

Incentivisation Strategies: A Synoptic Report



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Introduction

This report offers a synopsis of the main points addressed in three research reports, commissioned earlier this year by the EWC and completed between 1 March and 24 May 2019. The synopsis is primarily a report of the findings and recommendation of the three commissioned reports but is synthesised in parts to summarise or highlight common circumstances or issues across the reports.

The three reports examined incentivisation strategies designed to improve recruitment and retention of high quality teachers in (a) international contexts (Swansea University), (b) a range of other professions (Cardiff/Cardiff Met partnership), and (c) Wales in comparison to England (OB3Research). The EWC set broad parameters for the definition of incentivisation, to include all types of intervention strategies, which are designed to improve recruitment and retention of teachers at the system level, and for individual applicants and serving teacher respectively.

The review of international contexts covered six case study systems: California, Scotland, Australia, Singapore, the Netherlands and the Republic of Ireland. The overarching observation is that governments around the world (taking California to be broadly representative of systems across the US) are striving with varying degrees of success to ensure that sufficient numbers of well-qualified people are entering the teaching profession and remaining as career teachers. This aspiration to achieve stability, in each system's workforce model, faces many challenges; sometimes localised but mostly similar across the board (e.g. recruitment of STEM¹ teachers).

The three research reports show that incentivisation strategies are generally multi-faceted and cover three main types of activity:

- ensuring teaching is perceived in society as an attractive, important and rewarding career;
- providing a range of routes for becoming a teacher to enable a wide-ranging pool of well-qualified applicants to apply;
- addressing specific recruitment shortages directly, through financial incentives.

International Review

Internationally, the value of teaching in the public eye exists along a spectrum that at one end perceives teaching as having a high social and professional status, salaries that are competitive with other professions, and working conditions that are personally rewarding (e.g. in Singapore). At the opposite end, teaching may be viewed as relatively low status, less well paid, and fraught with high workload and stressful working conditions (e.g. in California). Care should be taken, of course, to ensure that this is not read as a broad brushstroke analysis – in any one system there may be different degrees of each end of the spectrum. However, it is reasonable to argue that recruitment and retention will be less challenging in circumstances in which being a teacher is considered to be valued and rewarding – as indeed is the case in Singapore.

Singapore is in many respects a special case, with cultural and structural features of its education system that would be more or less impossible to replicate in Wales. For example, prospective teachers are selected by the Ministry of Education and enrolled on teacher training courses at the single initial teacher education (ITE) provider, the National Institute of Education, NIE. On being selected, trainee teachers are designated as civil servants and are required to accept a contract that binds them into teaching for at least three years. At the end of their training they are allocated a place in a school and can expect during their career to be regularly rotated to other schools. In the same manner, professionals in the NIE and officials of the ministry also rotate to different roles. This is considered to improve communications and understanding between the main actors in the system. However, the lesson for Wales and other countries is that teaching in Singapore is constantly promoted by the ministry through the media, to enhance its attractiveness as a career, the high status of teachers and the importance of teaching to the nation. This high regard is arguably a main contributing factor to Singapore's stable and effective recruitment processes, and its low levels of attrition (around 3%).

¹ STEM = Science, Technology, Engineering and Mathematics

In contrast to Singapore, the other countries reviewed all face common challenges in recruitment and retention and have undertaken a variety of interventions to try to address them. The main challenges might usefully be summarised as involving insufficient recruitment of teachers who:

- are qualified to teach STEM subjects;
- can teach in the medium of national languages (e.g. Welsh, Scottish and Irish Gaelic);
- come from minority community backgrounds;
- are willing to teach in remote, rural school locations;
- are willing to teach in socio-economically disadvantaged locations (urban and rural);
- are teachers of non-STEM shortage subjects.

This list is not exhaustive and additional challenges may depend on the national system and local circumstances. For example, there may be difficulties in recruiting male teachers for primary schools and female teachers for STEM subjects, or, more generally, teachers for special needs or multi-cultural classrooms.

The incentivisation strategies, as set out above, are used to varying extents in all of the systems examined and in some professions (for example, addressing shortages of health and social care professionals serving remote communities). All of the reports highlight what can make teaching an attractive profession and career choice, based on evidence from the literature, and from direct engagement with selected experts, serving teachers and school leaders, and university students. There are no surprises in these observations, with evidence and commentary on the importance of, for example, a competitive salary, good working conditions (manageable workload, feeling valued, well-managed pupil behaviour), good support (e.g. mentoring), good public perception of the profession and good professional development and advancement opportunities (from induction to leadership). The widely held perception, evidenced in the international report, is that Singapore ticks all of these boxes but aside from the structural and cultural framework that underpins this, the achievement of this stable system does not happen by accident. The Singaporean government invests heavily in communicating and maintaining a high regard for teaching, and sustaining the key ingredients of competitive salaries, good working conditions, comprehensive support and highly competent leadership.

