

How to recruit, train and retain teachers: lessons from Japan and Norway

“We want teachers who know teaching in their heads, their hands and their hearts”
(in conversation with Nina Helgevold, Norway 2025)

By Emily Evans

2024 Churchill Fellow

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2. About me

I am Head of Staff Development at Bohunt Horsham Secondary School, this is an all-through Free School in Horsham, West Sussex, England. There are roughly 1,300 students on roll.

I am also a Chartered Teacher and have completed a Master of Education degree. I have a wider role across the Bohunt Education Trust as a Lead Practitioner for the Virtual School which considers how to support disadvantaged students in the most effective way.

I am committed to developing better systems and structures that help with the retention of teachers in Secondary State schools so that all students experience the continuity of high quality teaching.

3. Executive summary

Recruiting and retaining teachers is becoming increasingly difficult within the English education system. According to a recent report¹ from the Department for Education, just over one third of teachers leave within the first five years of teaching. The result is that students experience a high level of teacher turnover and disruption to their learning, alongside a lack of subject specialists. As part of the solution to this issue, I am proposing a culture of positive professionalism for teacher career development. This will involve protecting time and fostering partnerships with other institutions so that teachers can collaborate as researchers, ultimately growing a more collegiate approach within schools.

This should be a golden period for the recruitment of teachers with the creation of professional organisations such as the Chartered College of Teaching alongside the increase of accessible research about teaching and learning. However, this has not necessarily translated into teachers feeling informed and empowered within schools. In my experience, teacher workload has increased, leaving little time for planning together, collaboration and engagement in research. Teachers feel isolated in their classrooms with little time to reflect on their practice, engage with their peers or research beyond the Early Career Teacher programmes. Sharing good practice and providing time to collaborate leads to higher levels of wellbeing and can help reduce workload. To be successful, this sharing has to exist within a culture of professional positivity and be given time that is supported, protected and promoted by leaders.

Recent Education Endowment Foundation Guidance reports² and research from the Teacher Development Trust have explored ways in which professional development

programmes³ can positively impact wellbeing and job satisfaction. By exploring different approaches to professional development in Japan and Norway, whether present in the qualifications gained by teachers or the continuing professional development offered to teachers in situ, I wanted to learn how best to create a positive culture for collaboration.

My findings from this report have come from a series of visits, observations and semi-structured interviews that took place across my visits to Japan and Norway. I met university leaders, headteachers, teachers and trainee teachers. Everywhere I visited I was struck by our common moral imperative to find the best way to educate students alongside a recognition of the challenges we all face globally. People were generous with their time and opened their classrooms to me. As a result of these meetings, I have a series of recommendations for schools and key stakeholders in the UK education system.

- Create a culture of positivity around teaching as a professional endeavour, with an investment of time to ensure teachers have some sense of self-efficacy and autonomy to make decisions about their professional development.
- Make a renewed effort to support a closer collaboration between universities and schools, breaking down the barriers between educational research and practice.
- Encourage a reflective journal culture with public displays of professional learning leading to a 'library' of action research.
- Reward experienced classroom teachers and celebrate them as vital knowledge holders, alongside recognition and adjustments to encourage teachers to stay in the classroom.
- Give time in schools to ensure joint planning, observations and feedback as a professional duty, with teachers able to collaborate in an effective and enriching way.
- Ensure developmental observations are non-hierarchical and focused on students' progress as a team endeavour with elements of a Lesson Study approach.

From this comprehensive rethink of observation culture and the involvement of universities in schools, teachers would be given more autonomy and time to think deeply about their practice. As seen in the Japanese and Norwegian institutions I visited, there must be a renewed push for positive professionalism and respect for teachers, especially experienced practitioners, alongside an attitude of collective

responsibility to improve teaching and learning in the UK system. There needs to be investment in budgets to give time for professional development. In turn, this would positively impact recruitment and retention as teachers would have more opportunities to work on their craft, ultimately leading to better teaching for our students.

4: Introduction to the project

Despite investment in teacher pay, the Early Career Framework and teacher training plus a workload reduction toolkit, the United Kingdom is struggling to recruit and retain teachers in the state education sector. According to a recent House of Commons Committee report⁴ the number of teachers leaving the sector has risen *“44,000 teachers left the state-funded sector in 2021/22 compared to 36,200 in 2020/21”*. There has also been an increase in the number of teacher vacancies in state funded schools.

