



UNIVERSITY OF
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Two sustaining factors for new teachers

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Teacher retention: a policy problem

- Five year out-of-service rate for 2016 entrants: **31.2%** (Long & Danechi, 2022)
- Policy responses include:
 - Reducing workload (*2014 Workload Challenge*)
 - Increasing pay (*Increase in starting salaries to £30,000 by 2024*)
 - Support for ECTs to increase their skills and knowledge (*ECF*)
- However, support for teachers to develop a robust and positive sense of professional identity/self less evident in policy responses
- Our research has identified two ‘**sustaining factors**’ which help teachers to develop and maintain commitment and motivation in the profession, particularly during difficult times



Sustaining factor 1: positive professional relationships with peers

IMAGE
REDACTED

[I have] never worked so hard trying to balance everything out [...] the only thing keeping me going is my colleagues.

Julia, NQT



Sustaining factor 2: development of a positive professional identity

[teaching is about] working in this city,
because I was raised here so I feel
quite passionate about that [...] I'

Isabella, NQT

IMAGE
REDACTED



Recommendations to policymakers

- Revise Standard 8 of the Teachers' Standards to foreground the importance of professional identity and collegial peer relationships in schools;
- Embed knowledge of these two 'sustaining factors' throughout the 'golden thread' of teacher development – CCF, ECF, relevant NPQs;
- Change the School Premises Regulations (2012) to include a requirement for a communal space for school staff.

Can you make some small changes to promote these two sustaining factors in your settings, without national policy being changed?

Current project:
Playing Teacher – designing a mentoring intervention to support Early
Career Teachers



IMAGE
REDACTED



IMAGE
REDACTED



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IMAGE REDACTED

<https://forms.office.com/e/J4xmWvjDpD>

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IMAGE REDACTED