The international report also highlights some the specific challenges in the individual case study systems and these include:

- California: low salaries, very low recruitment levels, 50% attrition for new teachers five years after entering the profession, and the use of unqualified personnel as teachers;
- Scotland: recruitment to rural schools and to Gaelic-medium posts, recruitment of teachers of mathematics, home economics and English;
- Australia: recruitment to rural and remote schools, recruitment of male teachers, teacher welfare and the use of out-of-field (not qualified for the subject) teachers in some shortage subject areas;
- The Netherlands: less competitive salaries compared to other professions (though higher than the average in OECD countries), significant teacher shortages across the board, an aging teaching population and low recruitment against targets;
- Republic of Ireland: less competitive salaries compared to other professions, a decline in recruitment to the secondary sector and subjects such as foreign languages, STEM and Gaelic language, and under-representation of male teachers and teachers from minority ethnic or religious backgrounds.

In all cases, the problems faced are a mixture of newly emerging (perhaps in the context of an improving graduate employment market) and old, with mostly predictable initiatives and interventions to address them. These include campaigns to promote the attractiveness of teaching as a career, salary reviews to ensure competitiveness, policy changes to reduce unnecessary workload, career-long mentoring support, additional support and services for challenging behaviour, career-long entitlement to professional development, alternative routes to a teaching career and targeting shortage areas through financial and related incentives, and social media campaigns.

One of the most difficult aspects to deal with is a poor public perception of teaching as a career but some authorities in California have managed to address recruitment shortages through promotion of their 'positive cultures', even when salaries are less than in other local authority areas. One interesting approach in California is

to engage estate agents in helping to dispel concerns about finding good quality, affordable accommodation in the various school districts. For remote locations, the Australian government provides housing concessions of between 15-100% of cost depending on remoteness. In the Republic of Ireland, a new 'shared teacher' scheme enables school partnerships to address shortages of, for example, STEM teachers by enabling one school to act as a base with the shared teacher travelling on an agreed basis to the other school(s).

GCSE entry-level criteria in Wales² are relatively high compared to grade C requirements in England and are often thought to act as a disincentive (some of the interview data from university students in the reports reflect this). In comparison, entry level criteria in the Republic of Ireland are the equivalent of a grade B in either GCSE English or English Literature, or a grade C in both; and a grade A in GCSE Mathematics or a grade D in Additional Mathematics. In Scotland, the entry level criteria are grade B in GCSE Mathematics and grade C in both GCSE English Language and English Literature. In Northern Ireland, the entry level criteria are grade Cs in GCSE English Language and Mathematics (and a grade C in a science subject if wishing to teach in a primary school).

The Republic of Ireland's 'Droichead' (Bridge) programme is an interesting initiative designed to ensure top-quality induction support for newly qualified teachers (NQTs) through a Professional Support Team (comprising teachers, headteacher and mentor). Following an evaluation, which showed that the Droichead NQTs were less stressed and more confident than those not on the scheme, it is now being rolled out as the induction model for all NQTs. In contrast, the international report states that 'substantial numbers' of new teachers in the Netherlands receive no induction support. However, research suggests that attrition in the Netherlands is more likely related to workload and long working hours than lack of support. In Australia, NQTs now have anytime, anywhere access to resources through the 'My Induction' phone app.

The uncertainty of finding a teaching post after qualification is a feature of NQTs' anxiety in a number of systems (e.g. Wales, Republic of Ireland) and may act as a disincentive to students contemplating joining a teacher training course. However, it is not seen as a problem in Singapore, where all placements are mandated, and it is much less of a problem in Scotland. The General Teaching Council for Scotland (GTCS) manages a guaranteed 1-year probation placement in a school for each NQT and most of them take it up. The process may be of interest in Wales as each NQT has to rank order five local authorities in which they wish to be placed and the GTCS makes the placement. An interesting extension to the scheme is the Preference Waiver Payment that offers £8,000 and £6,000 respectively to secondary and primary NQTs who agree to the GTCS making the placement in any local authority. Clearly this approach can help to address shortages of teachers in rural, remote and socio-economically disadvantaged areas. Another 'perk' for a commitment to teach in areas with recruitment problems is a 1-term paid study leave for Australian teachers who work in Aboriginal schools for at least two years.

