do delegates have for financial support or incentives to get students onto ITET courses?

### ***Key issues for feedback***

- More evidence needed as to why people do not apply for teaching.
- Utilise the surplus of teachers / candidates in the primary sector in key stage 3.
- Funding for two year undergraduate courses needs further support.
- Promote conversion courses from primary to secondary.

### ***Other comments***

- Concerns about the nature of teaching in secondary schools may outweigh any benefits offered to recruit.
- GTP model may provide a better option as long as all key partners are involved (ITET institutions, schools, LEAs).
- The teacher training recruitment forum in Wales needs more support to generate evidence, gather data as to why school leavers and graduates are not joining the profession.
- Recruit for the profession rather than for primary or secondary.

# A 21<sup>st</sup> Century Teaching Profession for Wales

## Discussion Group Session – Group 5

### Discussion Topic

Recruitment to and retention on courses of Initial Teacher Education and Training

### Question

1C What suggestions do delegates have for financial support or incentives to get students onto ITET courses?

### ***Key issues for feedback***

- The profession should recognise subject enhancements as there are at the ITET stage. Shortage subjects should receive more, however, what happens when there are no longer any shortages?
- The existing incentives should be made more widely known.

### ***Other comments***

- Issues appear to centre on pay and conditions. Conditions is certainly an issue when teaching is viewed as a “profession”.
- The level of student debt is restrictive.
- Teacher workload issues are a problem – a lot of talk, but no action to reduce workload.

# A 21<sup>st</sup> Century Teaching Profession for Wales

## Discussion Group Session – Group 4

### Discussion Topic

Recruitment to and retention on courses of Initial Teacher Education and Training

### Question

1D What solutions and suggestions do delegates have to address areas of specific concern, e.g. gender, age, ethnicity issues, Welsh medium recruitment and shortage subjects?

### ***Key issues for feedback***

- Support for people who want to re-enter the profession, especially males or ethnic minority groups.
- Make use of the more abundant supply of primary teachers to teach at key stage 3. Conversion courses and refresher training should be introduced to facilitate this.
- Recruitment incentives might be acceptable for shortage areas (for example males, ethnic minority groups). Quotas would not be acceptable.

### ***Other comments***

- All male primary candidates are interviewed in one Welsh ITET institution. Should positive discrimination operate?
- Communicate the “career-long opportunities” more effectively, that is induction, CPD etc, as many professions do not have this support. Improving the communication of these benefits would in turn attract more diverse candidates.
- Increase flexibility – teachers are locked to their own schools and own profession. Need to enable people to move back into teaching.
- Need to be more flexible regarding targets and penalties for recruitment.
- Ease entry for shortage area applicants, for example through the GTP / RTP.

# A 21<sup>st</sup> Century Teaching Profession for Wales

## Discussion Group Session – Group 6

### **Discussion Topic**

Recruitment to and retention on courses of Initial Teacher Education and Training

### **Question**

1D What solutions and suggestions do delegates have to address areas of specific concern, e.g. gender, age, ethnicity issues, Welsh medium recruitment and shortage subjects?

### ***Key issues for feedback***

- Set recruitment targets.
- Offer extra funding and support.

### ***Other comments***

- The National Assembly should review target policies. Targets should be more flexible and take account of issues such as shortage subjects.

# A 21<sup>st</sup> Century Teaching Profession for Wales

## Discussion Group Session – Group 7

### Discussion Topic

Recruitment to and retention on courses of Initial Teacher Education and Training

### Question

1D What solutions and suggestions do delegates have to address areas of specific concern, e.g. gender, age, ethnicity issues, Welsh medium recruitment and shortage subjects?

### ***Key issues for feedback***

- Use Welsh speakers to recruit on to courses.
- Use funding to help recruit ethnic minorities – great difficulty in recruiting Asian applicants.
- Use ethnic minority students to help recruit to courses.
- Investigate how to recruit better quality Special Needs teachers.