Improving professional development and looking at ways to increase teacher autonomy are not new concepts as possible solutions for helping retain teachers. Alongside the investments in funding, current suggestions around using Artificial Intelligence or computer programmes to help teachers reduce workload and make professional development widely accessible are admirable endeavours to help reduce the burden. Since Covid-19, teachers have had to become adept in the technical sphere; however, this has been at the expense of effective collaboration.

The funding of National Professional Qualifications helped teachers access a higher level of training with many self-study units offered online, helping open up access across schools. These qualifications, although robust and helpful, are often aimed at preparing for leadership roles rather than focused on subject or phase-specific classroom pedagogy. We need to shift away from teaching as an individual arena for development and think about ways to increase professional dialogue. Planning is often an individual pursuit; teachers take individual ownership over their classes, whereas structured time to have professional conversations would engender a culture of positive improvement.

I chose to visit Japan as they have shown high levels of wellbeing and job satisfaction in the recent International Barometer of the Health and Wellbeing of Education staff survey⁵. Japan has, on average, a higher teaching load than UK Secondary School teachers; therefore, I would like to see how workload is managed with teaching load in mind. I would like to compare this to Norway which may, due to its proximity, be closer culturally than the UK. Some schools in Norway use a similar lesson study approach to observation for professional development to Japan. I want to understand how the professional development systems work for teachers and how teachers would describe themselves within the system. In reaching out to Japan and Norway, I sought to find

ways to encourage a collective approach to CPD and suggest solutions that share expertise in a supportive environment so that teachers can make informed decisions about their practice. These are suggestions that are based around human solutions and processes that support and demand human connections.

The objectives are to:

- understand and develop CPD structures that support the recruitment and retention of teachers
- observe ways in which schools/universities provide opportunities for classroom practitioners to plan together in a creative and constructive way
- bring pedagogical theory and practice closer together through collaborative work with universities
- suggest ways in which experienced practitioners are celebrated and encouraged to ensure they are retained and their experience shared
- gain ideas to help design UK-specific processes that will lead to free access to a library of classroom practice reflections.

I aim to distil my interviews and observations from Norway and Japan into potentially actionable outcomes. The societal issue of teacher retention involves a collective conversation about the solution and I hope to add my voice to this discourse.

5: Case study 1: Faculty of Education of Shinshu University Fuzoku Nagano Junior High School



During my visit to Nagano, I gained my first insight into the practices and pedagogical principles guiding both the teacher training institution and the teaching within this school.

Professors discussed how the curriculum had been very defined for a period of 20 to 30 years but now there was a period of challenge ahead, as there was a recognition that advances in technology and climate change meant that students faced an uncertain job market and unknown challenges in the future. The Japanese Government had already reduced the hours for full time teachers in recognition of the workload. However, the expectations around extracurricular activities were still seen as a barrier to attracting new recruits.

Both in the university and among the school leaders I met in Nagano there was a strong consensus that students and teachers needed to become better at critical and creative thinking to be able to adjust perspectives in line with challenges that are hard to predict. The Deputy Principal, Mr Kazuki Koizumi, was eager to grow passionate teachers who can benefit from experienced teachers. Fostering a culture of positivity was at the forefront of our discussion, ensuring new teachers are attracted to the profession by considering how experienced teachers and leaders talk about the positive aspects of teaching. Mr Koizumi saw this as part of the professional duty of a teacher.

The school was a proud advocate for student-led enquiry projects that built on the strong knowledge basis provided by the Japanese curriculum. I observed a science lesson that involved students formulating questions around springtime, working in teams to find empirical evidence from their surroundings and then creating their own presentations to teach the class. This took time and there could be an argument that the process could be a barrier to learning content; however, students were having to develop their oracy and interpersonal skills alongside advancing their curriculum knowledge. Teachers were enthused by this way of teaching, taking on a facilitator role and guiding students. Students were equipped with textbooks for every subject, ensuring that they could access the knowledge required to help the enquiry be robust.

Alongside this, students served their own lunches (including mine), took responsibility for cleaning the classroom and led class recaps of learning at the start of the lesson as the teachers' swapped classrooms. The pressure of conformity was on the students as

there was an expectation of being part of a team of learners. Behaviour was very good; students were very compliant and they had well-defined roles within the classroom.

Application to the UK educational system

Enquiry-based learning is not a new concept for the UK education system. However, it has been criticised for not necessarily ensuring students learn the knowledge required for the curriculum. I would argue that the Japanese system strikes a balance between a robust curriculum and a requirement to link the curriculum to real life situations and students' interests. Training teachers to input the knowledge required to support student enquiries is key.