Media campaigns to promote teaching have enjoyed evident success in Singapore where they are comprehensive and sustained. In Scotland, media campaigns (online, radio, billboards) have also been credited with assisting an upsurge in applications and recruitment. Only 11% of places on secondary ITE were unfilled in 2018/19 compared to 30% in 2017/18; and 96% and 80% respectively of the 2018/19 places were filled for the shortage areas of information technology (29% unfilled in 2017/18) and mathematics (47% unfilled in 2017/18).

Retention is a major issue in some systems and a variety of approaches have been undertaken to improve it. In Australia, for example, an appraisal system provides teachers with opportunities to be accredited as 'highly accomplished' or 'lead' teachers, an advancement that brings a salary increase. There are mixed views on an initiative in the Republic of Ireland to enable all teachers to have masters-level qualifications. In most instances, this 2-year Professional Master of Education (PME) programme has been built into ITE programmes (rather than in CPD aimed at longer term development and retention) and is considered to lengthen qualification for teaching in the secondary sector to six years; a factor that may have contributed to a significant decline of approximately 1,000 entrants to the masters programme in 2015. Residency programmes in California, akin to employability routes in the UK, have improved retention levels as teachers stay on after the residency is concluded. There is also a spin-off from distance learning initiatives in the Highlands and Islands region of Scotland, where retention is thought to be improved because the students who enrol are already settled in the region and likely to stay on in their roles.

² Grade B's in GCSE Mathematics or WJEC Maths-Numeracy and in either English Language, English Literature, Welsh Language or Welsh Literature; and a C in a science subject if entering a primary ITE course

There are relatively few mentions of teacher welfare in the three reports but all of them highlight the impacts of negative aspects of workload, e.g. giving rise to long working hours, disrupting work-life balance and undermining wellbeing, as major disincentives for prospective recruits and for long term retention of good teachers. Teacher welfare is reported to be one of the specific challenges facing Australia in seeking to improve teacher recruitment, whilst one of the reports cites the innovative arrangements in nursing that are designed to improve wellbeing. These include flexible working hours, childcare voucher schemes, work-life balance initiatives and on-site crèche facilities. In California, there has been a deliberate attempt in 40% of local authorities to ensure that working conditions are favourable for new teachers. In Singapore, there are opportunities during CPD for teachers to undertake accredited speciality training in welfare and other supportive activities but this would appear to be aimed primarily at supporting the student population in schools.

Being able to maintain one's health and wellbeing in busy and demanding working conditions is arguably a basic ingredient in successful and rewarding career choices. However, in the teaching setting, wellbeing can be affected by at least two major problems. First, the extent of non-teaching workload (described in one report as 'recording, inputting, monitoring and analysing data') may be considerable and is usually initiated by the demands of external bodies for accountability purposes. However, in imposing these demands, there may be insufficient attention paid to whether the collection of the data improves pupils' learning outcomes or causes unwarranted stress and consequent detriment to the teachers' wellbeing. Secondly, there is the widely perceived incidence of challenging behaviour in schools, inside and outside the school gates, which is also considered to impact negatively on teachers' well-being. Additional pressures arise in very specific circumstances; for example teachers in rural or remote areas can suffer from the lack of professional networks with which to engage easily, the level of local community expectation and the blurring of boundaries between professional and personal lives. In the UK, a growing number of studies, commissioned by government, teacher unions and other organisations, is pointing to a variety of wellbeing issues as being key elements in contributing to the negative perception of teaching as a career.

Generally speaking, financial incentives to promote recruitment and retention are in use in most systems and in some professions that share the challenges of addressing the needs of rural, remote or disadvantaged communities. However, they vary quite a lot in detail and evidence of their effectiveness is patchy. The international report suggests that the use of bursaries (variously termed scholarships, incentive payments etc.) is commonplace in attempts to attract highly qualified graduates into a career of teaching, to recruit new teachers for shortage subject areas and disadvantaged geographic and socio-economic areas, and to tempt career changers away from potentially more attractively paid careers in commerce, industry and the finance sector. The variety of incentives include direct one-off inducements, free tuition or subsidised fees, staged payments designed to improve retention and contributions or loan forgiveness in relation to student fees or accrued loans.

