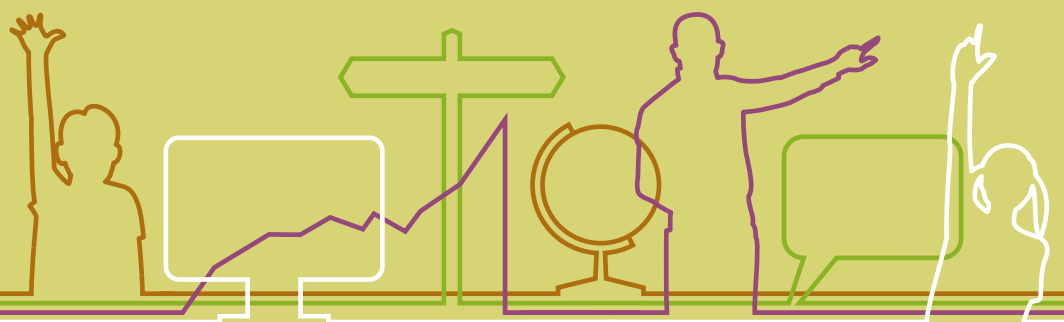


Redistributing excellence: using teachers' views to inform workforce planning for a more equitable education system



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Education Development Trust

Education Development Trust, established over 40 years ago as the Centre for British Teachers and later known as CfBT Education Trust, is a large educational organisation providing education services for public benefit in the UK and internationally. We aspire to be the world's leading provider of education services, with a particular interest in school effectiveness.

Our work involves school improvement through inspection, school workforce development and curriculum design for the UK's Department for Education, local authorities and an increasing number of independent and state schools, free schools and academies. We also provide services direct to learners in our schools.

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Surpluses generated by our operations are reinvested in our educational research programme.

Please visit www.educationdevelopmenttrust.com for more information.

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Research summary

This rapid empirical study has explored the role that teacher redistribution can play in supporting equitable workforce planning in the UK context. This is of particular interest due to the recent launch of the National Teaching Service which will aim to move 1500 of the country's best teachers to the schools which most need them. Such schemes exist around the world in either voluntary or mandatory guises; here in England the scheme will require teachers to volunteer for relocation. This places teachers' motivation to do so centre stage.

This study has used teachers' own voices to find out about motivations through a national survey of teachers generating over 800 responses and a small number of detailed group interviews with teachers in primary and secondary schools.

Generally teachers are telling us that they find such a scheme interesting. What we have learnt from teachers about why they are interested will be of use to any future workforce planning schemes. Our study found:

- **Moral purpose is a key driver for teachers when considering job changes.** Teachers interested in a relocation scheme appear more motivated by social justice than those who state they are not interested. All the teachers who would be willing to relocate reported that the greatest incentive to relocate was moral purpose.
- **Teachers reported that being able to make a difference was important.** The factors that teachers thought would support their ability to 'make a difference' included having support structures in place around them, and having the right soft skills alongside their professional knowledge and experience. This highlights the importance of design aspects within such a scheme – getting the right people and supporting them in post is vital to success teachers told us.
- **As part of this package of support, teachers feel financial recognition for the work they are carrying out is important;** pay or financial incentive is far more important for teachers considering a challenging and demanding relocation scheme than it is normally when considering a new job.
- **Teachers also told us that they are looking for better career options 'in the middle'** (as a teacher) and that relocation schemes that have the specific intention of tackling disadvantage and lower performing schools could help boost teacher retention.

The report concludes that an appropriately designed and implemented teacher relocation scheme in England could realise multiple gains for the education system by successfully redistributing excellent teachers, improving retention of great teachers in the system and improving outcomes. This learning, based on understanding of underlying teacher motivation, may help inform the thinking of workforce planners in both the UK and other education systems globally.



The retelling of many well-known Bible stories in the Old and New Testaments is ideal for helping children bring the text to life while remaining true to the message of the original text. Its imaginative use of language and the inclusion of fresh appeal to these times adds a new dimension to the story now with storytelling tips will be enjoyed by children of all ages.

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2010

Introduction

The challenge for education systems is twofold; to ensure that educational outcomes rise (or at least meet predefined standards), and to ensure that this is achieved equitably – such that every child has an equal opportunity to succeed regardless of their background or where they live. In England this challenge is critical as highlighted recently in the 2016 UK Department of Education White Paper (Education Excellence Everywhere) which described the need to bring up educational standards in the hardest to reach parts of the country to meet the otherwise rising standards elsewhere.

