
ENGAGEMENT AND BEYOND

Foundation Study

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What is the purpose of the Foundation Study?

As a background to the Engagement and Beyond project, a study was done of what is understood by engagement internationally and following this each of the partner countries: Germany, Hungary, Poland and Scotland, carried out research on what is understood by teacher and employee engagement within their own country. The partners then compiled a series of reports detailing the findings of this initial research to consider the impacts on engagement and what lessons can schools learn from industry regarding improving levels of engagement.

A set of questions was devised to use with individual head teachers and industry leaders to identify the current situation of each organisation and any factors concerning staff commitment (Appendix A).

Following these initial background studies, local schools and employers were then identified and initial interviews were carried out with representatives from a variety of organisations of different sizes. The results of these interviews will be analysed in this report.

Engaged employees in industry and education: the main findings from international literature

Research focusing on work has paid increasing attention to the following issues since the last decade of the 20th century: to what degree are employees engaged in their activities and workplace, to what extent does their engagement affect the effectivity of work? (Toarniczky, Csillag and Bácsi, 2011). The main issues of research are as follows: how can we define the concept of employee engagement and how can we describe it? How can we measure and support engagement? What relation can we find between employee engagement and organizational achievement? (Albrecht, 2010)

During the years of the 1990s, most researchers were inclined to define the essence of employee engagement¹ as a possibility for people to find their work meaningful, feel safe in their environment and have all the necessary sources to complete their task. By the turn of the millennium, engagement was taken as a positive mental feeling in contrast to burnout. At the beginning of 21st century, the notion of engagement spread as an interpretation of emotional well-being. It was considered as a positive mental state which made people feel energetic in their work process, absorbed in their activities and able to identify with different roles of their task. A slightly different approach has become general in recent days, which identifies work engagement as a result of a positive mental and social work environment based on workplace contacts, roles and rewards. (Thomas International, 2016:4p)

Research in this field and the development of support systems based on efficiency, has started and is becoming more accomplished in the business sphere by today. The topic has however been receiving greater and greater attention in the field of education, as well.

¹ Scientific literature of business prefers to use 'engagement' as a general concept, while 'commitment' appears just as part of the former notion. 'Commitment' has been used in education more often as a general concept for work engagement. The expression "agency" is used as a synonym by several authors.

The concept of engagement

Scientific literature has produced a number of interpretations of engagement which indicates a complex phenomenon surpassing the one-dimension categories of motivation and satisfaction. Macey and Schneider (2008) offer a wide review for defining the topic and identify employee engagement by three basic frames of interpretation:

1) Engagement as a state has the main characteristics as follows:

- satisfaction – It should be emphasized that engagement always creates activity, whereas satisfaction as a sort of satiety makes one feel full up. That is why satisfaction can be interpreted as a sign of engagement if we consider it as an emotional condition producing enthusiasm and energy.
- commitment – It links individuals and the employer organization and shows to what extent they are willing to support the organization. It is often accompanied with pride.
- job involvement – It makes an essential part of engagement showing to what extent persons mentally identify with their work. On the other hand, self-involvement refers to a situation when work becomes part of personal identity and employees do their best to realize their personal capabilities.
- psychic empowerment – It is a component of engagement which encourages people to take action containing items of self-efficiency, control and impression.

2) Identifying engagement as behaviour is often accompanied by extra efforts, which is however too little to define the item. Engagement is described as innovative behaviour by Macey and Schneider (2008): employees permanently seek opportunities and perform more than they are expected to do. Behaviour is characterized by the following items:

- organizational citizenship behaviour – In-role and extra role performances are distinguished. Engagement goes beyond typical expectations in this context and develops the concept of role expansion.

- proactive behaviour, personal initiatives and adaptive behaviour support organizational objectives.

3) Engagement can be also interpreted as a character feature. The authors enlist those stable personal characteristics into this group which contribute to developing engagement state and behaviour. They name the most important components of this: features of positive-affectivity and proactive personality, conscientiousness and also those personality characteristics which make people accomplish things for themselves, 'here and now' – inspired by curiosity (autotelic personality).

Macey and Schneider (2008) have concluded that the development of engagement and behaviour are closely connected to character features which are influenced by situations generating confidence, because engagement is often associated with risk-running and confidence plays a basic role in its development. Furthermore, they consider it as essential that engagement does not constitute a permanent characteristic of personality. Since personality has limited amount of energy, high level engagement could easily end up with burn out.

Schaufeli and Bakker (2004) attempted to define the concept of engagement by applying the notion of 'opposition of self'. In the end, they have concluded that it cannot be defined as a dichotomy category and as a consequence, it is not possible to interpret it in the continuum of engagement–burn out. In spite of an existing negative relationship between them, the categories are not located on the same scale.

A review of scientific literature clearly shows that the concept of engagement does not exclusively relate to organizations. It can manifest itself in connection with work, professions, scope of jobs or specific tasks. The nature of work largely determines what is more characteristic in the specific situation. (Schohat and Vigoda-Gadot, 2010)

Measuring engagement in the business sphere

As it became evident that employee engagement greatly affects the performance of organizations, the topic has been surveyed by extensive researches. The most comprehensive researches have been done recently by Aon Hewitt, the affiliation of an HR advisory company, which is most competent in risk management and insurance worldwide. The network operates with 34 000 experts in 90 countries in 2017 and focuses on measuring and supporting employee engagement. Their philosophy is based on the idea that business performance can be greatly increased by focusing on human dimension.

Their research and development model defines engagement as an item connected to mental state and behaviour effectivity which results higher performance. It is based on workplace experiences and manifests itself in three forms (Aon Hewitt, 2014):

- say – positive statements about organizations communicated towards colleagues, potential co-workers and clients;
- stay – consequence of feelings and desire of being members of organizations;
- strive – extra efforts to realize common goals

The indicators of workplace experiences affecting engagement have formed groups as follows.

- Foundations considered as decisive items:
 - The Basics – Benefits. Job security. Safety. Work environment. Work/life balance.
 - The Work – Collaboration. Empowerment/autonomy. Work tasks.
 - Company practices – Communication. Customer focus. Diversity and inclusion. Enabling infrastructure. Talent and staffing.
- Items considered as differing indicators (Differentiators) by companies with similar profiles:

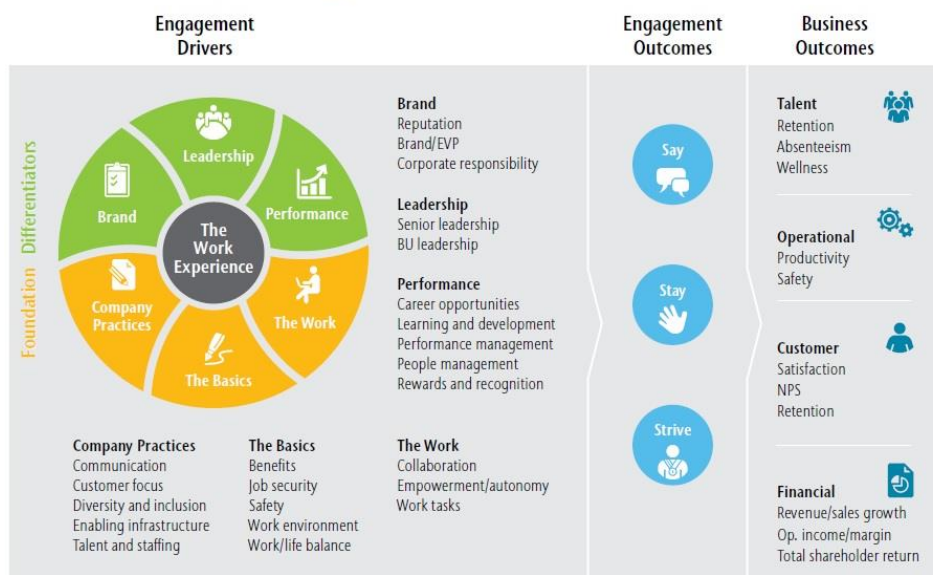
- Brand – Reputation. Brand/EVP [Employee Value Proposition]. Corporate responsibility.
- Leadership) – Senior leadership. BU [Bureaucratic] leadership.
- Performance – Career opportunities. Learning and development. Performance management. People management. Rewards and recognition.