The most common form of financial incentive is the one-off inducement. California, for example, offers a variety of these in different circumstances and they include scholarships, paid internships, loans and bonuses for accepting posts in low socio-economic locations. Also in California, contributions to accrued loans or indeed full loan forgiveness may be offered in some cases. In Scotland, one-off bursaries of £20,000 are available to career changers as a compensation for potential salary loss and the disruption of moving jobs. Australia offers a range of one-off or annual financial incentives to those willing to train and teach in remote rural areas. These include payments of between £1,000 - 5,000 depending on remoteness, and compensation for adverse conditions such as devaluation of transport vehicles and the distance to travel to go on holiday. There are also scholarships of up to £27,000 for undertaking training in rural locations. Similar one-off payments are identified in the professions report for medics in Wales who agree to work in remote, rural areas (£20,000) and for nurses who join agencies who then have the flexibility to offer tailored incentives which would not be available in the NHS.

Subsidised or free tuition is another form of financial incentive that, for example, is offered to 'paraprofessionals' who undertake teacher training courses in California. Teachers wishing to undertake PhD study in the Netherlands may also apply to have their tuition fees paid. In the Republic of Ireland, fees may be waived for students who have entered university through an access course and who wish to study for the 2-year PME masters qualification.

Retention is usually incentivised through means other than direct financial inducements but current proposals in England suggest that staged payments for staying in teaching may be available in the near future.

Alternative Routes to Teaching

Across the world, there is a clear recognition that new routes into teaching are required in order to overcome recruitment challenges and to attract and facilitate the entry into teaching of key groups of potentially excellent teachers. These will include highly qualified graduates wishing to change career, highly motivated individuals who do not have the resources or circumstances to travel large distances to a teacher training course (including carers who need flexible working contracts, and potential applicants in remote areas) and qualified teachers who have been out of teaching and wish to return. The latter may need refresher or updating courses (for example the University of Edinburgh's 'return to teaching' course) as they are often returning to contexts that have 'moved on' in terms of developments in competence requirements, pedagogy, subject knowledge, assessment and indeed professional standards.

A wide variety of schemes exist across the board for distance and blended learning (e.g. Scotland), employment-based training (e.g. the residency programme in California and Teach for Australia) and assisting classroom support staff to graduate as teachers (e.g. 'paraprofessionals' in California and teaching assistants in the Netherlands). According to the international report, the various schemes are relatively new and evaluations are scarce. However, some have evidently enjoyed success including the recruitment of teachers from minority backgrounds through the residency initiatives in California and the recruitment of secondary teachers for shortage subjects in rural areas of Scotland through the distance learning initiatives.

Recommendations from the International Review

The recommendations and observations are set out below:

- A contemporary review of teachers' workload would be helpful to ascertain how far this is a real or perceived barrier to entry into the profession;
- Expanding the routes into teaching and offering more flexibility around the programme delivery (e.g. blended learning, on-line learning, distance learning, part time study) is one way to incentivise improved entry into ITE programmes;
- Greater collaboration between University providers to co-deliver new models of initial teacher education that draw upon their respective strengths and expertise, particularly in the shortage subject areas, could increase supply;
- A review of the impact of bursaries on the recruitment of teachers should be undertaken and specific bursaries aimed at a career change into teaching should be explored;
- Financial compensation in the form of loan forgiveness and scholarships are effective incentives into teacher education (e.g. USA), especially where they are large enough to offset the cost of training.
- Teacher residencies where trainees work alongside experienced teachers are worth examining as a way of getting greater diversity in the workforce;
- Bespoke, high quality mentoring and coaching opportunities have a positive impact on student teachers and their subsequent practice therefore, current provision should be reviewed, and a national mentoring/coaching programme considered;
- A clear progression pathway for teachers from the induction year onwards with defined professional learning entitlements (including leadership options) would be a strong incentive into teaching;
- A National Accreditation Framework for professional learning from initial teacher education onwards (that is fully transferable across all HEIs) would afford prospective teachers a clear professional pathway and additional accreditation options. This is a strong incentive in other countries (e.g. Scotland);
- A masters qualification, as the standard for all teachers encompassing various professional learning routes and portfolios is proving to be a strong incentive to enter and to remain within the profession in other countries (e.g. Scotland, Finland, Netherlands; Republic of Ireland);
- Short sabbaticals are potent incentives to enter the profession along with the provision of professional learning opportunities (internships) in other schools;
- Job-sharing opportunities and flexible working arrangements could be offered to those entering the profession as an incentive;
- A clear leadership pathway from initial teacher education through to Headship possibly provided and endorsed by National Academy of Educational Leadership, (NAEL) would be an incentive for those interested specifically in a leadership roles or positions;

- More opportunities to formally recognise and reward teachers should be explored at local and national to raise the profile of the profession (e.g. Singapore).