This research paper is about workforce planning and ways of using this to meet the challenge of an equitable and improving system. We know from international evidence¹ that the quality of teaching is among the most important factors determining educational outcomes. Yet in the UK, studies such as those by the Social Market Foundation² illustrate that the lowest performing schools have least access to highly qualified and experienced teachers, and have higher teacher turnover. This is in direct contrast to the situation in some other countries. Take for example South Korea – which is among the top 10 PISA performers – but where disadvantaged schools have a higher percentage of qualified teachers than their more advantaged counterparts.³

In England there is much discussion in the media about teacher morale and teacher retention concerns⁴. Approaches to workforce planning elsewhere have been linked with both boosting the performance of the most disadvantaged pupils and extending teachers' career pathways and options. Ono⁵ suggested that in Japan relocation is important for teacher professional development. Since the 1970s the Japanese government have developed a plan to exchange systematically teachers in remote schools and non-remote schools. They do not assign first-year teachers to remote schools or multi-grade classes as a principle and do promote the assignment of mid-career teachers to remote schools, positively considering work experience in remote schools when selecting principals, head teachers and curriculum supervisors. Ono says:

In the UK, studies illustrate that the lowest performing schools have least access to highly qualified and experienced teachers, and have higher teacher turnover

¹ Barber, M. & Mourshed, M. 2007 ² <http://www.smf.co.uk/wp-content/uploads/2016/04/Social-Market-Foundation-Social-inequalities-in-access-to-teachers-Embargoed-0001-280416.pdf>
³ Akiba, M., LeTendre, G. K., & Scribner, J. P. 2007 (p.36, 369–387) ⁴ <https://www.tes.com/news/school-news/breaking-views/professionalism-diminished-and-teacher-morale-destroyed-all-name> ⁵ Ono, Y. http://aadice.hiroshima-u.ac.jp/e/publications/sosho4_1-05.pdf

“Teacher relocation has both advantages and disadvantages, but it may be worth considering if a country is concerned about the achievement gap between urban and less urban/remote schools. Teacher career paths should be seriously reviewed in order to retain good teachers in school systems.”⁶

Teacher redistribution schemes appear to be a potentially powerful policy option available to workforce planners to even out pupil access to good teaching. The spark that inspired this research paper was the recent launch in England of a teacher redistribution scheme which intends to tackle inequity, the National Teaching Service (NTS) scheme. The scheme plans to redistribute 1,500 of the best teachers to the lowest performing schools, and a pilot is already underway in the North-West of England. Unlike many systems globally, in the UK this is a voluntary not mandatory scheme.

Teacher redistribution schemes appear to be a potentially powerful policy option available to workforce planners to even out pupil access to good teaching

Research design

This research paper is a rapid empirical exploration of the readiness and interest of teachers in the UK for a relocation scheme such as the NTS. Central to a successful voluntary redistribution of teachers like that implicit in the NTS model is the motivation of teachers to engage. For this reason, the central aim of this study has been to understand teacher motivation in relation to employment, and possibly relocation.

The study adopted a mixed methods approach combining a rapid review of literature, a survey and a series of group interviews:

- We targeted teachers in the experience range of 3 to 10 years (as the potential target audience of a relocation scheme); nationally there are just over 170,000 teachers in this range.⁷
- We achieved a robust sample of 827 teachers from across primary and secondary, which were broadly representative of gender balance, teacher/senior leader split, and regional distribution of teachers in England.
- We conducted three group interviews including a total of 33 teachers (two group interviews were in primary schools and one was in a secondary school). The purpose of the group interviews was to explore the survey responses in more detail.

Workforce management

Approaches to strategic workforce management consider a range of factors important to maximising efficiency. Research by PwC suggests modernising pay and performance to attract and retain talent is central to this, of which workforce design, performance development and pay/rewards are all key components.⁸ Taking a long-term view, and evaluating the impacts and benefits of possible interventions is critical. This includes considering factors such as:

⁶Ibid (p.57) ⁷<https://www.gov.uk/government/statistics/school-workforce-in-england-november-2014> (table C2) ⁸PwC 2014

- New behaviours
- Career paths
- Learning and development
- Talent management and mobility
- Flexible benefits
- New grade and pay structure

This research report is therefore one element that could inform a longer term strategic assessment of the workforce management of teachers in England, using a relocation scheme as one possible intervention. As a new behaviour, the key concern of our report has been to understand motivation; however the range of factors our study has drawn out relate to other aspects of pay and performance listed above.

Teacher motivation: a basic theoretical model

The questions we asked teachers on the survey and in the group interviews were underpinned by two influential theories related to teacher motivation. The first differentiates between intrinsic motivation (e.g. motivated by interest or enjoyment) and extrinsic motivation (e.g. motivated by links between action and desirable outcome or reward)⁹. Research from across different developed world contexts suggests that teachers are generally intrinsically motivated¹⁰. For example, a study in Singapore revealed that teachers were most motivated by students, in particular when they showed progress in their work, and that many teachers were also motivated by the job itself¹¹.