### ***Other comments***

- Recruitment upon Welsh medium courses better in 2002.
- Look at Regulations – Welsh degree – other degrees with strong Welsh content.
- Some applicants who can speak Welsh are reluctant to apply for Welsh medium PGCE courses, but are happy to go into Welsh speaking schools for their teaching practice.
- A number of ITET institutions in Wales experience no problem in recruiting students from a broad age range. However, recruiting male applicants is more difficult.
- Heads are reluctant to recruit men at key stage 2.

# A 21<sup>st</sup> Century Teaching Profession for Wales

## Discussion Group Session – Group 2

### Discussion Topic

**Recruitment to and retention on courses of Initial Teacher Education and Training**

### Question

1E How can we address the retention of students on courses? Are the right sort of people attracted in the first place?

### ***Key issues for feedback***

- Need to look at the type of people who start some courses.
- Is the £6,000 being misused?
- Look at preparatory programmes.

### ***Other comments***

None

# A 21<sup>st</sup> Century Teaching Profession for Wales

## Discussion Group Session – Group 6

### Discussion Topic

Recruitment to and retention on courses of Initial Teacher Education and Training

### Question

1E How can we address the retention of students on courses? Are the right sort of people attracted in the first place?

### ***Key issues for feedback***

- Better pre-course preparation to reduce the “surprise” to trainees.
- Work load.
- More overt support for trainees requiring advice / counselling.
- Finance – equality of support for degree and PGCE students.

### ***Other comments***

- More recognition from Estyn in respect of the role played by schools in ITET.
- Courses need to develop to meet individual students needs – flexible PGCEs, GTP, Open University etc.

# A 21<sup>st</sup> Century Teaching Profession for Wales

## Discussion Group Session – Group 8

### Discussion Topic

Recruitment to and retention on courses of Initial Teacher Education and Training

### Question

1E How can we address the retention of students on courses? Are the right sort of people attracted in the first place?

### ***Key issues for feedback***

- Putting taster courses into practice.
- ITET institutions recruit students who undertook undergraduate studies at the University for financial reasons. Are HEIs favouring their own students?
- Difficult to define the “right person” – what makes a good teacher?

### ***Other comments***

None

# A 21<sup>st</sup> Century Teaching Profession for Wales

## Discussion Group Session – Group 9

### Discussion Topic

Recruitment to and retention on courses of Initial Teacher Education and Training

### Question

1E How can we address the retention of students on courses? Are the right sort of people attracted in the first place?

### ***Key issues for feedback***

- Comparability of training courses in England and Wales.
- The possible guarantee of a job at the end of the course as in Scotland.

### ***Other comments***

- Issues currently are money (debt and family commitment costs), family commitments, sickness, domestic problems, realising they are unsuited to teaching.
- Students have high expectations of the quality of support.

# A 21<sup>st</sup> Century Teaching Profession for Wales

## Discussion Group Session – Group 1

### Discussion Topic

**Recruitment to school posts**

### Question

2A What techniques are currently used to recruit teachers to posts in schools? What techniques are envisaged in the future?

### ***Key issues for feedback***

- The need to develop a marketing strategy for Wales and for the Welsh medium sector. There is a need for it to be managed from Wales not by the TTA in England.
- Need to develop a more formal relationship between colleges and school to attract new teachers to specific schools. A type of compact which guarantees a post.
- There is a need for better analysis of data for the Welsh medium sector.
- There should be more opportunity for teachers to 'job share'.

### ***Other comments***

None

# A 21<sup>st</sup> Century Teaching Profession for Wales

## Discussion Group Session – Group 2

### Discussion Topic

Recruitment to school posts

### Question

2A What techniques are currently used to recruit teachers to posts in schools? What techniques are envisaged in the future?