Incentives in Other Professions Report

The findings in this report are summarised as:

- Employers who successfully recruit graduates, generally offer a range of incentives including positive career marketing and promotion, an attractive starting salary and conditions of employment, sustained early career induction and support, opportunities, for professional development, 'portfolio career' provision and flexible working arrangements;
- Financial incentives play at most a minimal part within these holistic strategies;
- By comparison recruitment to and retention in teaching in Wales is not supported by a holistic strategy;
- The financial incentives available to assist recruitment to ITE courses do not compensate for the lack of a more holistic approach to recruitment and retention in Wales and on face-value appear to have only had limited impact;
- If learning is to be derived from the experience in other professions, the lack of a holistic workforce strategy for teacher recruitment and retention in Wales is, therefore, a major deficit;
- Given the importance of teacher quality as a determinant of high pupil achievement, unless the issues identified in this report are addressed, it will be difficult for the Welsh Government to achieve its objectives for the education system.

Recommendations:

- A holistic workforce (recruitment and retention) strategy for the teaching profession in Wales should be developed;
- If financial incentives were to be part of this strategy, their use should be re-considered.
- As part of the strategy a high-quality promotion and marketing campaign should be developed which counteracts existing negative perceptions of teaching;
- A 3-year *Induction and Early-Career Teacher Development Programme* should be introduced.
- There should be a career-long requirement for teachers to participate in professional learning, including attaining higher-level qualifications;
- Teachers' conditions of employment in Wales should address workload, wellbeing, flexible working and career portfolio issues;
- Further research should be commissioned to inform the strategy.

Financial Incentives in Wales and England Report

The report on incentive schemes in Wales and England explores the impact on recruitment to ITE in both countries and goes to the heart of the effectiveness debate. Direct comparison of the aspects of each scheme is not always possible but some conclusions are clear. There is a core of shortage subjects, which attract high value bursaries in both countries, namely mathematics, chemistry, physics, computing and modern languages. These attract bursaries of up to £20,000 in Wales (differentiated by degree classification of the applying student: 1st - £20,000; 2.1 - £10,000 and 2.2 - £6,000) but are undifferentiated in England with a higher value £26,000 for all accepted applicants in chemistry, physics, computing and modern languages and £20,000 for mathematics. In Wales the list is extended to include Welsh on the same differentiated by classification basis. There is an additional bursary of £5,000 for Welsh medium, which is staged in two parts: 50% when taking up a post and 50% when induction is completed.

In England the high value bursary list is extended to include biology and geography (£26,000) and English (£15,000), opening up a much wider difference in relative values with Wales, where these subjects attract only £3,000 and only for applicants with 1st class classifications. Clearly, if incentives are a determining factor in where an applicant chooses to train, the difference of £23,000 for biology and geography may swing decisions to English institutions.

For primary courses, England only offers a £6,000 bursary for mathematics graduates whilst in Wales all primary subjects attract at least £3,000 in bursaries. Wales offers £6,000 bursaries in mathematics, English, Welsh or science for applicants with 1st class degrees. Again, if incentives are influential in choice of training location, applicants with 1st class degrees may choose to study in Wales rather than in England, though in comparison to secondary biology and geography, the difference is much more modest.

Around 30% of postgraduate ITE students receive bursaries in Wales each year with numbers of recipients fluctuating year-on-year (286 in 2016/17, 292 in 2017/18 and 277 in 2018/19). The total spend on incentives in Wales has fallen year-on-year also: £2.9m in 2016/17, £1.9m in 2017/18 and £1.3m in 2018/19³. The average value of bursaries awarded to trainees in Wales fell from £7,297 in 2016/17 to £6,412 in 2017/18. The report projects, on the basis of smaller numbers of highly qualified – and therefore attracting higher bursaries – that the average will have fallen to less than £5,000 in 2018/19. Average awards in England for 2016/17 were around £8,000 but the report suggests that the average award has been considerably greater in the subsequent years owing to applicants with lower classification degrees being eligible for awards in the flatter incentive structure. The conclusion is that average ITE awards in England are substantially higher than in Wales.