Teachers are able to understand how powerful enquiry can be as their professional development involves the Lesson Study structure. This then acts as a way to ensure the provision of enquiry-led learning is pedagogically sound. The challenge will be training teachers to deliver this critical thinking style of lesson with the oracy and interpersonal skills it requires of students in an already crowded curriculum.

6: Case study 2: University of Fukui School of Education: Educational Conference

The United Graduate School of Professional Development of Teachers of the University of Fukui, led by the Dean Professor Yuu Kimura, holds monthly conferences for the Education Faculty that brings together the cohorts of trainee teachers, teachers studying for MAs and MSCs and global students, alongside school leaders. At the conference I attended, the focus was on new educational reforms proposed by the government, global challenges faced by schools and the analysis of long-term practice reports.



This conference left a deep impression on me. Joining the global students, we started with a reflective process called the three seeds, which included our past educational experiences, how that has informed our present educational experiences and what we hoped for the future. Although this sounds like a simple task, time was given for thinking, writing up our reflections and then printing and sharing them with the group.

A list of links to educational reform documents from the Japanese Government, OECD and UNESCO were distributed and we were asked to choose a document to focus on. The task was to consider these questions:

What is the way of learning required by the generation living in 21st century society? Does school education currently support this? Is change required? How will we achieve this?

Carefully read and consider the proposals regarding the direction of educational reform, the transformation of learning, and the role of teachers and administrators who are responsible for this.

I chose the UNESCO report “Reimagining our futures together: a new social contract for education”.⁶ An hour and a half of reading time was given with the expectation that we would reconvene to share our findings. This accountable reading time meant that all participants focused on the task. A member of the university team then chaired our discussion, with each member of the group responding to their chosen document. This led to an in-depth discussion around how the document was relevant to the educational setting you worked within. This meant I got an insight into a wide range of educational systems across the world including Botswana, Pakistan and the Philippines.

Following on from this, we were then introduced to the library of the Long-Term Practice Reports. Through decades of action research, the university has a physical and online library which contains reflections from teachers and leaders on a wide range of topics. These are written to reflect the finding of one focus over a term or year. We were given four hours to read and prepare a written report of our own reflections on our chosen report and how it was relevant to our own setting. This was then printed and distributed whilst we presented to the group.

Thinking about how this might work in a school setting, I realise there would be issues around finding this amount of time. However, the value of engaging with recent classroom practice written by teachers is immense. The study I chose was written by Assistant Professor William Tjipto whom I was fortunate enough to meet at my next school visit. I found myself considering the Japanese concept of *Kaizen*, specifically how to empower teachers to work together and see schools as a part of the culture of the UK. *Kaizen* is a combination of two Japanese words (*Kai* and *Zen*) that translate as “good change” or “improvement”. In an educational setting, this relates to making small collaborative changes to the learning experience to make positive continuous change.

This detailed examination into the design of teaching materials through the perspective of a teacher was also an interesting insight into the Japanese system. By writing and reflecting, I could also examine my own practice in detail and it was a useful frame of reference. With a range of these studies, the depth of reflection would continue to deepen.

The final part of the conference involved sharing our findings, alongside time for reflecting on the next steps from the learning we had completed. I was able to then listen to others reflect on different Long-Term Practice Reports, as well as receive an insight into how this may be applied across classrooms around the world. It was an absolute privilege to be part of the conference.

Application to the UK educational system

The discussion around the UNESCO report made me reflect on whether classroom teachers in the UK are given the opportunity to consider the global perspective on education or are part of the discussion around whether the curriculum is preparing our students for the future. The professional development I lead for early career teachers is highly prescribed; although I create spaces for dialogue, these discussions tend to be very practical and rushed. A teacher would need to be extremely pro-active in the UK system to find ways to question educational theories and analyse reform documentation from the government. The growth of organisations such as the Chartered College of Teaching does show encouraging signs of providing spaces for these sorts of reflections. Teachers have a valuable perspective through their lived experiences and

finding ways to help them understand how their perspective fits into the global stage would be an interesting endeavour.

The case study library was something that would be an invaluable asset to any school, trust or local education authority. Having a high-quality collection of teacher reflection would mean that any classroom practitioner could find research that was relevant to their setting. This body of knowledge would then encourage teachers to be involved in action research as it no longer becomes an additional burden but is instead part of the culture of collaboration and shared purpose. One barrier might be getting schools who compete for students to cross-collaborate in this way; however, there are many examples of schools being able to make this work. Another barrier could be finding universities that may be happy to lend expertise to this project; again, there are many examples of positive relationships between schools and universities. It would then require an investment of time and money.