### ***Key issues for feedback***

- Individual advertising is expensive and recruits the same applicants. In favour of a national website to market jobs and recruit.
- The new induction programme should be monitored strictly and used as a basis for further on-going support (could help with discipline issues etc). A campaign to address the problem of “drop-outs” would be helpful.
- Supply teachers need more attention, as this resource is not always used in the best way. Attempts should be made to plan and attach supply teachers to catchment areas / clusters to support CPD activities or 10% non-contact time.

### ***Other comments***

None

# A 21<sup>st</sup> Century Teaching Profession for Wales

## Discussion Group Session – Group 6

### Discussion Topic

Recruitment to school posts

### Question

2A What techniques are currently used to recruit teachers to posts in schools? What techniques are envisaged in the future?

### ***Key issues for feedback***

- Incentives – debatable.
- Conditions of service are essential.
- Workplace conditions are also crucial.
- Jobshare should be promoted for recruitment purposes.
- Careers service and school should be used to present a positive image of teaching.

### ***Other comments***

None

# A 21<sup>st</sup> Century Teaching Profession for Wales

## Discussion Group Session – Group 1

### Discussion Topic

**Recruitment to school posts**

### Question

2B What are the needs of specific groups of teachers, e.g. supply teachers, mature adults, young NQTs? Are there any specific subject and phase issues?

### ***Key issues for feedback***

- Sabbatical opportunities should be available for teachers to learn / improve their Welsh.

### ***Other comments***

None

# A 21<sup>st</sup> Century Teaching Profession for Wales

## Discussion Group Session – Group 5

### Discussion Topic

Recruitment to school posts

### Question

2B What are the needs of specific groups of teachers e.g. supply teachers, mature adults, young NQTs? Are there any specific subject and phase issues?

### ***Key issues for feedback***

- Marketing needs an overhaul, that is, how do current teachers advise their children? Teaching needs to compete with other professions for well-qualified candidates.
- Regional and economic considerations in certain areas of Wales are an issue. These will impact on where a teacher may want to work. Cities are attractive, while some rural areas are not. Working / living in a rural area may limit the opportunities a teacher may have to gain experience in different types of schools

### ***Other comments***

- Responsibility for recruitment rests with a number of bodies, but GTCW has evolved to be accepted as a co-ordinating body.

# A 21<sup>st</sup> Century Teaching Profession for Wales

## Discussion Group Session – Group 6

### Discussion Topic

Recruitment to school posts

### Question

2B What are the needs of specific groups of teachers e.g. supply teachers, mature adults, young NQTs? Are there any specific subject and phase issues?

### ***Key issues for feedback***

- Need to improve conditions of service.
- Need to improve the culture of the school in some cases.
- Good induction programmes, especially for mature students.
- Jobshare / part-time working to be encouraged.
- Strong support needed, especially in light of workforce re-modelling and the school of the future.
- Need for more more flexibility of contract.

### ***Other comments***

None

# A 21<sup>st</sup> Century Teaching Profession for Wales

## Discussion Group Session – Group 9

### Discussion Topic

Recruitment to school posts

### Question

2B What are the needs of specific groups of teachers e.g. supply teachers, mature adults, young NQTs? Are there any specific subject and phase issues?

### ***Key issues for feedback***

- NQTs need effective induction and attractive working conditions.
- All groups need targeted support based on identifying needs and supplemented by high quality information.
- Need a place to go if not happy with the support provided, for example, a helpline.
- Initiatives to produce more attractive working conditions by 2010.
- The welcome given to NQTs and supply teachers is very variable. Some schools are very complacent. Need a good welcome and effective communication.
- Need for refresher / returner courses.
- Provision of supply teachers to help keep up to date.

### ***Other comments***

None

# A 21<sup>st</sup> Century Teaching Profession for Wales

## Discussion Group Session – Group 5

### Discussion Topic

Recruitment to school posts

### Question

2C How can we encourage recruitment of people from ethnic minority backgrounds, people with disabilities and people with non-traditional work patterns?