At the end, the indicators of business outcomes were identified which were supposed to go in hand with high level employee engagement. They are as follows:

- Talent – Retention. Absenteeism. Wellness.
- Operational – Productivity. Safety.
- Customer – Satisfaction. NPS [Net Promoter Score]. Retention.
- Financial – Revenue/sales growth. Op. income/margin. Total shareholder return.

Aon Hewitt’s model of successful employee engagement has arranged the three bigger groups of indicators into a unified conceptual system which has been successfully used for a number of years.

The Aon Hewitt Employee Engagement Model



Source: Aon Hewitt. 2014 Trends in Global Employee Engagement, p11

Building on this model, Aon Hewitt keeps measuring the changes of employee engagement year by year by involving thousands of organizations from all around the world. They are convinced that the main issue of inspiring employee engagement ultimately depends on

understanding the priority of work experiences. Their research primarily focuses on the following issues. What statistical relation can we find between the indicators of work experiences and engagement? What is the difference between the top quarter companies and the other ones concerning employee engagement? (Aon Hewitt 2017:13)

Engaged employees

Thomas International, another big international advisory company with a similar profile, characterizes engaged employees with the following characteristics:

They are people who

- present positive attitudes and behaviour
- are proud of their work
- are loyal to organizations
- represent organizations in an effective way for clients
- are ready to make extra efforts
- feel that they are listened to by colleagues and entitled to participate in joint brainstorming
- understand the concepts and purposes of organization
- know what other people expect them to do in their own fields,
- have good working contacts and
- want to find the opportunities of learning and development.

They are convinced that engaged employees work more productively, raise the performance level of organizations and inspire innovation. Advisory experts state that low level employee engagement produces strategic risk for organizations. High level engagement can however be identified as a competitive advantage in the market. (Thomas International, 2016) The graph below summarizes what a workplace should offer to make employees engaged.



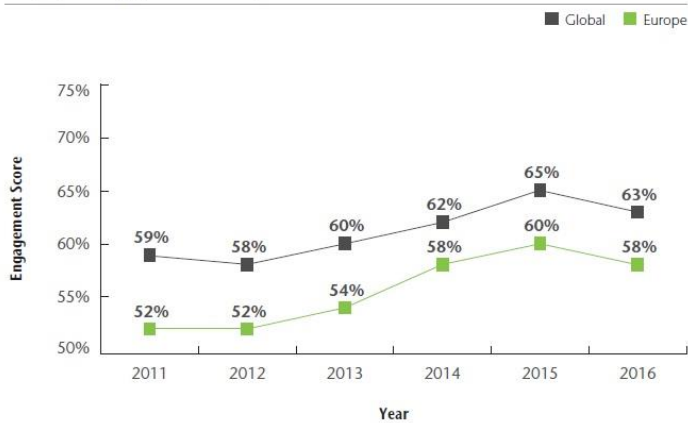
Source: Thomas International, 2016, p8

The global trends of employee engagement

Aon Hewitt's annual surveys measuring the global trends of employee engagement are based on several million employees' responses. The companies participating in the annual surveys represent a wide spectrum of economic fields. As far as their size is concerned, there are smaller companies employing around 100 persons and big complex enterprises with more than 100 thousand employees.

If we compare the data of the annual surveys carried out with similar methods, we can see that employee engagement gradually strengthened at global level during the period which followed the economic crisis in 2008 and moved simultaneously with the stabilization of world economy. This trend however broke in 2016 – parallel with global political changes of values and spreading robotization. The trends show a strongly differing pattern by continents. The European situation has mapped the trends for the last five years at a lower level than that of the global indicators.

Employee Engagement: Europe vs The World



Source: Aon Hewitt. 2017 Trends in Global Employee Engagement, p11

The annual surveys also analyse which components of work experiences affect engagement the most. It is clearly shown that the weight of influencing factors changes from time to time and from regions to regions. As a consequence, we can say that the sources of strengthening or weakening of engagement cannot be taken as universal ones.

Leadership, the culture of engagement and performance orientation

The companies were more thoroughly investigated by Aon Hewitt where strong employee engagement went hand in hand with financial success during a five-year period. They have concluded that high level leadership was the most important joint feature. Management was rated as good in 8 cases out of 10 by more than the half of the employees. The joint features of managers were identified as follows:

- managers consider that appreciating and developing employees' talents important,
- managers pay outstanding attention to the capabilities of employees as compared with routine management activities,
- the management's programs and strategies are closely connected to business strategy,
- managing is taken as a way of life which is embedded into the values, expected behaviour and culture of organizations. (Aon Hewitt 2014:38)

Researchers emphasize that managers play a key role in creating employee engagement: they can encourage the process in a direct way – by modifying environment – and with their personalities and behaviour indirectly. Creating employee culture is however not a single action, it depends more on what managers do day by day and how they perform their duties. It is essential for managers to present the holistic image of their organization accompanied by a strong culture. It is important to support the components of basic indicators: developing strong organizational practices and adequate infrastructure, sensible advantages and safety, providing opportunities of enjoyable work and ensuring the proper balance between work and private life. Without such a support one can hardly hope to develop the culture of engagement. Investing into basic indicators might however produce quick improvement in the field of engagement. This is the first step in most cases. Failure to mobilize the indicators may quickly erode existing engagement. (Aon Hewitt 2014:38)

Personal characteristics might also prove important. Engaged leaders – that is to say, leaders who are able to raise engagement in other people – believe in organizational purposes and employees, their confidence is based on early experiences. Their behaviour inspires, stabilizes and unites other people, raises confidence in them, holds them together and develops them. When the company is headed by such a senior manager, employee engagement often grows exponentially.

Researchers emphasize that in case of best employers expectations relating to performance manifest themselves as an integral part of organizational culture supported by various management devices. Employees are supported in the fields of learning and development relating to expected outcomes. If they reach the expected level of performance, their activities will be acknowledged and rewarded. Performance orientation can be considered as a critical issue from two aspects: creating the environment for effective engagement and producing healthy organizational operation.