Other research¹² found that if teachers know their basic needs will be met, such as adequate pay, this will increase motivation. Despite this, the research concluded that intrinsic motivators such as personal satisfaction and wanting children to succeed were the most powerful motivators. This suggests that both types of motivation are important. Herzberg's dual-factor theory on motivation¹³ finds a middle ground suggesting that elements such as pay are considered 'hygiene' rather than motivational factors – i.e. without them at a certain level, teachers may be dissatisfied, but in and of themselves they do not motivate.

The questions posed on the questionnaire and in group interviews were based on the notion that teachers will be motivated, to different degrees, intrinsically and extrinsically. The purpose therefore was to ascertain what motivated them, how they might be motivated to embrace workforce changes designed to spread equity and quality and how they might balance their different motivations.

Research concluded that intrinsic factors such as personal satisfaction and wanting children to succeed were the most powerful motivators

Structure of this report

The following sections present the findings from the survey and the group interviews. Analysis of survey data and interview data is interwoven throughout and quotes are used where possible to illustrate key points. These quotes have been deliberately anonymised.

⁹ Deci, E. L., & Ryan, R. M. 1985 ¹⁰OECD 2005 ¹¹Low, G.T., Hean, L.L., and Yeap, L.L. 1996 (p.1–9) ¹²Gokce, F. 2010 (p.487–499) ¹³Herzberg, F. 1968



Survey findings

Teachers are primarily intrinsically motivated when considering changing jobs

The survey asked teachers what factors were most important when looking for a new job. The results are described below in Figure 1. The most important factors teachers consider are 'work/life balance' (87%), 'interest or challenge' (78%), 'location' (72%) and 'ability to make a difference' (65%). 'Pay' featured as the fifth most common answer, important to 49% of the respondents. We will return to the pay when considering teacher motivations specifically related to a relocation scheme, where the importance that teachers attribute to this factor shifts.

Practical considerations related to 'work/life balance' and 'location' are clearly important to teachers when looking for their next job (being first and third on the list). However beyond these practical considerations, teachers appear to be guided more by intrinsic motivations. This is suggested by the large number of respondents citing 'interest or challenge' and 'ability to make a difference' as important considerations when changing job. Both are rated substantially higher than 'pay', and even higher than the other factors on the list (promotion and accreditation).

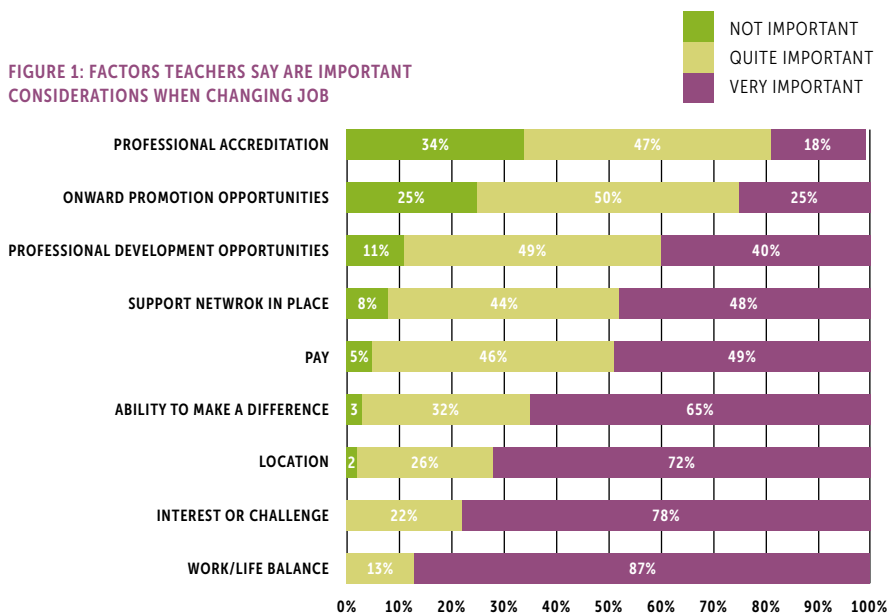
What are the most important factors for teachers when considering changing jobs?

87% said work/life balance

78% said interest or challenge

72% said location

65% said ability to make a difference



Our discussions with teachers reinforced the idea that among the key motivations for seeking a new role was the challenge of the job itself:

"I've worked in lots of different schools - for me the biggest thing that has kept me going is the challenge from the children, the parents, a new initiative, just having a new thing to keep me interested and keep me going. And that's probably why I came back into a special measures school, because I wanted a challenge."