### ***Key issues for feedback***

- Flexible working options.
- Generate respect for the teaching profession within these groups to raise perceptions.

### ***Other comments***

- Generally these groups do not view teaching in a positive way. The medical profession and legal profession, for example, are viewed favourably by minority ethnic groups and this is reflected in the numbers then joining these professions. This needs to change, as there are few role models from minority ethnic groups currently teaching who might encourage more to join the profession.

# A 21<sup>st</sup> Century Teaching Profession for Wales

## Discussion Group Session – Group 9

### Discussion Topic

Recruitment to school posts

### Question

2C How can we encourage recruitment of people from ethnic minority backgrounds, people with disabilities and people with non-traditional work patterns?

### ***Key issues for feedback***

- Earmarked financial support to meet the particular needs of disabled teachers.
- More forms of support from the LEA, for example, collating and sharing good practice and the promotion of networking.
- Make contact with key decision makers in minority ethnic communities to promote teaching as a career.
- Develop innovative ways of reaching target groups.
- Need for research into the barriers preventing these groups from joining the profession.
- Partly an attitudinal issue – need to raise awareness and improve knowledge.
- Use of classroom assistants in the mother tongue could bring minority ethnic groups into the schools system.

### ***Other comments***

None

# A 21<sup>st</sup> Century Teaching Profession for Wales

## Discussion Group Session – Group 2

### **Discussion Topic**

Recruitment to school posts

### **Question**

2D Whose role is recruitment? (LEA? Schools? The Profession?)

### ***Key issues for feedback***

- Advertise teaching as a profession – clear positive messages as a profession, clear pathways.

### ***Other comments***

- Do teachers promote teaching positively?
- Is the National Curriculum promoting the most interesting elements of the subject? Who wants to teach the boring elements of their subject? Is this what happens with Maths, Physics etc?

# A 21<sup>st</sup> Century Teaching Profession for Wales

## Discussion Group Session – Group 5

### **Discussion Topic**

Recruitment to school posts

### **Question**

2D Whose role is recruitment? (LEA? Schools? The Profession?)

### ***Key issues for feedback***

- Use of networks of colleges etc would be useful.

### ***Other comments***

- The experience and expense of applicants is a consideration for many schools.

# A 21<sup>st</sup> Century Teaching Profession for Wales

## Discussion Group Session 2

### Discussion Topic

Retention in school posts

### Question

3A What do teachers want from their careers, particularly when the vast majority of the teaching profession is female?

### ***Key issues for feedback***

- Preparation time is needed, however the needs of teachers will differ in the primary and secondary sectors.
- Management issues.
- Need more staff in general.
- Make the amount of time spent teaching contractual.
- After school clubs could be looked after by child minders not teachers.
- Rural areas – three teacher primary school – what can be changed when the number of teachers and pupils is small? Changes are more feasible in larger schools.
- A school and teacher model for small and large schools in needed.
- Schools need equitable amount of relief / supply cover.
- What about groups of schools having one head?

### ***Other comments***

- Concerns raised about rurality – how easy would it be to get CPD in mid-Wales? How does the medical profession address this? There seems to be an over-emphasis on the M4 corridor.
- Universities have not invested in education because the money is not there, and never will be until HEFCW lifts the cap on numbers.

# A 21<sup>st</sup> Century Teaching Profession for Wales

## Discussion Group Session – Group 3

### **Discussion Topic**

Retention in school posts

### **Question**

3A What do teachers want from their careers, particularly when the vast majority of the teaching profession is female?

### ***Key issues for feedback***

- Directory of good practice / best opportunities in training and development. Dissemination of good practice. Articles and research would also be useful.
- Entitlement of NQT to structured induction regardless of the school / LEA.