Since the world of work has been dynamically changing in recent times and people as emotional human beings are also changing, leaders will have to face and react to new expectations concerning the culture of engagement. (Aon Hewitt, 2017:15)

Education functions in a different way as compared to the market economy. It is less clear who the clients are and how the employer organizations are limited. The criteria of effectiveness are less clear and general. Employee engagement however plays a decisive role in producing success. It is obvious that conditions of work affect the creation of engagement and leaders largely determinate the process of producing it.

A short review cannot compare the two activity fields in a comprehensive way. Based on some crystallized ideas of the economic world – utilizing the sources of international scientific literature – the review however tries to highlight a few viewpoints which may support thinking about engagement of teachers.

What matters most?

Based on the famous Coleman report (1966) which was widely accepted during the second half of 20th century, experts were convinced for a long time that performance differences of schools were deeply rooted in students' social composition, more precisely in the differences of their family background. The judgement was however gradually questioned and replaced by the conviction that teachers matter in this field. (Teachers Matter, 2005) Teachers' knowledge and experiences are the most important items which affect learners' performance. Based on this recognition, experts started measuring added pedagogical value, an indicator which shows what schools add to the performance as a whole.

After combining the aspects of social background and the quality of teaching, the first McKinsey report (2007) emphasized that national educational systems must provide the highest level education for all children, independently of their family background – if they want to produce good performance in education. Besides, the most talented people should choose a teaching career and should be provided with the highest level of teaching training.

OECD started TALIS (Teaching and Learning International Survey) a research series in 2008 which focused on assessment aspects, the features of teachers' professional development, their attitudes concerning teaching and schools and the special aspects of school leadership.

The second McKinsey report (2010) came to an important conclusion two years later. It stated that divergent provisions serve education the best at different periods of development.

When everybody has the opportunity to learn, in the period of stepping from 'good' to 'high level', one has to focus on turning teaching careers into teaching professions. The idea of 'teachers matter' has become less emphasized and the principle 'organization matters' has grown stronger. Workplace determines namely teachers' knowledge, commitment and their day to day practice in many respects.

Independently and in communities

Most teachers work unaccompanied during a significant part of their time, their work cannot however be called lonely activity. Rather, experts say, teachers' professional knowledge is fundamentally determined by the community they work in. Hargreaves and Fullan (2012) state that teachers' professional capital – their instruments they use to reach their goals – are made up of three components:

- individual human capital (professional competence, engagement, capabilities, talent),
- social capital (network of personal relations, belonging to different groups and networks),
- capital of decision making (autonomy, scope of authority).

Beyond developing professional competence, cooperation with colleagues affect teachers from psychic aspects. A number of researches state that cooperative teachers trust better their professional competence and efficiency and their cooperative views protect them from stress and burn out. (e.g. Rosenholtz, 1989; Clement–Vandenberghe, 2000)

The first TALIS survey distinguishes two types of teachers' cooperation:

- Cooperation based on change and coordination contains basically practical activities as follows: changing teaching and learning materials, discussing materials in groups and teaching staff, participating in conferences, creating common standards.
- Professional collaboration as a special type of cooperation among colleagues: teaching in pairs, visiting colleagues' lessons and giving feedback, coordinating homework in classes and college years, committing themselves to joint professional learning.

Cooperation based on change and coordination was spread more widely than professional collaboration in countries participating in research. (OFI, 2009:25-26)

Reforms, reflexivity, participation and engagement

It has become evident since the turn of Millennium – in harmony with global, social, economic, technological and cultural processes – that one has to reconsider all the functions and methods developed earlier in education, a process that has started all around the world. It has also become clear that the success or failure of all educational reforms depend on teachers themselves: whether they are committed to implementing the reforms or are reluctant to do so. The educational organizations are namely made up of professional communities cooperating with each other, but professionals make independent decisions, assess special situations in creative ways and permanently adapt methods to specific situations. The self-reflective nature of pedagogical work bears the possibility of resistance against concepts coming from outside. If individual teachers think that specific concepts do not support their work, they will not utilize them. Without the commitment of teachers not even the best reform concepts will accomplish their goals. (Geijsel et al 2001, 2003)

Teachers' communities are not uniform from the aspect of what is considered as the most important item of orientation. British education researcher Jennifer Nias (1989) carried out interviews with teachers about their goals and identified three basic types of commitment.

- She found that teaching as a commitment to profession often appears at lower grades and is deeply rooted in positive affection towards children. The main reward

is in connection with children' attachment to their teachers. Since educational reforms do not usually build on the ethics of care, they often alienate teachers from interiorizing new goals. Teachers often feel that by realizing new objectives, it will diminish their energy from personal relation to children.

- Commitment to teaching special subjects appears mostly for higher grade teachers. The main reference is generally produced by the community of subject teachers within their schools. Integrating efforts aiming at renewing content and overstepping the borders of special subjects often fail because they seem to diminish subject teachers' competence.
- Commitment to careerism depends on the simple fact that teachers make their living by carrying out a pedagogical profession. Middle aged teachers often reject innovation because they do not like to run risks. Even if they do not reject reforms, they like to support slow modifications in harmony with their practical judgements built on the solid base of their teaching practice.

Hargreaves (1989) says that teaching is considered as a moral affair as well. If teachers feel committed to implementing certain objectives, they will resist changes which contradict them. Accepting general intentions for changes coming from the outside is aggravated by a condition named context of diversity by Metz (1990). The term suggests that pedagogical activity might mean different things in different environments. The composition of students often determines what to do in specific situations.

The success of process is highly influenced by the extent affected people contribute to preparing desired changes – in connection with different contexts, personal values and interests. The conference report of OECD educational ministers, (March 2004. Dublin) pointed out that teachers and professional organizations should fully participate in the discussion and implementation process of educational reforms. The ministers of education committed themselves to supporting reform processes based on consultation and participation. (Dempsey, 2004)

Organizational culture and learning communities

After recognizing the decisive role organizations might play in increasing the performance of educational systems, the concept of organizational culture received greater and greater attention. Most professionals define this concept as a pattern of suppositions which was acquired by organizations when they solved external and internal problems, considered as well-trying ones in our days. The members of organizations accept the pattern and consider it valid when facing similar problems. (Schein, 1986) Most professionals accept the idea that organizational culture highly influences teachers' professional development and learners' performance, as well. (Scheerens 2010, Hattie 2012)

Hargreaves and Fullan (2012) conclude in their research paper that the operation of pedagogical capital is fundamentally affected by organizational culture. The authors differentiate the following types:

- Individualistic culture rejecting cooperation: teachers work isolated from each other; they accidentally cooperate; they never or formally give feedback to each other.
- Four variants can be distinguished within a cooperating culture:
 - The situation is called balkanization when there is close cooperation within smaller groups, but groups separate and compete with each other in institutions.
 - The situation is named bureaucratic fellowship when you can find the formal components of cooperation but without supporting confidence and accepting atmosphere.
 - Organizations can be identified as professional learning communities when relatively permanent groups cooperate in order to learn and develop.

- Professional networks when you can find close and organized cooperation among institutions in order to share knowledge and develop individual organizations.