Although not asked in the survey, a point reiterated in each of the teacher discussions suggested the satisfaction derived from interactions with pupils was also a motivating factor:

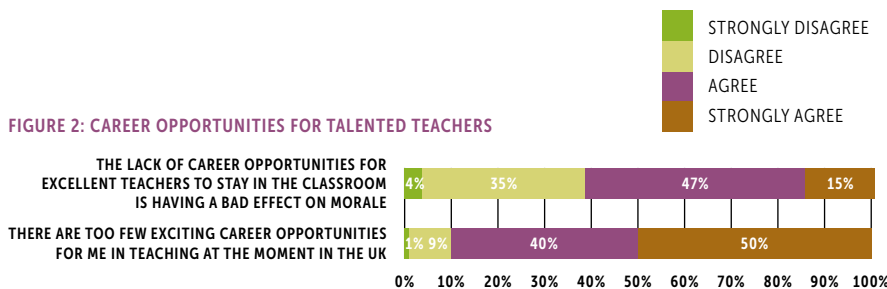
"Making a difference to young lives – that's why we do this job. For that eureka moment when it hits home."

Teachers want a wider variety of exciting and stimulating career opportunities

Taking a workforce planning approach to school improvement places centre stage the need to understand what motivates teachers to move and change jobs, but also what will retain them in the profession long term. Academic research suggests that workload and pay are the two key issues in teacher retention. Rhodes and colleagues¹⁴ found higher pay was the greatest motivator for teacher retention, although feeling valued by stakeholders in education was also considered to be key. Career progression was found to be more enticing than professional development. However, the desire to help children learn was also a key driver for retention. Similarly Hughes¹⁵ research findings indicated that teachers in schools in the most deprived socio-economic areas were more likely to continue teaching until retirement than teachers working in more affluent areas.

Studies suggest that teacher retention in the UK is an issue; Gaulter and Green¹⁶ looked at teacher resilience in what they called 'challenging times' for the education community with an estimated 50,000 teachers leaving the profession every year. Our survey found similarly worrying views of teachers about staying in the profession. What is most interesting however is the link that can be seen between career progression and teacher morale. Figure 2 suggests that not just a lack of career options, but specifically career options to allow teachers to continue as a 'teacher' rather than a senior leader may be contributing to teacher retention issues.

90%
of teachers say
there are too few
exciting career
opportunities in
teaching at the
moment in the UK



¹⁴ Rhodes, C., Nevill, A and Allan, J. 2004 ¹⁵ Hughes, G. 2012 ¹⁶ Gaulter, A and Green, R. 2015

Interestingly, when broken down the data shows that this is consistent across years of teaching experience. In addition secondary teachers expressed greater dissatisfaction with the lack of career opportunities with 30% strongly agreeing with the statement 'there are too few exciting opportunities for me in teaching at the moment', compared to 19% of primary teachers.

The career trajectories of talented teachers were discussed in the group interviews. In two of the three groups teachers talked about 'success' or progression linked with moving into senior leadership, and cited specifically that although there were other designations (including Advanced Skills Teacher or Specialist Leader of Education (SLT)), essentially teacher pay was capped unless you joined the leadership spine:

"I do feel there is a lack of recognition for excellent teachers to stay in the classroom, if everyone is being drawn to SLT that would be difficult."

"There is a bit of a cap there if you want to stay in the classroom cos (sic) you know you won't get on the leadership spine. Whilst we're not in it for the money if you feel the pressure is there, you might not be incentivised to stay in the classroom."

'There are too few exciting opportunities for me in teaching at the moment'

30%
of secondary school teachers strongly agree with the above statement compared with only

19%
of primary school teachers

Teachers are willing to move for great professional opportunities

Research internationally on teacher relocation schemes suggests there are potential benefits but such schemes need to be carefully designed to realise them. Cowley's research¹⁷ looked at the impact on teachers of an Australian relocation scheme five years on. The study found that relocation can affect stress levels and impact on teachers' personal lives, but this can be mitigated by good support:

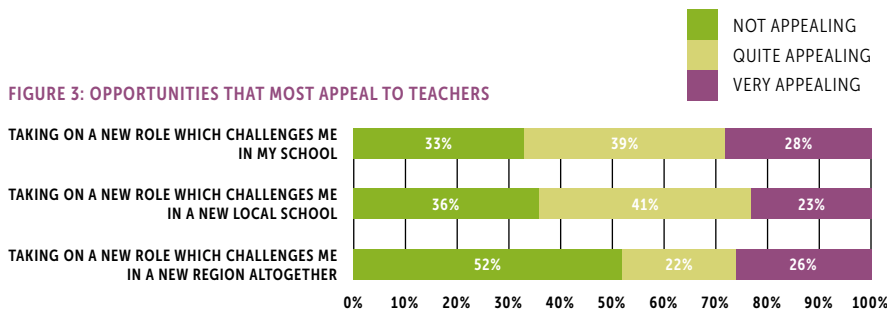
"Appropriate support is best provided by the system, schools and school staff in order to assist relocated teachers to adapt to their new school context.