### ***Other comments***

- PGCE should be viewed as an entry level qualification – further training should follow.
- NQTs need to be guided as regards career structure and management.
- Tailored courses, for example, to be a deputy head would be good.
- Why are more courses not accredited?
- There is an inconsistency in development opportunities between LEAs.
- Why has it taken so long in Wales to introduce induction?

# A 21<sup>st</sup> Century Teaching Profession for Wales

## Discussion Group Session – Group 3

### Discussion Topic

Retention in school posts

### Question

3A What do teachers want from their careers, particularly when the vast majority of the teaching profession is female?

### ***Key issues for feedback***

- A true evaluation of teacher workload is needed.
- Need to recognise that different individuals have different aspirations, commitments and needs in respect of their careers.

### ***Other comments***

- Different LEAs have different agendas – there is a lack of consistency, for example different standards and codes of practice. Also other agencies and central bodies add to the demands and complexities. LEAs are by-passed more in England. Some LEAs are too small to achieve economies of scale. More money should be passed to schools.
- Modern foreign language teaching is collapsing in Wales.
- Most teachers teach too much and too broad a spectrum.
- The group questioned whether the money provided for education in Wales could feasibly get any larger, even though some schools in Wales get less than their English equivalents.
- There are other good models worth investigating, for example, splitting management and administration from the administration of the curriculum. Others disagreed with this view.
- Delegates questioned the existing model / structure in place for CPD and the dissemination of best practice. More should be provided to NQTs. Group considered that it was important to recognise that different teachers were able to do different things.
- The development of the individual is crucial to the development of the school.
- Absence levels are not sustainable in schools.
- Welsh Assembly Government should provide training for management courses.
- Would like to reduce the tension between QTS courses and CPD. NQTs should have an entitlement to ongoing training.
- LEAs should develop a means of sharing best practice.

# A 21<sup>st</sup> Century Teaching Profession for Wales

## Discussion Group Session – Group 7

### **Discussion Topic**

Retention in school posts

### **Question**

3A What do teachers want from their careers, particularly when the vast majority of the teaching profession is female?

### ***Key issues for feedback***

- Work / life balance.
- Preparation time.
- Less red tape.
- Less accountability – tests.
- Realistic inspections.
- Improved CPD, linking performance and reward.
- Less confrontation.
- Improved pay and conditions
- Job satisfaction, career structure, rewards.
- Support and protection when problems arise.
- Mentoring.
- Improvements to reduce workload, for example, more staff, teaching assistants to be managed, less administrative work, ways to free up time, preparation time.
- Professional development – specific courses need to be identified.
- Floating teachers and team teaching.
- Re-organise school year.

### ***Other comments***

- Work load / life balance is important.
- Time for planning and marking is needed.
- Pressure, respect from parents is an issue.
- Discipline can be a problem.
- In the secondary sector, workload from examination boards is increasing.
- Reduce staff / pupil ratios.

# A 21<sup>st</sup> Century Teaching Profession for Wales

## Discussion Group Session – Group 3

### **Discussion Topic**

Retention in school posts

### **Question**

3B How do teachers view their profession?

### ***Key issues for feedback***

- Teachers have a good sense of themselves as professionals (not just about pay), but there is a need for improved working conditions and a better attitude towards teachers.

### ***Other comments***

- There needs to be proper research, trialling, modelling into this issue.
- Teachers compare themselves with doctors, lawyers etc while the public compares them with nurses, firemen etc.
- Need CPD entitlement, rather than “half-baked” release.
- There is too much expectation upon teachers.
- Need more positive verbal government support.
- Teachers should expect to work in decent conditions and have staff, catering and other facilities that you can expect in modern industry. There should be work-rooms and staff-rooms for teachers. The state of schools in a national scandal.
- Teachers need the confidence to apologise for not delivering targets.

# A 21<sup>st</sup> Century Teaching Profession for Wales

## Discussion Group Session – Group 8

### **Discussion Topic**

Retention in school posts

### **Question**

3B How do teachers view their profession?