Experiencing the possibility of professional development – in each work field – contributes to establishing employee engagement in a proven way. Teachers are expected to take responsibility for their permanent professional development and employers have to support them – an idea that is highly emphasized in Teachers matter (2005). The authors emphasize that effective professional development never operates as a single action but in a continuous way. It contains training, practice, feedback, follow-up and support. As a consequence, teachers' successful learning programmes are similar to the process effective teachers use with their students. The same research paper emphasizes the need of encouraging teachers to use informal learning methods as well: regular analysis, innovation, joint problem solving, contact development, sharing competence and experience. The authors summarise the items in the categories of knowledge management or school as a learning organization. (Teachers Matter, 2005)

The paper summarizing the outcomes of the first TALIS research concluded that educational policy should create such working conditions which enable schools to operate in an autonomous way and as a learning organization by regarding their environment and possibilities. (OFI, 2009:42) Strengthening teachers' continuing professional development and encouraging them to focus on sharing knowledge within institutions and inter-institutions has become a decisive factor of global educational policy efforts. (Creemers and Kyriakidés, 2012)

A number of research outcomes emphasize that the learning processes prove to be the most effective ones which fit to practical activities and get realized in smaller professional groups. Knowledge acquired this way heavily builds on teachers' existent experience. During learning processes members continuously reflect their own and colleagues' practice and as a result of cooperation they develop the values, knowledge and professional competence of the groups as a whole. This type of knowledge goes deeper into participants' professional

capital and is more likely to be employed in practice. (Stoll et al 2006; McLaughlin and Talbert, 2006).

Satisfaction, performance and commitment

A number of researches have been investigating the factors which encourage teachers to perform their work with pleasure, satisfaction and success and which permanently keep them in their career. Experience however shows that factors slightly differ from the work expectations of people employed in private sector.

The first TALIS survey – questioning 60 thousand teachers from 23 countries – showed that those teachers feel well in their daily routines who:

- believe that they can develop their professional competence and make efforts to do so,
- are able to create positive learning atmosphere due to their adequate didactic competence,
- are open to pedagogical innovation,
- are able to activate their students in activities,
- closely cooperate with their colleagues. (OFI, 2009:42)

Well-being is connected with high level performance and personal fulfilment by Leithwood and Beatty (2008). They also state that the sense of satisfaction about their work overlaps with work ethic. The well-being of teachers is considered to be the base of having good contacts with students and growing learning performance by Jennings and Greenberg (2008). They are of the opinion that teachers' well-being directly influences work success and operates as indicators.

Teacher 2000 Project drawn on large samples in Britain, the USA, Australia and New Zealand investigated how the effects of their environment affected teachers' mental health, motivation and satisfaction. The researchers have experienced that factors creating

dissatisfaction, resistance or apathy fundamentally originated from wider environment. The items creating satisfaction and well-being were basically connected to persons, students and practical work. Conserving engagement and permanent motivation are supposedly created at individual level and organizations. The same survey concluded that personal fulfilment for teachers often keeps them in their career. (Diham and Scott, 2002; Diham, Scott and Stone, 2001)

Several surveys state that the first three years can be decisive from the viewpoint of engagement. Career entrants often experience this period as full of shocking events. A number of teachers decide during that period whether to continue their career or not. As a consequence, it is extremely important how much support they receive that time. Fortunately, a number of various supporting programmes have been developed. (Teachers Matter, 2005)

Individual and contextual factors affecting teachers to continue their career have been systematized by Prather-Jones (2011), who based his research on his own results and data of professional literature. The researcher identified eight basic components which were classified into two factors. The first factor was made up of teachers' personal characteristics and the second one was determined by institutional support:

Factors affecting teachers to continue their career	Personal characteristics	self-rewarding motivation and pleasure originating from activities
		capability of not taking events personal
		knowing and accepting personal limits
		loving flexibility and diversity
		showing honest interest towards children at school
	Support	support coming from administration
		support coming from colleagues
		support during the period of professional entrance

Source: Career motivation of teachers (A Pedagógus pálya-motiváció, 2015. p87)

The following items of external factors affect the long term attraction of career the most: competitive salary, safe job, flexible time, longer holidays, the atmosphere and the environment of schools. (Teachers Matter, 2005) Several surveys however show that the well-being and engagement of teachers cannot be simply raised by increasing salaries and providing optimal environments. The improvement of the material environment is not directly connected to raising the quality of professional work but rather to reducing contra selection and attracting suitable people to become teachers. (Rivkin, Hanushek and Kain, 2000)

The possibilities for leaders to strengthen engagement

Educational institutions have different levels of autonomy in various countries and as a consequence, managers also have different ways of running their institutions. What is however common in different institutions and systems is that leaders – similar to those of private sector – can basically influence employee engagement and the effectiveness of their organizations.

Their most effective means – apart from the leaders' personal commitment – is to create a good atmosphere in their institutions. A number of publications discuss the features of collegial relation and resources provided by teachers' groups and networks. Many publications emphasize the importance of discussions on students' learning success in connection with strengthening good-fellowship. Others refer to the importance of cooperation in projects, solving problems together, participating in decision making and taking responsibility of risk – as factors which might strengthen teachers' contact network. (Fox and Wilson, 2009; Grove and Fischer, 2006.)

Managers can do the most to turn their institution into a learning organization which offers colleagues the pleasure of self-fulfilling work, the opportunity of continuous development and the strengthening of professional competence. The condition for such a development: teachers should be motivated to create new knowledge, employ innovation in their work process, be able to test the results of innovation and establish the practice of passing over well-tried innovation to colleagues in a short time, within and without their institutions.

Such organizations cannot however be developed from one day to another and even less by administrative means. There are several ways to support the existence of learning organizations. Experiences show that they provide enough time for teachers to develop their activities together, visit their colleagues' groups and discuss the experiences.

Such institutions are not directed by headmasters who personally try to inspect each process. They are rather headed by capable leaders willing to learn from their colleagues and share responsibility for problem solving in a reasonable way with fellow-teachers. Their authority is based on managing competence, trusting fellow teachers and encouraging them to deal with joint goals as their own. Mutual confidence often liberates creative energy. Teachers can feel happy about colleagues' success and help each other in difficult situations. (D. Hargreaves 2003)

Last but not least, it also strengthens employee engagement if institutions work with clear indicators of performance in harmony with students' needs and demands which are transparent for the social environment. Teachers are regularly provided with feedback about their work. The system of assessment and rewards, the individual plans for professional development are closely connected to a transparent value system interiorized by teachers. (Teachers Matter 2005; McKinsey 2010; OFI, 2009; OECD 2009; TALIS 2009.)

Individual country reports

Germany

German teachers struggle in their everyday lives with the perception that their job is part-time and that they are overpaid. They deal with many students who come to class exhausted and with a lack of commitment. They also have to cope with parents who are sometimes frustrated and aggressive, due to the social pressure to gain a university entrance diploma (Abitur). These parents can have negative beliefs and opinions about school.

School itself can be viewed as not been an integral part of normal life as lessons end often at 1 p.m. The focus in teacher training is predominantly on subject expertise and yet increasingly students' needs are social. The school curricula are very dense; so it is hard to find the time and opportunity for interdisciplinary work.

Teachers are often demotivated by the requirement of too much preparation time for lessons and for the correction of tests, and yet not even their personal engagement with students leads to positive feedback. The rigid academic system prevents the introduction of new initiatives, as lessons have to be 45 minutes long, with fixed levels for school grades. The formal curricula are hard and fast; so for example the notion of missing two lessons to take students for an excursion in the forest is not allowed.