With appropriate support, relocation can reinvigorate and broaden teachers' teaching as they grow and learn from the relocation experience."¹⁸

Pugatch and Schroeder¹⁹ found in the Gambia that a hardship allowance in the form of a salary premium of 30-40%, increased the share of qualified teachers in remote regions by 10%. The challenge of ensuring high quality teacher supply in some areas of the UK has already been recently documented by the Social Market Foundation, as cited earlier in this report. Returning to South Korea, also cited earlier, the percentage of students from economically deprived backgrounds taught by qualified teachers is nearly 4% greater than the percentage of students from more affluent backgrounds taught by qualified teachers. Kang and Hong²⁰ state that the South Korean reversal of trends is due to uniformly high-quality teachers, periodic rotation of teachers to new schools and incentives to teach disadvantaged children. Teacher relocation plays an important role.

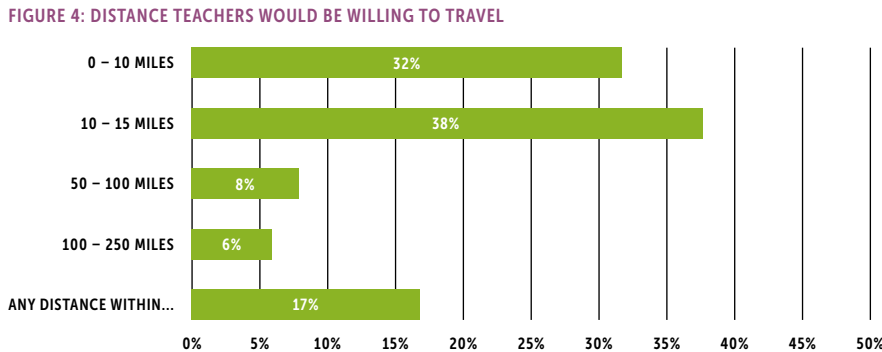
¹⁷ Cowley, T.M. 1999 ¹⁸Ibid. p.v ¹⁹Pugatch, T., & Schroeder, E. 2014 (p.120–136) ²⁰Luschei, T.F. 2013

In our survey, we asked teachers if they had a general interest in moving from their school to a school in a new region.



Perhaps unsurprisingly, teachers reported that they were less interested in moving to a school in a new region (total positive response of 48%) as opposed to staying in their school (total positive response of 64%) or moving to another local school (total positive response of 67%). Considered in the light of the potentially significant changes this requires, it is perhaps equally surprising that nearly half (48%) of teachers said they were interested in moving to a new region, if the right job was available.

The survey also asked teachers how far they might move for a role supporting a school in challenging circumstances on a relocation style-scheme. The response is described in Figure 4.



Given the importance of location for teachers when moving jobs noted earlier, it is not surprising that the majority of teachers (68%) are not prepared to move beyond 50 miles. However, a third of teachers are prepared to move more than 50 miles, and that nearly a quarter (23%) are prepared to move anything between 100-250 miles or 'any' distance. This suggests there is a ready pool of teachers who are interested in relocating anywhere in England.

When asked specifically about whether they would seriously consider joining a relocation scheme like the NTS, the response was also overwhelmingly positive. A total of 30% said they would seriously consider, a further 42% said they might consider it and only 28% said they would not consider seriously a relocation like the NTS.

How many teachers would seriously consider a relocation scheme like the NTS?

30% would seriously consider it

42% might consider it

28% would not consider it

Teachers' told us what is important when considering a relocation scheme differs to what is important when considering a more typical job change

The survey data shows that a large proportion of teachers in England might be interested in applying for a national relocation scheme such as the NTS. The survey confirmed the factors that might make it more or less attractive, and the group interviews provided an opportunity to explore this in greater detail. It was clear from the discussions with teachers that interest in such a scheme was heavily dependent upon how it was designed, and indeed in our survey the response above was subject to the right sort of support being in place.

The following factors were identified as being important – these are taken from the survey responses and illustrated with additional information from the literature or from the group interviews where appropriate.

Two factors were identified as being the key attractions:

Moral purpose: Of those teachers interested in the scheme, the 'ability to make a difference/potential for impact' was the biggest incentive (56% reported this to be 'very attractive' and 40% reported it to be 'attractive', giving an total of 96% saying it was in some way attractive). In the group interviews it was evident that teachers wanted to help improve the most challenging schools in more deprived areas – this was in itself a strong draw. Compared to teachers' considerations related to a normal job change this factor increased in importance; previously it was fourth on the list, here it is first.