### ***Key issues for feedback***

- Strong vocational element to the profession, hence pay is not a major issue.
- A greater autonomy of pupil learning is desired. Too controlled by government / LEA, not enough professional judgement allowed.
- Professional development is starting to help to raise teacher's morale.
- Teachers expected to undertake too much "social work".
- Teachers are often too critical.

### ***Other comments***

None

# A 21<sup>st</sup> Century Teaching Profession for Wales

## Discussion Group Session – Group 4

### Discussion Topic

Retention in school posts

### Question

3C What will the profession be like in 10,20, 30 years from now?

### ***Key issues for feedback***

- A policy lead is needed to recognise the need to recruit and support as many teachers as possible and use these to reduce contact time and free up time to support learning. ICT has to role a major role.

### ***Other comments***

- Need to look at communities of education as much as schools.
- Indicators and quotas suppress education. Quotas limit recruitment numbers and do not allow expansion and flexibility.
- We need to encourage professional development opportunities.
- Accreditation in some form should be part of continuing professional development.
- Differences between availability of primary and secondary teachers.
- There is a shortage of supply teachers to enable CPD to take place.

# A 21<sup>st</sup> Century Teaching Profession for Wales

## Discussion Group Session – Group 7

### **Discussion Topic**

Retention in school posts

### **Question**

3C What will the profession be like in 10,20, 30 years from now?

### ***Key issues for feedback***

- Better pupil / teacher ratios.
- Reduced workload – job share team teaching.
- Different approach – child as the learner – independent / autonomous.

### ***Other comments***

- At present, teachers are racing around and burning out. Hard to slow down.
- Reduce workload.
- Introduce job share.
- Team teaching.
- Autonomy in learning.
- Learning support assistants should have a more effective role.
- Need more staff development.
- Teachers should have knowledge of the way in which children learn.
- How much of the curriculum is essential?

# A 21<sup>st</sup> Century Teaching Profession for Wales

## Discussion Group Session – Group 4

### Discussion Topic

Retention in school posts

### Question

3D What different employment patterns can be introduced to make teaching a more attractive option?

### ***Key issues for feedback***

- Image of teaching needs to be changed. Additional (supervisory) staff would relieve time for teachers.
- Opportunities for sabbaticals to be encouraged.
- Need to value staff as a resource. Funding needed for this.

### ***Other comments***

- School for the future – the whole resource could be increased if the flexibility of adult and community working was introduced.
- Part-time and supply teachers need to be a permanent part of schools to release time for all teachers.
- EPD / CPD – build in “refreshment” opportunities – sabbaticals / secondments with a purpose.

# A 21<sup>st</sup> Century Teaching Profession for Wales

## Discussion Group Session – Group 8

### **Discussion Topic**

Retention in school posts

### **Question**

3D What different employment patterns can be introduced to make teaching a more attractive option?

### ***Key issues for feedback***

- Offering part-time employment opportunities would be attractive, however, there are difficulties with this, for example, joint meetings with parents.
- Change of culture needed.
- Job share workers can be committed, if not more committed.
- Sabbatical opportunities are attractive, but need to be sold to teachers.

### ***Other comments***

None



**ANNEX A**  
**CONFERENCE AGENDA AND ATTENDEES**



## **A 21<sup>st</sup> CENTURY TEACHING PROFESSION FOR WALES**

**A multi-agency conference on teacher recruitment and retention**

***9 December 2002 – Moat House Hotel Cardiff***

### **DRAFT PROGRAMME**

- 10.30am**      **Introduction by Conference Chair** - Professor John Andrews  
(Chairman GTCW)
- 10.40am**      **Presentations:**
- 'Teacher Supply - Is the crisis coming to an end?' - Professor John Howson, Oxford Brookes University
  - 'Teacher recruitment and retention in Wales – the evidence' - Gary Brace, Chief Executive, GTCW
- 11.40am**      **Discussion groups**
- 12.45pm**      **LUNCH**
- 1.45pm**      **Presentations by:**
- Welsh Assembly Government : Tackling recruitment and retention  
- Richard Davies, Director of Training and Education, Welsh  
Assembly Government
  - Promoting recruitment to initial teacher training – the role of  
HEFCW - Professor Philip Gummett, Director of Higher Education,  
HEFCW
- 2.35pm**      **Discussion groups**
- 3.35pm**      **Tea and coffee**
- 3.45pm**      **Plenary session**
- Feedback of key points from discussions.
  - Closing remarks    John Andrews