Teachers suffer from poor teamwork and this lack of cooperation causes a lack of open-minded, competent and objective feed-back about their own lessons. Evaluation is always related to an improvement in the quality of teaching - meaning the outcome of teaching - seen as learning faster and more. Starting on time is seen as being important, but there is not the same concern about an improvement in the teaching process.

For teachers there is no opportunity to relax at school, as the teachers' staff room is always a busy place. The separation of work and leisure time at home is also difficult; this can be due to the lack of a separate space at home in which to work, yet work needs to be done at home. There can sometimes be a lack of pedagogic suitability with teachers, as the subject of their studies was chosen due to any reasonable alternatives and studies are strongly expertise-oriented.

The rise in the use of social media has added to the pressures on teachers as they are being rated in public forums. There are mandatory efficiency controls carried out of teachers' work and students' reality at school is often against the plans and objectives of the teacher. They might refuse to work, or they can't be inspired to work. There is still no guarantee that young people can gain a place in kindergarten, yet this is especially important for the children of migrants.

Within the German school-system there is not enough support for the integration of children of migrants. They come from a segregated parallel-society and are often lacking in language-skills. This can hinder them from participating fully in education. The former „German“ qualities like order, hard work, timeliness and discipline are starting to come back into focus slowly.

Another issue which causes a lack of engagement for teachers is that classes have a high potential for conflicts, disconcertment is big. Family can be an issue as there is a lack of an educational background in many cases - other issues affecting this can be single parent families, both parents having to work, more single children, lessons ending at 1 pm and therefore the afternoon has no structured program. There is also the problem of poor participation of parents at school meetings which can affect teacher engagement.

Within the education system, it could be considered that there is a separation of the more able and the less able students at too early a stage, as this is done after the 4th grade, at the age of 10-11. Public schools have a great variety of types of students. The federalist policy of education in Germany also impacts on teacher engagement as the different standards vary between the federal states. The student-staff ratio is also too low.

There is no obligatory further education in didactic knowledge, except for a total of a minimum of 12 days within 4 years. As most teachers are public servants for their lifetime, they don't have to fear a reduction of salary, so this could be seen as impacting on their level of engagement. Schools are public and depend on the Ministries; they have a very limited independence. They have no financial autonomy and little decision making power when choosing new teachers. There is no real competition and stimulation of efforts neither at schools nor at universities.

Poland

Until recently, the issue of work engagement was a poorly developed area of human resources management and work psychology. Currently, great importance is attached to the concept of involvement in work. At the basis of the theory of engagement lies the conviction that the employee's joy of the tasks performed results in benefits for the organization: increased productivity, creativity, willingness to learn and less absenteeism. In addition, it is assumed that work engagement may result in increased well-being of the individual, and is a good prevention against occupational burnout, because initially the concept of involvement in work was mainly associated with burnout - it was claimed that people affected by this syndrome burn out the involvement (Oleksi K., 2013).

Work engagement is understood as a positive, work-related state characterized by the energy of action (vigor), dedication to its professional duties and absorption. Vigor is characterized by high levels of energy and mental resilience while working, the willingness to invest effort in one's work, and persistence also in the face of difficulties. Dedication is understood here as sense of meaning, enthusiasm and willingness to take on challenges while absorption is characterized by being fully concentrated and happily engrossed in one's work, whereby time passes quickly and one has difficulties with detaching oneself from work. (Hakanen et al., 2006). The opposite is occupational burnout, which is usually defined as a set of exhaustion, cynicism and reduced professional effectiveness. Exhaustion refers to the feeling of tension, especially the chronic fatigue resulting from overloading. The second dimension, cynicism (depersonalization) refers to an indifferent or distant attitude to work in general and to people with whom you work, loss of interest in work and emotional feelings in relation to your duties.

Finally, the decline in professional effectiveness refers to the reduction of the sense of competence and achieving success, both at work and in the institution. The main causes of occupational burnout include excessive workload, higher than in other occupations. Despite the fact that the current teacher's workload is 18 hours of teaching, the number of administrative tasks, time spent on numerous trainings, pedagogical meetings, professional

development and self-education, and finally preparation for classes, often exceeds the statutory 40 hours a week. Recent research (Pyżalski, Merecz, 2010) showed that the majority of Polish teachers (86%) assess their work environment as more burdensome than in the case of other professions.

In Polish literature, the notion of teacher work engagement is often considered in the context of professional development (Szkolak A., 2013). A developing teacher is a person constantly expanding and updating all areas of his/her knowledge, acquiring new competencies, and thus increasing the efficiency of his/her work. Thus, the teacher can be compared to an eternal student who is constantly learning. The teacher's professional activity is based on continuous work on oneself, developing one's own creative and innovative abilities throughout the entire career course. An indispensable condition for improving the quality of education and upbringing of young people is a teacher who is constantly expanding his/her professional competencies and building own authority. By teaching and supporting others, the teacher discovers and recognizes his/her developmental abilities while working with the student and helps him in choosing his/her way of life.

Currently, teachers face the challenge of permanent vocational training. Factors affecting this situation include the existing system of career promotion, demographic determinants prevailing in schools, and current education reform. This thesis seems to be confirmed by the results of the diagnosis, which shows that as many as 97% of teachers employed in junior high schools declared using various forms of formal and informal training (Piróg 2012). The need for constant training results from the rapid social and economic changes as well as the progressive development and growth of the role of modern technologies in the didactic process. Teachers must be able to improve their education constantly in order to be able to carry out their teaching goals in an attractive and effective way. The increase in teachers' work efficiency is a consequence of professional development. In the respondents' opinion (within the scale from 1 to 5), making the effort of professional improvement influenced their work efficiency to a slightly higher than moderate level (mean value of 3.3). Their positive impact on work effectiveness in the subject-methodical area (3.6), the

implementation of the assumptions of the new program reform (3.5) and work with a student with special educational needs (3.4) were rated best.

In the situation of growing difficulties on the labour market related to the demographic decline and the ongoing reform of education (liquidation of lower secondary schools) one should expect even greater involvement of teachers in the improvement and further education. On the one hand, undertaking improvement activities can be a confirmation of their high ambitions, aspirations and striving for professional professionalization in all promotion groups in various forms and thematic areas. On the other hand, the involvement of teachers in vocational training is significantly affected by the real risk of losing their job, especially in the situation of having the right to teach only one school subject. Therefore, the need to acquire new competencies increases, among which one can distinguish the ability to work in a multicultural and diverse group, cooperation with people from the local environment, including information and communication technologies in students' everyday life, constantly expanding their knowledge and improving their skills, developing civic and social attitudes among students, functioning in the society (Sielatycki 2008). Due to the difficult situation on the educational labour market, the teachers' deep involvement in forms of education enabling them to acquire the right to teach subsequent school subjects seem to be an unavoidable and the most effective method of meeting these challenges (Piróg D., Jania, R. 2014).