In a group interview one teacher said: "You'd have to go above and beyond so you need to be paid for what you're worth."

Pay/financial incentive: Pay did not feature highly on the list of factors that teachers consider important when looking for a new job (see Figure 1). However, teachers interested in the scheme later told us that as part of a national relocation programme, pay or a financial incentive was more important. In total, 52% said this would make it 'very attractive' and 42% said it would make it 'attractive'. This is a substantial shift in opinion and strongly suggests that as financial incentives should not be an overlooked as part of an overall package of support for teachers' in the design of a relocation scheme. Interestingly these features prominently in relocation schemes in other education systems: for example in Australia teachers receive relocation allowances, retention benefits and additional flexible leave.²¹

In group interviews, it seemed an important aspect of pay related to recognising the value of the work teachers' would be carrying out; one teacher said: "You'd have to go above and beyond so you need to be paid for what you're worth."

What would make a national relocation programme 'very attractive' or 'attractive' for teachers?

96% said the ability to make a difference or have the potential for impact

²¹ <http://det.wa.edu.au/careers/detcms/navigation/teachers-and-school-leaders/career-opportunities/remote-teaching-service/#toc5>

In addition to moral purpose and pay, a number of other factors were also highlighted as being very important to teachers' interested in a relocation scheme.

Support structures: Both the survey and subsequent discussions with teachers told us that support structures such as training, mentoring and peer support are important; of those interested in the scheme, 81% said these structures would make a relocation scheme 'attractive' or 'very attractive'. In the group interviews teachers made links between the demands being presented and the support required. Teachers were aware of the difficulty involved with improving educational outcomes in challenging schools. One teacher said: "I think the local network of teachers is key. If you don't know anyone, you've lost friends – if they're the other side of the country. You can discuss issues you're having and challenging issues. Especially if it's a rolling programme you can get advice from the more experienced ones."

Additional time: Another interesting factor mentioned in the survey was additional Planning Preparation and Assessment (PPA) time. Over a third of interested teachers ranked this as the most important support structure. This suggests that teachers' feel that in order to do something like this well, time above and beyond that normally required for PPA would be important.

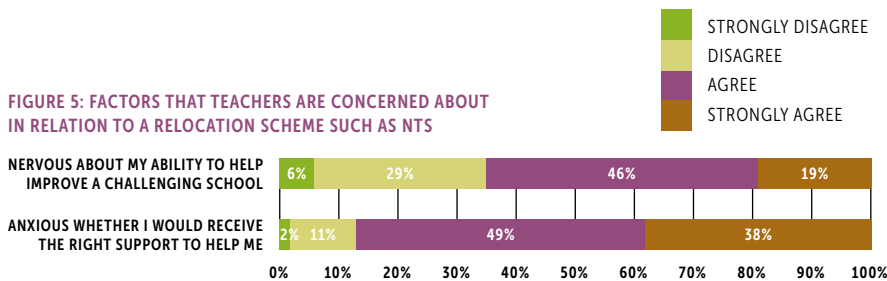
Relocation support: In the survey responses teachers also made it clear that relocation payments (on top of pay) are a strong attraction; 83% of those interested said this would make a relocation scheme 'attractive' or 'very attractive'. In addition, when voicing concerns, 83% of teachers 'agreed' or 'strongly agreed' that they were 'worried about relocating family', suggesting it might be of particular concern for those with dependents.

What else would make a national relocation programme 'very attractive' or 'attractive' for teachers?

81% said support structures

83% said relocation payments

Teachers also indicated that there are factors that worry them about a relocation scheme such that launched by NTS. Figure 5 shows that a total of 65% of teachers are concerned about their ability to help improve a challenging school and 87% would be anxious about whether they would receive the right support to enable them to conduct the role successfully.



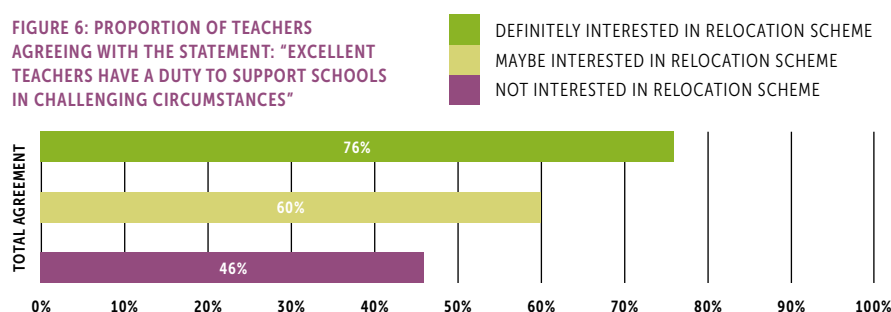
It is interesting to consider this figure alongside the previous paragraphs. Teachers suggested that support structures were an important part of making a scheme like the NTS work and to emphasise this even more the potential lack of support is their biggest concern.