7: Case study 3: Observations and interviews from a range of schools working with or as part of the University of Fukui School of Education

Visiting a range of schools in Fukui, I saw fully realised examples of robust enquiry-based learning alongside an embedded programme of professional development based on Lesson Study (Jugyō Kenkyū). Lesson Study is a collaborative professional development practice where teachers work in small groups to research, plan, teach, observe and then reflect on lessons. This collective approach moves away from individual planning, instead focusing on student experience within the lesson.



The Compulsory Education School is an all-through school that is part of the University Education Department in the city of Fukui. This is a flagship school for Lesson Study and enquiry-learning. I observed a thread of enquiry from the nursery provision through to the elementary level. In Grade 2, students were provided with a range of images of doors from around the school. They had to predict what they thought would be behind individual doors. The students then explored the school, with the teacher taking photos of what they had found. This led to an examination of why some doors had to be closed and some opened. Students were curious, critical thinkers and, through this lesson, learnt how to orientate themselves around the school. The teacher was a skilled facilitator, ensuring all students participated and that knowledge was recorded in a methodical and clear manner.

The following observation of Grade 6 focused on clouds and their properties. Students created research posters based around their own enquiry questions. Group posters from previous years were displayed and the challenge was to elevate their posters beyond the detail of the previous groups' work. The culture of observation was clear, with the Headteacher posting up his observations of the week in the staff room. I saw many staff, from both the school and the university, involved in the observation process. Not all lessons observed were enquiry-based, but it was clear that this was a prevailing foundation within the classroom. Interviewing a teacher leader from the kindergarten, the passion and excitement about this style of education was palpable.

Fukui Commercial High School, a specialist city high school with a business and enterprise focus, had timetabled one hour per week for collaboration in Lesson Study triads for all staff, ensuring that teachers were able to participate in observations, planning and deep reflections on effective teaching. This encapsulated the school motto "Autonomy and Collaboration" as Principal Yasuhiro Yamamoto was eager for this to

apply to both students and teachers. Group work and critical thinking were evident across a range of lessons, utilising text books as a basis for knowledge. Students were also offered real-world opportunities, creating products and participating in enterprising projects. In discussion with an experienced teacher, he stated that one of the key issues faced was around the pressure and complaints from parents. His solution to this was to invite parents to observe lessons and let them see the classroom in action. In the UK, it would be difficult to work through the logistics of this coupled with potentially strong resistance from staff. Challenges around workload and participation in running clubs had also added pressure to teachers in Japan, although recent shifts have been made to reduce directed time.

Ago Junior High School is a rural school just outside of Fukui City. The school architecture included wide open classrooms alongside prominent displays of both teacher and student enquiry projects. I joined the International MSC students from the University of Fukui in observing; teachers and students seemed well versed in having large groups of observers in the classroom. We saw a maths lesson on probability with students designing and playing games based around various levels of probability. It was an excellent lesson, with students having to observe one group and ask questions around the processes they could see. The teacher, a highly skilled practitioner, was able to guide the enquiry to ensure students were challenged to be critical. Interviewing him after the lesson, he discussed how he felt it was important to team teach with the students. Challenging students to be critical thinkers was key to creating successful students, preparing them for the future. This had been a shift away from a fixed mindset of students who would not question or actively participate when learning. He saw the collaboration as a way to help raise standards and to retain teachers.

Application to the UK educational system

Throughout this section of school visits, a common link was that learning was a student/teacher collaborative process with an emphasis on critical thinking. Teachers felt that they could co-construct some of the lessons with their students and this felt different to the UK model of teacher-led instruction. The close collaboration between teachers meant that it felt more like a collective endeavour and responsibility; this was in contrast to the individual responsibility teachers can feel in the high stakes judgements of the UK school system. The celebration of research helped develop the sense of a joint purpose which can be seen within organisations such as the Chartered College of Teaching; the challenge remains about how to make this an intrinsic part of school life. I may have only seen a small cross section of schools and teachers; however, the pooling of ideas and research played a part in retaining teachers as they were clearly respected professionals.