One of the main solutions introduced with the reform of education was the development of a new motivational career system, comprised of four grades: trainee teacher, contract teacher, appointed teacher and certified teacher. The main goal of this solution is to improve the quality and efficiency of work, motivation to improve qualifications and improve, a sense of professional and life stabilization as well as the prestige of a social profession. The four-step system of promotion was linked to the amount of salary and benefits. Obtaining another degree depends on going through the appropriate qualification and examination procedure.

A negative aspect of the existing system of professional promotion is the decline in activity in the field of teacher continuing training after reaching the highest level of promotion and

the highest level of salary. It should be noted that teacher salaries in Poland are very low, a certified teacher (with the highest degree of professional promotion) earns PLN 3,149 gross monthly (EUR 759, <http://dziennikustaw.gov.pl/du/2017/630/1>), which is below the average level of gross earnings in the enterprise sector, which in November 2017 (according to the Central Statistical Office) amounted to PLN 4,611 (EUR 1,111). The research revealed that the new promotion system increased the activity of teachers and professional development, but the most important reason for improving qualifications was the desire to increase wages (44% teachers declared), and to a lesser extent personal ambitions (29%) or knowledge development (24%). What is worrying is the decline in professional activity after completion of the internship, as evidenced, for example, by the decrease in the number of publications from 30.5% during the internship to 8.6% after its completion (Pawlak R., 2005).

The discussed issue was highlighted in the document "Poland 2030. Development challenges." ([Http://www.polska2030.pl](http://www.polska2030.pl), pp. 267), where it was emphasized that the impact of the quality of teachers' work on student performance should be crucial. One of the most important priorities should be a change in the ineffective system of career advancement and remuneration of teachers indicated and its connection to the assessment of the quality of teacher's work. An important challenge is to increase the motivation of teachers to enrich their own work technique, not related only to overcoming subsequent levels of professional advancement. At present, significant involvement of teachers in the performance of professional duties is observed during the promotion period. teachers in the performance of professional duties are observed during the promotion period. Along with obtaining the degree of a certified teacher, the highest remuneration is reached, which then will not be increased, basically regardless of the results of the work. Thus, the certified teacher has no motivation not only to further improve his/her skills, but also to care for the effectiveness of his/her work. Therefore, after completing the career promotion path, we observe a significant lowering creative professional activity for teachers (Polcyn, 2012).

At present, discussions and work on a new model of education for future teachers and on changes regarding activation of teachers are underway in Poland. At consultative meetings, at which invited guests are employees of pedagogical universities, subject didactics, employees of the curators, and finally teachers, the issue of motivation of teachers to work

and the teachers' best educational results are raised. The discussed idea of differentiating teachers' earnings depending on the educational results they achieve, meets the extreme attitudes of the interested (from enthusiasm to absolute disagreement).

A great emphasis in Polish literature is put on developing competencies among future teachers. The development of subject, didactic and communication competencies of future teachers is the most important element of the broadly understood quality of education (Osuch, 2014). Communication skills of university graduates have a significant impact on the possibilities of finding future work, and the graduate's profile should help employers in selecting competent and engaged employees. According to the author, an important role in maintaining the quality of high-level education is played by constantly enriched and improved innovation processes, both at the university and at work with students at school, in order to increase motivation and interest in the didactic process.

A concept related to work engagement which in turn is considered in teaching literature, is the effectiveness of teachers' work. Assuming that the involvement of teachers in the didactic process is one of the key conditions that must be met for students to achieve high educational results, we can recognize the effectiveness of teachers' work as indirect measures of engagement. Measurement of teachers' work effectiveness (in particular those with different degrees of career advancement) and creation of a system for rewarding and highlighting the best among them is often complicated and problematic.

The teacher with his/her personal human capital and the school that has the human capital of all the teachers employed in it, play a special role in the education system. It is the effectiveness of the work of teachers of a particular school that affects the creation of a new human capital and enriching the already functioning of society. It is because of the activity of teachers and the quality of their work that the level of skills acquired by students depends to a large extent, leading to an increase in the value of their human capital. In addition to the team of teachers, the style of school management plays a large role in the quality and efficiency of the educational process. School authorities should have a management concept, and should create conditions for teachers' improvement, should be able to engage teachers, provide support to employees and care for their working

conditions. An important factor is the ability to manage changes that are aimed at creating a school as a "learning organization".

► The effectiveness of the teacher's work is measured by such measures as:

Educational value added* - the increase in students' knowledge as a result of a given educational process, which is a measure of student progress in a given study period,

Each educational institution is a team of teachers with their intellectual potential and motivation to work. Consistent action of all teachers of an educational institution determines the perception of the school in the environment, it translates into an interest in studying in a specific school and contributes to the educational success of the student.

Often, the motivation to work as a teacher is similar to the commitment. Most schools use the so-called a motivational allowance, which is awarded by the school authorities from the local self-government funds on the basis of a number of criteria.

Motivation benefit (public schools)

1. The rate of basic salary may be increased by the teacher depending on the didactic and educational results achieved.
2. An increase in the rate may range from 0% to 20% of the basic salary within the limits of the allocated funds.
3. The allocation of the motivation benefit shall be made by the Director of the School; on the basis of the rules and criteria adopted by the educational board.

Criteria – didactic activity

- The quality of the work provided on the basis of attendance, observation, results of learners' achievement tests and documentation.
- Working with a gifted learner (organization of competition, preparing for school olympiads, conducting extra lessons (not extra paid)).
- Working with a weak learner (compensatory activities, helping with difficulties in learning, carrying out educational-prophylactic programmes).

Criteria – educational activity (developing attitudes among learners)

- Class integration – organising excursions, parties etc.
- Solving class problems
- Cooperation with parents
- Promotion of school
- Activities aimed at help for learners in need (cooperation with social welfare centres)

Criteria – professional development

- Regular participation in methodical conferences, seminars, workshops
- Gaining additional qualification according to the needs of the school (post-graduate studies)
- Introducing innovations in teaching
- Working in school educational board (participation in commissions on teaching quality)
- Publications (articles in teacher's journals, textbooks, creating own curricula etc.)

Criteria – organisational activity

- Taking care of school organisations
- Cooperation with the director on constructing teaching plans, schedules etc.
- Taking care on teacher trainees
- Personal attitude (cooperation with all members of the school community, in accordance with ethics, tolerance and culture principles)

In addition to that, teachers are also increasingly expected to be more closely involved in cooperation with the local community, parents and other partners. This is due to the belief that teachers can not educate students independently, and that parents and other members of local communities are a valuable and untapped source of knowledge (Fullan 2001). Apart

from motivational benefit, every year the best teachers are awarded prizes from the president of the city of Krakow for the laureates of the school olympiads.

Interesting data regarding the engagement of teachers indicating that the majority of teachers would choose the same profession again is provided by M. Zahorska and D. Walczak (2009). It turns out that in in-depth interviews, teachers complain about education reform, material status and how to manage educational institutions. On the other hand, the respondents often have a positive opinion about personal relations with their students and their parents as well as intangible values flowing from the work of the teacher. It seems, therefore, that a positive attitude to work and involvement in the case of the teacher are quite complicated, at least when it comes to analyzing the factors that affect them. It may be the case that teachers misjudge the formal world of educational institutions, and the informal world of the teacher-student relationship is much better at school (Zahorska, Walczak, 2009).