For teachers interested in a relocation scheme, moral purpose matters more than for other teachers

The evidence shows that teachers interested in a relocation scheme are more driven by moral purpose than those not interested. When asked, 75% of all teacher survey respondents 'agreed' or 'strongly agreed' that excellent teachers have a duty to support schools in challenging circumstances²². When broken down by those interested or not in applying to an NTS-style relocation scheme it is evident that there is a correlation between strength of agreement with this statement and interest in the scheme.

Figure 6 below shows that those teachers who are interested in a relocation scheme tend to agree more strongly with the statement.

FIGURE 6: PROPORTION OF TEACHERS AGREEING WITH THE STATEMENT: "EXCELLENT TEACHERS HAVE A DUTY TO SUPPORT SCHOOLS IN CHALLENGING CIRCUMSTANCES"



75%
of teachers 'agree' or 'strongly agree' that excellent teachers have a duty to support schools in challenging circumstances

Making relocation work: triangulating change

The 'moral purpose' of any relocation scheme is fundamentally linked to the overarching aim it is designed to fulfil – i.e. improving educational outcomes in the most challenging schools. Clearly this is a significant attraction for teachers, and more so for those interested in such an opportunity. Therefore ensuring that the scheme delivers this is important; if it does not, it could quickly lose its appeal and therefore its sustainability.

Ensuring the scheme not just relocates teachers, but also delivers improvements in the schools they relocate to, is a challenge not lost on teachers. For example, 75% of teachers in our survey 'agreed' or 'strongly agreed' that one teacher is unable to have any impact on school improvement on their own. In our discussions, teachers demonstrates an awareness that school improvement is not something easily achieved, especially when being driven by an 'outsider' in a new school, and by a

²² Note that the question was asked independently of any reference to a relocation scheme

teacher not a senior leader. Research by Education Development Trust exploring the rapid improvement of a group of 350 schools in England suggests that school improvement is indeed a complex process driven as much by relationship management and the ‘soft’ skills employed by senior leadership as it is about the employment or deployment of excellent teachers²³. Teachers in our discussions who had worked to support other schools supported this view.

“I found staff were very sceptical of me. Some still shut down and think ‘who are you’ especially when I tell them the school I am from they think ‘what do you know’. So you go from an environment where everyone has the same mind-set and you’re dropped into a school where they think – why bother’ the kids are from [a deprived area]. It is hard. I am the alternative voice. They are more open to it now, at first they shut down and just were like ‘no no no’. Now I’ll make my suggestions and they are more open to it.”

“I think it’s true that one person can’t change a culture, it’s like the NHS - where I used to work - where you feel like sometimes you are screaming into a pillow. But if you have those forums where everyone can be heard and collaborate, then it’s that which makes you feel more valued and able to have an impact.”

“...you have to be in a school where the majority believe in that change, because whatever amazing idea you have of your own it won’t work without that. It could be the best strategy in the world, but you have to have that shared belief that it can work.”

This suggests that successful relocation schemes with the specific purpose of driving school improvement require the alignment of a complex set of ‘change’ factors, each of which need to be in place. These include, crucially, ensuring that the right people with the right skills are selected, but also wider factors such as supportive leadership in school, the right level of responsibility for teachers relocating, and highly effective support for teachers to enable them to become an effective force for change.

Teacher relocation schemes: a positive for teacher morale and retention?

Teachers have told us that they are interested in an NTS-style teacher relocation scheme in England, and provided valuable insight into how such a scheme might need to be designed. What does this tell us about how such a scheme can support wider retention issues longer term?

When asked on the survey how such an opportunity would make them feel, teachers were overwhelmingly positive. A total of 81% ‘agreed’ or ‘strongly agreed’ that it would create fairer chances for all pupils, 79% said they ‘agreed’ or ‘strongly agreed’ it make them proud to be a teacher and 77% said they ‘agreed’ or ‘strongly agreed’ they would be excited to help improve a challenging school. Although beyond the direct focus of this report, it is possible that a relocation scheme that positions teachers as agents of change and drivers of equity improvements may support shifts in teacher perceptions of how they are viewed and valued.

What is the perceived positive impact of a NTS-style teacher relocation scheme?