8: Case study 4: The University of Stavanger: Department of Teacher Education/Riska Lower Secondary School

Meeting with the study coordinators and teacher educators at the Department of Teacher Education, it is clear that Norwegian schools are facing some of the same challenges in recruitment and retention as the UK. The requirement to achieve Masters level qualifications has meant that some students are not attracted to the time commitment given to the course. To help negate this, the Norwegian Government gave universities the choice to lower the entry requirements for the course in 2022 which led to an upward trend in applications. However, the University of Stavanger staff expressed concerns about whether this new cohort will be able to access the Masters part of the programme.



The University of Stavanger is also trialling a one-year practical ‘taster’ programme, to see if this can attract student teachers who may feel uncertain about taking on the full-term course. This course combines pedagogy with practice to help demonstrate how the career combines both. One of the strands of the Norwegian National Strategy for Quality and Collaboration in Teacher Education, launched in 2017, aimed to bridge the gap between universities and schools. It encouraged closer cooperation to help ensure an integration between knowledge about teaching and the practical skills required in the classroom. This is in direct contrast with the move in the UK away from university providers working closely with schools and a move towards vocational workplace-based programmes.

One aspect that has been developed centres around the training and retaining of mentors, exploring how to connect pedagogical knowledge gained through experience with the topics and issues that arise in the practical classroom, alongside the demands of the people involved with a school. Professor Nina Helgevold has worked within the mentoring programme, and brings a wealth of experience in training mentors and teachers. Part of the solution for recruitment and retention involves encouraging and incentivising experienced teachers to stay and help train the next generation. When teachers reach 58, they become eligible for reduced hours with an extra week of holiday after the age of 60. The importance of retaining teachers who know teaching in their “heads, hands and hearts” is key to training the teachers of the future.

The Didactic Digital Laboratory, run by Paolo Haaland Scarbocci at the University of Stavanger, looks at how to invigorate reading and writing through the use of digital texts. Trainee teachers and educators from all spheres attend sessions on using digital tools to inspire joy and creativity, with current university students lending their expertise and experience to lead projects in the digital realm. The relevance to the real-world experience of both students and teachers means that it is a motivational place to experiment; the gaming rooms I then saw in Riska School confirmed how this invigorated the classroom. To see the research into digital texts directly translating into the classroom demonstrated the power of university collaboration with schools.

Principal Øyvind Fjermestad, of Riska School, is passionate about using lesson study to improve teachers' and the students' experience. It is fundamental to the way the school evaluates pedagogy, ensuring that all teachers participate in this professional development format in a sustainable way. By timetabling it as part of a regular cycle and giving it a strict focus linked to a specific school priority, teachers saw it as a relevant part of the classroom. Teachers had been working on a specific oracy focus and this was the third in a series of co-constructed lessons. The cycle was six weeks with nine hours given to the planning and reflecting period.

I was lucky enough to be part of an observation team within an observed lesson from a Lesson Study cycle. The previous lesson had not been successful and the team had adjusted the oracy wheel resources and the instructions. During the observation some parts were successful, with students generally engaging with the first task and using the oracy wheel to help structure their discussions. The sequencing of the tasks then became a little disjointed with some students becoming disengaged as the topic of the discussions changed. After the lesson, the facilitator agreed that this oracy tool had improved discussion skills but needed more refining before becoming an embedded pedagogical approach.

Application to the UK educational system

Systems such as Teach First and the new apprentice schemes demonstrate the different approaches the UK Government has developed to tackle recruitment, increasing the routes into teaching. Although embedded, this has not solved the issue of recruitment and the system has become cumbersome to navigate. Looking to Norway, the rewarding of experience would be a radical concept in the current system. In the UK system, the amount of timetabled lessons is not reduced when you reach a certain age. The incentive of reduced hours to retain older teachers would be an attractive proposal; however, the budget restraints in the current climate, coupled with the logistics of implementing it would mean few schools would be able to make this happen.

Investment in training for mentors has also been part of the new Early Career Teachers approach, with mixed success. Indeed, the new mentoring system demands more time than is allocated to mentors, with some teachers refusing to participate because of workload. Some of the courses for Initial Teacher Trainers and Early Career Teachers are highly prescriptive, leading to some mentors feeling disempowered to share their insights and practice. It may be argued that the closer involvement of universities in schools could lead to more prescription and less autonomy; however, the co-constructed nature of research may negate this.

Allocating dedicated sessions within the timetable for teachers to discuss, co-construct and then observe lessons became a golden thread through all of my visits. This approach meant teachers of all levels participating in rich discussions about pedagogy, thinking about the effectiveness of teaching and also supporting each other. By creating human connection, teaching becomes more of a team pursuit, which helps negate some of the individual pressure of results, possibly positively impacting the retention of teachers.