Mathematics accounts for the largest proportion of awards in Wales with around 50 applicants each year receiving bursaries (chemistry accounts for the next largest proportion of awards). This means that over half of the total spend in 2017/18 was on mathematics entrants though this is anticipated to fall to 25% of the total budget in 2019/20 – for reasons projected to be the same as the declines in bursary spend above.

The report suggests a mixed picture on the effectiveness of incentives. Historically, the increases in bursary values (with significant increases for 1^{sts}, smaller increases for 2.1s and decreases for 2.2s) in 2011/12 and 2012/13 were associated with increases in recruitment to mathematics and modern languages courses but some subjects, such as physics and chemistry, experienced a fall or no change in numbers. In England, however, the figures show that for mathematics, chemistry, physics and modern languages there has been an overall fall in recruitment between 2009/10 and 2018/19, suggesting that incentives have not boosted recruitment significantly (though it is possible that they may have slowed the rate of fall, for example in contributing to small increases in physics and chemistry between 2009/10 and 2012/13).

More recently, ‘very dramatic’ increases in the number of English and biology trainees have been recorded in 2018/19, coinciding with the large increases in bursaries that year and the flatter incentive structure (those with lower classification degrees becoming eligible). Though still under-recruiting (at 90% of target at present), the number of geography trainees has steadily risen since 2016/17 when the associated bursaries were substantially increased.

The report records that in ‘... AY 2015/16 and 2016/17 a higher proportion of Physics (50 per cent i.e. 30 of 60 trainees), Maths (39 per cent i.e. 70 of 180 trainees) and Modern Foreign Languages (44 per cent i.e. 35 of 80 trainees) Welsh domiciled trainees studied in England’ and the subjects with the lowest proportions of Welsh-domiciled students training in England were design and technology, information technology, art and English. Comparative figures for 2017/18 and 2018/19 are not available.

The report shows that Welsh-domiciled students in north Wales were as likely to train in England as in Wales (50% overall) and more likely in the case of secondary subjects (57%). This contrasts sharply with the low proportion of students from mid and south-west Wales undertaking training in England (23%). Overall, for 2016/17, two-thirds (1,010) of all qualified Welsh-domiciled trainees trained in Wales compared with 450 training in England (the same proportions extend into secondary sector qualifiers). Importantly, the proportion of those who trained in Wales and then stayed in Wales increased annually from 72% to 85% in the period 2011/12 to 2016/17.

The report also comments on retention by estimating the level of attrition of teachers in Wales as around 700-800 teachers leaving early per year, 300-400 of these being in the secondary sector. In 2017, 698 teachers left the profession early, 364 primary and 334 secondary, with early retirement accounting for the largest proportion. The subjects with the highest attrition were mathematics, science subjects and English-based subjects. The figures in

³ As noted by TRRAB elsewhere, the data on these incentives do not allow analysis of the incentives’ effectiveness in improving recruitment

England offer a stark comparison with only around 60% trainees still in post in state-funded schools five years after qualifying. The attrition is worst in mathematics, sciences and languages.

Recommendations

The Wales-England report makes six recommendations:

- ITE bursaries in Wales should be flattened out by prior degree classification and targeting bursaries more widely may help overall recruitment numbers and provide a clearer message to potential trainees;
- higher spending may be required in Wales to effectively compete with bursary increases in England in recent years - in English, Biology and Geography in particular. This could be funded by reducing the top rates for first class degrees in high priority subjects or by eliminating the £3,000 bursaries for some subjects;
- policymakers in Wales could create a distinctive offer of paying additional bursaries if individuals are training in a subject for which they possess a directly relevant degree. This would permit providers to advertise a higher headline rate although this should be balanced against a need for a simple, clear offer;
- there is a need for a more prominent campaign for teacher recruitment in Wales which would emphasise the benefits and distinctive features of training and teaching in Wales, in order to compete with effective campaigns in England;
- policymakers in Wales should consider a similar scheme to the Department for Education's newly published teacher recruitment and retention strategy in England which includes a new early career framework for teachers, greater opportunities for professional development and phased retention bonuses to incentivise individuals to stay in teaching (potentially replacing some portion of current ITE bursaries);
- data on teacher recruitment in Wales is relatively out of date which puts policymakers in Wales at a disadvantage as compared with England and constrains their ability to respond to recent changes. Given the small number of ITE providers in Wales, it should be feasible to collect timely and accurate data on ITE recruitment numbers by subject.

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