81%
believe it would create fairer chances for all pupils

79%
think it would make them proud to be a teacher

77%
said they would be excited to help improve a challenging school

²³ Forthcoming 2016 – see educationdevelopmenttrust.com/research for details

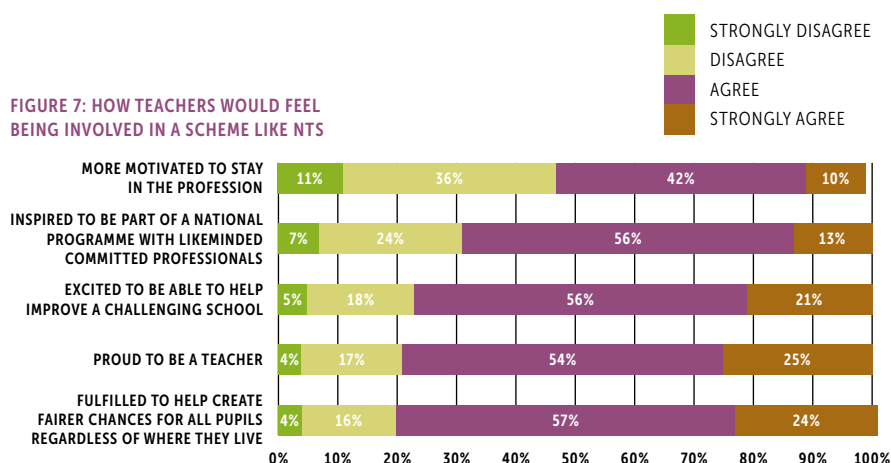
Some quotes from teachers that illustrate the potential for teacher retention and morale are given below:

"It's not just a two year sticking plaster of the same job, but something more meaningful and that in itself would be attractive for teachers to do."

"It would be nice to get some positive press from the media."

This sentiment was also evident in survey responses. Figure 7 shows that over half of teachers surveyed (52%) said they would be more motivated to stay in the profession.

52%
of teachers would feel more motivated to stay in the profession as a result of a NTS-style relocation scheme



As our sample was for teachers with between 3 and 10 years of experience, this suggests that it might support retention particularly for teachers at that mid-point in their careers. This could be a key motivator for teachers when they have mastered classroom teaching and are keen to know there are exciting options for their next career step.

A successful relocation scheme in England could have longer term workforce planning benefits as well as the immediate impact on more equitable resource allocation. For the education system in England but also elsewhere this is a significant value-add.



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Final thoughts about the potential for a teacher relocation scheme in England

This rapid empirical study has taken a mixed methods approach to exploring a key workforce planning issue. Our findings show that while it is not for everyone, teachers are interested in teacher relocation schemes. This is positive news for workforce planners interested in the potential of teacher relocation schemes to redistribute talent in the workforce more equitably.

Importantly the evidence suggests that teacher motivations to engage (in a voluntary scheme) are different to those they prioritise when considering a normal job change. Typically when considering any new post, teachers are more intrinsically motivated with things like pay taking a backseat. However for a relocation scheme is of even more importance: it is interesting to note that teachers most interested in the scheme appear to be more motivated by moral purpose than teachers generally. In terms of successful teacher recruitment for such a scheme there are potential implications.

Teachers involved in this study have also made it clear that the design of any teacher relocation scheme is important, and must provide the right package of support. This must include not just financial incentives – to ensure teachers are recognised for the challenging work they will carry out – but also high quality professional support, to ensure the aims of the scheme are met. In addition, teachers’ also need practical support in making the process of relocating easy. The challenge of such a scheme is not just to redistribute teachers but to ensure this redistribution leads to improvements in educational outcomes in the places they move to. We have highlighted a number of factors which may be important for planners to consider here – ensuring the right candidates with the right skills appears to be central.

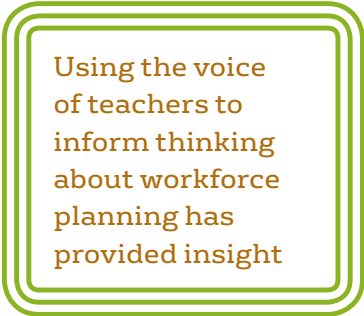
Teachers in our study have also told us that currently career options are not necessarily exciting. More opportunities for teachers to progress professionally as ‘teachers’ would be welcomed. They say that a scheme similar to a National Teaching Service (as proposed in England) might give teachers in the ‘middle’ of their career something to help motivate and retain them.

Teachers most interested in a relocation scheme appear to be more motivated by moral purpose than teachers generally

In conclusion this report suggests that, if designed in the right way, substantial 'win-wins' may be realised by a teacher relocation scheme in England. It could:

- help to improve equitable workforce planning, moving excellent teachers to more challenging areas;
- support achieving improved school outcomes in those areas;
- provide better career options and improve overall motivation and engagement of the workforce.

Using the voice of teachers to inform thinking about workforce planning has provided insight. It serves to remind workforce planners of the importance and complexity of teacher motivation. This can support improved understanding about how best to manage and deploy resources across an education system and ultimately support relocation schemes to live up to the challenge of leading to greater educational equity.



Using the voice
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