The teachers' positive attitude to their profession is also confirmed by the latest studies on the Poles' satisfaction with the work conducted by TNS OBOP (2010). It turns out that people working in the education sector (public schools, pre-school education, universities and institutions supporting education) are much more satisfied with their work compared to Poles employed in other industries (Pyżalski J., Merecz D., 2010).

An important role in increasing the involvement of teachers at work in the school are external examinations (at various stages of education) that result in improving the methods of school work, mobilizing the teaching staff, and systematic work at school. Examinations are carried out at the end of each level of education. The written parts of these examinations are assessed by external examiners employed by district examination commissions. Preparation for external examinations and the importance of the results of these examinations (eg in the recruitment process to the next stage of education) strengthens the current motivation of students to learn and improve teaching methods and mobilizing teachers for continuous effort. In addition, they motivate students and teachers to work intensively and thus increase teacher engagement in work (Rappe A., 2013).

It is worth citing studies by E. Kochanowska (2016) done among 145 teachers of early school education, regarding the engagement of teachers in raising their professional competencies. The analysis of the survey results showed that all respondents declared commitment to improving their professional competences. The most common forms of professional development included training of the pedagogical council and workshops organized on the school grounds (91% of respondents), which may be related to the obligatory participation in the former as well as the convenience of participation due to the time and place of their implementation. Nevertheless, participation in institutional forms of professional development in the form of qualifying postgraduate studies and courses is also high (79.3% of teachers). Moreover, in this group of respondents, 33 people (ie 22.8% of all teachers surveyed) completed two postgraduate or qualification courses, and 21 people (14.5% of all respondents) have three or more courses. It can be influenced by the rank of this type of education and the measurable effects in the form of additional certificates and qualifications. Among the institutional forms of teacher training, workshops organised outside school (indicated by 86.9% of respondents) and participation in methodological conferences (declared by 64.1% of teachers) took also high places.

The analysis of the reasons of the choice of teacher's development made it possible to determine the functions assigned to them. The largest group of respondents pointed to the intellectual motivation of professional development in the form of a perceived need to broaden their knowledge and skills in order to improve the quality of their didactic-educational and nurturing work (127, ie 87.6% of teachers). This motif is closely connected with the renovation function of professional improvement, which consists in updating the teacher's pedagogical and methodological knowledge and skills. Giving motives for professional development, the respondents pointed primarily to its compensatory function related to pragmatic and utilitarian motives, such as: obtaining new qualifications to "better protect and strengthen" their position (79.3% of respondents), but also the need to supplement professional qualifications (18.6% teachers, Kochanowska, 2016).

In summary, having additional teacher's qualifications is becoming an increasingly common feature of Polish teachers and this is a factor that positively influences teachers' engagement. There is also a group of teachers going to postgraduate studies because of an

unwritten custom - because this is the case (Wereszczyński, 2004, p. 311). In this case, the need to obtain additional qualifications may also have its source in a teacher's "conformism", willingness to adapt the teacher to the teaching community, "catch up" with others, as well as in pursuit of a satisfying social position and career advancement.

Scotland

‘We desperately need a critically engaged teacher workforce that can develop the curriculum in beneficial ways leading to better student outcomes.’ (Priestley, 2015)

The Scottish Government’s ‘Teach in Scotland 2018’ website defines a good teacher as being ‘committed to developing each individual child’s full potential’. This notion of commitment is perhaps the least that should be expected of a classroom teacher, however a committed teacher might not necessarily equate to an ‘engaged’ teacher.

In their 2009 review, Robertson-Smith and Markwick considered a wide range of definitions of engagement from both industry and academia. They concluded that employee engagement has been defined in industry as an outcome, with employees who are engaged showing commitment and loyalty to their company. From a study of the academic definitions of engagement they suggest that here it is also seen in terms of outcomes, but also as a psychological state, and they do not separate it from job commitment and involvement. However, Schaufeli, (2013) considers that an employee might be engaged in the context of their work situation, but this does not necessarily result in success for their company as this engagement might not be focussed on what the organisation requires.

Klassen et al (2013) created a 4 factor, 16 item measure for teacher engagement, the Engaged Teacher Scale (ETS). However they recognised that although classroom observation provides some insight into levels of teacher engagement, this is still open to the interpretation of the observers and cite Bakker and Bale’s (2010) study showing that levels of teacher engagement can fluctuate on a weekly basis. This identification of fluctuating levels of teacher engagement might be linked with what Biesta et al (2014, p 635) identified when they observe that ‘teacher agency is shaped by short-term aspirations’.

Within the literature related to employee engagement in an academic setting, ‘teacher agency’ and ‘teacher efficacy’ are terms used which are seen to have an impact on levels of job satisfaction and involvement for teachers. When considering teacher agency in relation to the curriculum Priestley et al (2015, p 20) identified the importance of the ‘cultural and

structural domains which frame teachers' work'. Biesta et al (2017) carried out interviews within primary and secondary schools to consider how teacher discourses demonstrate teacher agency. This study shows how inexperienced teachers perhaps engage more with policy than experienced teachers, who have more 'discursive resources'. These resources are defined as the way they 'understand education, the school and their role as a teacher' (p 44).

Skaalvik and Skaalvik (2016, p1786) cite a number of studies to show that 'teacher stress is an international phenomenon' and that 'teacher self-efficacy predicts higher teacher engagement and job satisfaction, lower levels of burnout and less intention of leaving the teaching profession' (p 1787). This study of senior school teachers concluded that the reduction of time pressure in teaching is necessary, as is the need to improve 'shared goals and values at school' (p 1791)

Where educational reviews, reports or policy documents mention engagement in relation to the Scottish education system, they tend to focus on student, parental, community or employer engagement and teacher 'professionalism' rather than teacher engagement (Sosu and Ellis (2014), Forde (2015), The Scottish Government (2017), General Teaching Council for Scotland (2017)) Measuring this teacher professionalism – described on their website as 'the enquiring, collaborative professional' - has been done through the evaluation carried out by GTCS of teacher responses in relation to the impact of professional learning.

In common with teachers across the EU, the level of teacher engagement in Scotland is affected by workload, salary levels, lack of promotion opportunities and status. One of the main teaching unions, The Educational Institute for Scotland (EIS) has been running a campaign over recent years to highlight the effect of increasing teacher workload called 'Make Time for Teaching'. This was created following a major survey carried out on behalf of the EIS by Scott Porter Research and Marketing in 2014. This study involved around 7,000 teachers and highlighted the impact severe workload pressures were putting on teachers' health and wellbeing.