## Attendees at conference

Name	Organisation
Alan Fleming	Teacher Support Cymru
Alan Huws	NAfW
Allan Fear	University Wales, Newport
Andrew Heardman	Neath Port Talbot Council
Angela Fabricius	Cwmtawe Comprehensive School
Katherine Knowles	Cardiff LEA
Ann Jenkins	Elwa
Anne Williams	Headteacher, Ysgol Mynydd Bychan
Anwen Williams	Cyngor Gwynedd
Betty Morris	University of Wales, Swansea
Brain Mawby	Director of Education, Blaenau Gwent
Brian Rowlands	SHA Cymru
Catrin Rednap	Welsh Language Board
Celia Hunt	Elwa
Chris Henson	MPS Education
Chris Morgan	The Marches Consortium
Christine Ames	Bridgend County Borough Council
Dave Hendley	University Wales, Swansea
Dave Kitchen	Headteacher, Llantarnam Comprehensive
David Evans	Investors in People
Deborah Simpson	PAT
Diane Jeremy	Headteacher, Llanedeyrn High School
Dr David Ellis	Head of Education, UWIC
Dr Heledd Hayes	NUT
Dr Martin Rhys	Open University in Wales
Emlyn Powell	University Wales, Newport
Emma Raczka	Elwa
Francis Davey	Swansea County Council
Prof. Gareth Roberts	University Wales, Bangor
Geraint Davies	NASUWT
Gethin Lewis	NUT
Gill Evans	Headteacher, Troedryhiw Infants School
Gwilym Dyfri Jones	Coleg y Drindod
Gwilym Hughes	Headteacher, Ysgol Eifionydd
Hayley Stockdale-Smith	Faculty Personnel
Helen Dawson	UWIC, Student Teacher
Hugh Jones	TTA
Isobel Busby	Cross Ash Primary School
Iwan Griffiths	Carmarthenshire County Council
Janet Clarke	Swansea Institute
Jeff Hanney	UWIC
Karl Davies	NAHT Cymru
Ken Jones	Swansea Institute
Linda Fox	Faculty Personnel
Margaret Hanney	UWIC
Martin Rawle	ATL Cymru
Meirion Prys Jones	Welsh Language Board
Michael Rowe	University Wales Swansea

Mike Edwards	Headteacher, Maesycloed Primary
Mike Harper	NAfW
Mike Landers	Newport County Borough Council
Mike Powney	TTA/UWA PGCE Tutor
Gryff Hughes	UCAC
Ann Meredith	Abersychan Comprehensive School
Nick Fisher	New Directions
Nicola Cook	UWCN
Pam Parry	Headteacher, Gellifaelog Primary School
Patrick White	Cardiff University of Social Sciences
Paul Short	Torfaen County Borough Council
Phil Bassett	NEWI Wrexham
Claire James	Education Recruitment Network
Rhian Howells	ATL Cymru
Rhian Jones	Headteacher, Ysgol y Berllan Deg
Alison Vores	Kelly Education Staffing
Rod Bowen	E teach
Ruth Wright	Powys County Council
Sacha Thomas	Kelly Education Staffing
Stephen Gorard	Cardiff University of Social Sciences
Sue Boucher	Monmouthshire County Council
Susan Jenkins	Head Teacher, St Joseph's RC School
Sylvia Lyndo	Estyn
Tom Davies	Wrexham County Council
Willie Stewart	University Wales, Newport

