

# Science teacher retention update: data and support from ASE RISE

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How useful would it be for a Head of Science to know the level of wellbeing, job satisfaction and career intentions of their science department? Wellbeing and job satisfaction are important but complex aspects of science teacher retention. ASE RISE provides data and resources to support science departments in improving these aspects. This report presents the overall findings and offers some strategies to improve a specific issue of acknowledging staff achievements.

This is the first year of the ASE Retention Initiative for Science Educators (RISE). Based on the success of the Gatsby Charitable Foundation-funded ASE SOS project (<https://www.ase.org.uk/sites/default/files/ASE%20SOS%20Report.pdf>) and their additional funding to resource the ASE RISE Hub, science departments with Department ASE membership were able to participate in this year's survey.

Participating departments get their own data set to compare to the whole cohort. From the whole cohort, we can see that the areas needing attention are: acknowledgement of teachers' status; having control of their lives;

## Focus: Acknowledgement

The emotion needs audit asks this question: Do you feel you have status that is acknowledged? In the ASE SOS Pilot Study (May 2021) feeling acknowledged ranked one of the lowest in the emotional needs audit (ranked 8 out of 10).

### What does this mean?

This is concerned with our status, reputation and feeling valued in a community. It is our sense that we are contributing something to the common good.

### Life (External issues)

Teachers may get a sense of acknowledgement from other parts of our lives (see Community), but it is likely that most full time teachers identify as a teacher and feel a sense of status through that. Being a teacher (professional identity) overlaps considerably with their personal identity, they are both closely entwined.

Figure 1.

Needs being met well	Needs not being well met
<ul style="list-style-type: none"> <li>• Having an emotional connection to others</li> <li>• Feeling competent/sense of achievement</li> <li>• Having a sense of purpose</li> </ul>	<ul style="list-style-type: none"> <li>• Feeling that their status is acknowledged</li> <li>• Feeling in control of their lives</li> <li>• Giving others enough attention</li> </ul>

Table 1. Wellbeing (emotional needs)

Highest scores	Lowest scores
<ul style="list-style-type: none"> <li>• Knowing where to get help if needed</li> <li>• Getting on with colleagues/department</li> <li>• Able to talk to my manager</li> </ul>	<ul style="list-style-type: none"> <li>• The morale of my department is high</li> <li>• I have flexibility in my work</li> <li>• I am able to manage my work-life balance</li> </ul>

Table 2. Job satisfaction

and being able to give others attention (Table 1). Linked with these emotional needs, Table 2 shows that teacher morale, flexibility at work and managing a work-life balance also need attention.

The ASE RISE Hub provides resources for all elements of the ASE RISE survey. From this report, one aspect that science leaders have some power to affect is improving staff morale.

## Support and resources to improve acknowledgement

ASE RISE Hub resources that support improving staff morale include: *the Focus on Acknowledgement* (<https://www.ase.org.uk/resources/rise-focus-acknowledgement>) which explains why it is important and what departments and school leaders can do (see extract in Figure 1); and a resource, *Acknowledging Staff Achievements*,

which lists approaches that science leaders might use in their department.

## Want to be involved in ASE RISE?

The more science departments that are involved in the survey, the more useful the data will be to support science teachers, science departments, senior leaders and policymakers.

If your science department would like to take part in ASE RISE from September, the easiest way is to sign up for the 11-19 Science Department membership (<https://www.ase.org.uk/institutional-membership>) and register your interest.

More information about ASE RISE can be found at <https://www.ase.org.uk/rise-retention-initiative-science-education-programme>

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