9: Conclusion: recommendations and next steps

I set out on this journey to explore the way Japan and Norway attract teachers to the classroom and then retain them. In both countries, there were similar challenges as those faced in the UK with government reforms focusing on trying to increase the number of people choosing teaching as a career. Meeting with teachers, leaders and university lecturers, there was a sense of a common goal: equipping students for the global challenges ahead.

Participating in the 'real world' enquiry projects in Nagano, it became clear that choices within the classroom around curriculum were part of this recruitment and retention picture. Trusting experienced teachers to enthuse their students by linking learning to local issues, creating an enquiry-led approach, meant that teachers and students could make choices about the direction of learning. Enquiry learning through groups relevant to the locality was seen as a vital skill in the future. Discussions in teaching and at the Shinshu University explored concerns around how technology will reshape the job market, with communication and critical thinking skills becoming vital when faced with competition from Artificial Intelligence. Students being engaged in relevant real-life learning could be a factor in better behaviour and, in the UK setting, this would help with retaining teachers. By sharing the expertise of experienced teachers through observation cycles, new teachers would develop confidence in their own practice.

The market review of Initial Teacher Training alongside the creation of more vocational routes into teaching has now created a system less dependent on the university sector. The introduction of the Early Career Framework and the creation of a "golden thread" of teaching has been designed to create better training and support for novice teachers. Some of the reforms have been well received, with time given to mentoring and some robust and high-quality resources created. However, in the four years following this introduction, targets for recruitment are still low and the numbers around retention remain concerning. I fear one of the casualties has been the relationships between schools and universities. The Education Conference I attended in Japan showed a possible way to bring together research and pedagogy with less prescriptive structures and more space for teacher voices. The University of Fukui library of practical teacher research felt much more relevant to the current classroom than the 'one size fits all' prescribed research I am instructed to use in my Early Career Teacher training sessions. Raising the status of research in the profession may help teachers see themselves as professionals with some areas of autonomy.

As a teacher of 24 years, I have witnessed the declining numbers of people entering the profession and have seen many people leave the profession due to rising workload and stress. The Churchill Fellowship has re-ignited my optimism as a space to shape

changes that help to ensure that students are able to access high-quality teaching and that teachers feel heard, valued and have a sense of self-efficacy that leads to higher levels of well-being.

Recommendations:

1. Encourage a reflective journal culture with public displays of professional learning, leading to a 'library' of action research.

Actions: Pilot a website/journal of action research within my current school, linking to national networks. Write up and submit this project to the Chartered College magazine.

2. A renewed effort to support a closer collaboration between universities and schools, breaking down the barriers between educational research and practice.

Actions: Contact my own network of universities to see if there is an appetite to create a pilot teacher conference, bringing together teachers and researchers. Contact universities in the UK to gain insights into the challenges faced by universities when setting up and maintaining connections to schools.

3. Reward and celebrate experienced classroom teachers as vital knowledge holders, alongside providing recognition and making adjustments to encourage teachers to stay in the classroom.

Actions: Work with my Trust Leaders to see if there is a meaningful way to reward and celebrate experience. Contact the National Association of Headteachers and the teaching unions to explore practical ways to structure the recognition of experienced teachers alongside adjustments that may encourage teachers to stay in the classroom.

4. Give time in school budgets to ensure joint planning, observations and feedback as a professional duty with teachers able to collaborate in an effective and enriching way.

Actions: Develop a database of providers of high-quality, subject-specific professional development that is introduced to new teachers during the ECT programme and then extended to all staff.

5. Create a culture of positivity around teaching as a professional endeavour with an investment of time to ensure teachers have some sense of self-efficacy and autonomy to make decisions over their own professional development.

Actions: Contact the Secretary of State for Education to open a discussion on how to ensure schools can protect time for autonomous professional development. For all these recommendations, schools need time and therefore increased budgets to be able to achieve a collaborative Professional Development Programme.



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Further Reading

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2. Dalton, C. (2020) Uncovering Culture Inside the Classroom: A Look at Language. The Language Teacher - Issue 44.6; November 2020. <https://doi.org/10.37546/JALTTLT44.6-2>
3. Wang, L., Kimura, Y., & Yurita, M. (2022). One step further: advancing lesson study practice through collaborative inquiry school-university partnerships. Asia Pacific Journal of Education, 42(1), 124–137. <https://doi.org/10.1080/02188791.2022.2031880>