## Composition of discussion groups

### Group 1

<b>Enw</b>	<b>Sefydliad</b>
Gareth Roberts	University Wales, Bangor
Anne Jenkins	Elwa
Karl Davies	NAHT Cymru
Heledd Hayes	NUT
Gwilym Hughes	Ysgol Eifionydd
Meirion Prys Jones	Welsh Language Board

### Group 2

<b>Enw</b>	<b>Sefydliad</b>
Anwen Williams	Cyngor Gwynedd
Geraint Davies	NASUWT
Moelwyn Gwyndaf	UCAC
Gwilym Dyfri Jones	Coleg y Drindod
Rhian Jones	Ysgol y Berllan Deg
Mike Powney	TTA/UWA PGCE Tutor
Catrin Redknap	Welsh Language Board
Anne Williams	Ysgol Mynydd Bychan

### Group 3

<b>Name</b>	<b>Organisation</b>
Allan Fear	University of Wales, Newport
Sue Boucher	Monmouthshire County Council
Deborah Simpson	PAT
Andrew Heardman	Neath Port Talbot Council
Angela Fabricius	Cwmtawe Comprehensive School
Chris Henson	MPS Education
Celia Hunt	Elwa
Chris Morgan	The Marches Consortium
Patrick White	Cardiff University School of Social Sciences
Emma Raczka	Elwa

### Group 4

<b>Name</b>	<b>Organisation</b>
Gethin Lewis	NUT
Dave Hendley	University of Wales, Swansea
Ruth Wright	Powys County Council
Jeff Hanney	UWIC
Sylvia Lyndo	Estyn
Ken Jones	Swansea Institute of Higher Education (Scribe)

### Group 5

Name	Organisation
Dr Martin Rhys	Open University in Wales
Phil Bassett	NEWI Wrexham (Scribe)
Frances Davey	Swansea County Council
Gill Evans	Headteacher, Troedyrhiw Infants
Dave Kitchen	Headteacher, Llantarnam Comp
Hayley Stockdale-Smith	Faculty Personnel
Helen Dawson	UWIC, Student Teacher
Christine Ames	Bridgend County Council
Alan Fleming	Teacher Support Cymru

### Group 6

Name	Organisation
Brian Rowlands	SHA Cymru
Dr David Ellis	Head of Education, UWIC
Willie Stewart	University of Wales, Newport
Tom Davies	Wrexham County Council
Susan Jenkins	Head Teacher, St Joseph's R C Newport
Ann Meredith	Abersychan Comp
Huw Jones	Teacher Training Agency (Scribe)
Pam Parry	Headteacher, Gellifaelog Primary
Janet Clarke	Swansea Institute of Higher Education

### Group 7

<b>Name</b>	<b>Organisation</b>
Margaret Hanney	UWIC
Martin Rawle	ATL Cymru
Isobel Busby	Cross Ash Primary School
Nick Fisher	New Directions
Alan Huws	Welsh Assembly Government
Betty Morris	University of Wales Swansea

### Group 8

<b>Name</b>	<b>Organisation</b>
Emlyn Powell	University of Wales, Newport
Rhian Howells	ATL Cymru
Paul Short	Torfaen Borough Council
Mike Edwards	Headteacher, Maesycloed Primary
Brian Mawby	Director of Education, Blaenau Gwent
Mike Harper	Welsh Assembly Government
Sacha Thomas	Kelly Education Staffing
David Evans	Investors in People
Carys Davies	General Teaching Council for Wales

**Group 9**

<b>Name</b>	<b>Organisation</b>
Michael Rowe	University of Wales, Swansea
Diane Jeremy	Headteacher, Llanedeyrn High
Linda Fox	Faculty Personnel
Rod Bowen	E teach
Nicola Cook	UWCN
Mike Landers	Newport County Borough Council