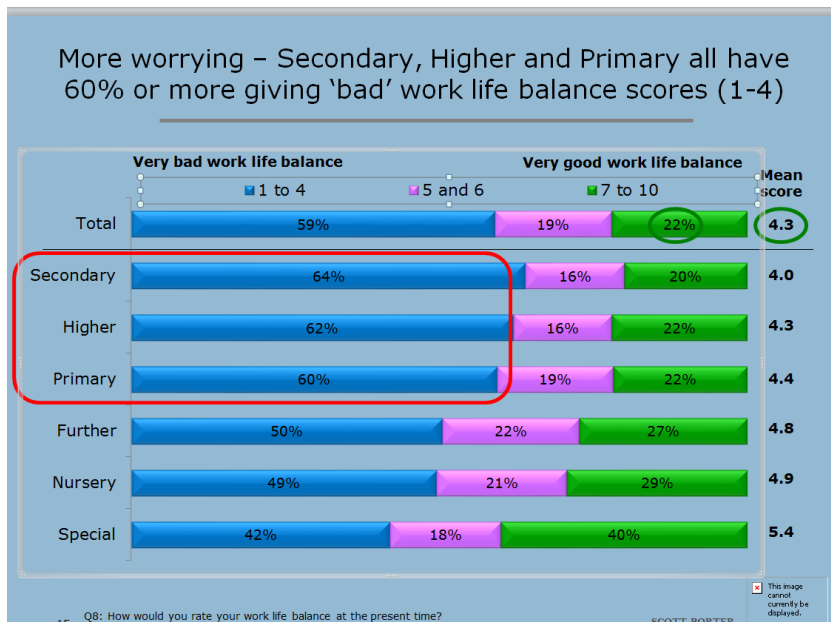


Fig 1 Extract from report based on Q How would you rate your work life balance at the present time?

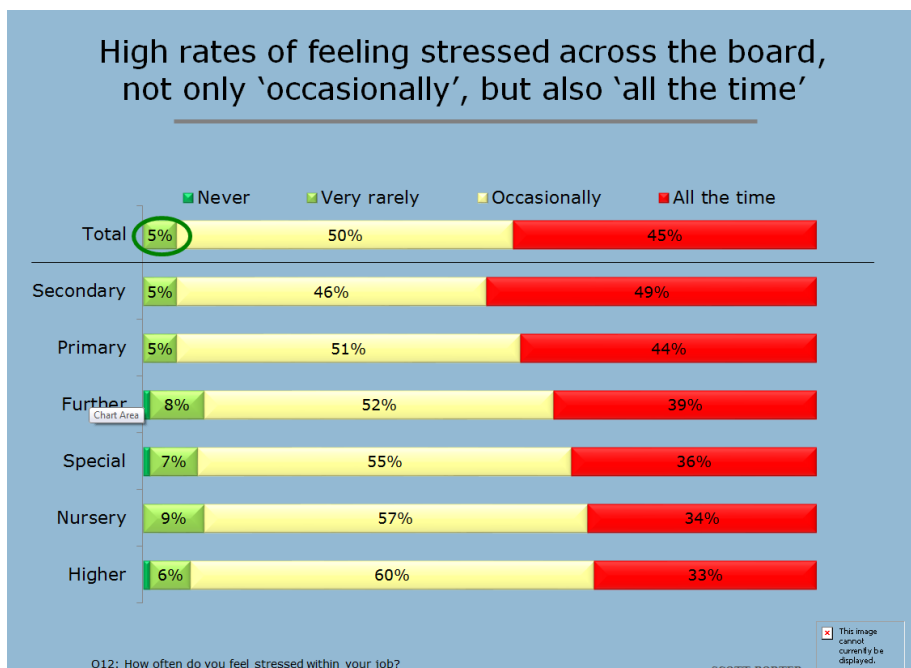


Fig 2 Extract from report based on Q How often do you feel stressed within your job?

The overall conclusions of this study were that the main issues for teachers are excessive workload, large amounts of unnecessary paperwork, the amount and speed of curriculum changes and issues with management/leadership.

Part of this campaign is to encourage teachers to 'enact the contractual position of a 35 hour week' and 'challenge and reject any new workload demands arising from SQA (awarding body) changes or new work streams not in the school's improvement plan' (EIS website, 2016)

The issue of teacher engagement in Scotland in recent years has focussed on the specifics of how teachers engage with Curriculum for Excellence. This policy was introduced by the Scottish Government from 2004 and implemented in 2010 to bring about a radical change to the school curriculum. It affects young people aged from 3 to 18 years, so covers all stages from nursery through to the end of secondary education. One of its stated aims was to engage teachers in shaping the curriculum. As is to be expected with such a major change within the education system, there has been a direct impact on the role of the teacher and how they are engaging with this new curriculum has been the subject of recent literature. To quote teacher Kenny Pieper (2018) when discussing CfE, 'things come to us from above, with an edict to implement'

Priestley and Minty (2013) carried out a case study within a Scottish local authority to look at 'first and second level engagement' with Curriculum for Excellence. They conclude that many teachers see CfE as 'a pedagogical innovation' and are not the 'agents of change' that were envisaged by the introduction of this new radical curriculum. They were not critically engaging with the curriculum. Their research with teachers leads them to recommend that continued professional development, and changes to the 'cultural and structural conditions within which teachers work' as well as the development of a 'collegial culture where innovation is encouraged' (p 50) is the way to promote teacher engagement in CfE. Priestley and Drew (2016) demonstrate that through a process they call 'critical collaborative professional enquiry' of teachers being supported in curriculum development by university researchers, these teachers became more engaged with CfE.

It is significant that recently, following the results of the EIS survey and report, and a consultation process, the Scottish Government issued a Curriculum for Excellence Statement for teachers. This document recognises the increase in workload that had resulted from CfE and alongside a number of recommendations, specifically advises teachers that they should avoid 'writing overly-detailed plans' 'unnecessary bureaucracy' 'doing too many things at

the same time' 'do not over-assess learners' 'do not spend time writing long reports' (Education Scotland, p3 2016).

Education Scotland is an executive branch of the Scottish Government whose role is to support quality and improvement in Scottish education. They produce a self-evaluation framework called 'How Good is Our School' and a search of this shows 50 occasions where 'engage' or 'engagement' is cited. It is interesting to note that schools are asked to quantify 'professional engagement and collegiate working' how staff engage in 'career-long professional learning' and 'professional dialogue to develop collective understanding'. They are also asked to consider the extent to which teachers 'critically engage with research, policy sources and developments in learning and teaching.' Teachers are also expected to engage with parents, carers and external partners across the learning environment and therefore a study of teacher engagement might require an analysis of how teachers are engaged across all of these areas.

Engagement has been identified in the literature as being linked to levels of professional development. All teachers in Scotland must be registered with The General Teaching Council for Scotland (GTCS) and Professional Update was launched by GTCS in August 2014 for all fully registered teachers. Teachers in Scotland are required to engage in professional learning, self-evaluate this learning using the GTCS Professional Standards, and maintain a record of this learning using their online profile on MyGTCS (or another system agreed by their local authority). The Professional Review and Development (PRD) discussion is also an integral part of the process. Every five years confirmation of this engagement is required by the teacher and their line manager in order to maintain full registration. The full impact of this compulsory recording of CPD will be difficult to gauge in relation to teacher engagement as it has only been in operation for 3 years.

In addition to the previously mentioned self-evaluation framework and Professional Update, there are a variety of other areas where teacher engagement is being promoted within Scottish Education. Collegiate working and sharing of innovation is supported by free events like The Scottish Learning Festival, an annual conference and exhibition for the teaching profession. Teachers have access to Glow Connect, a digital environment for learning as well as access to numerous reports and publications available on the Education Scotland website. Informal collaboration also takes place through teaching blogs and informal teacher meetings or 'unconferences' like TeachMeets or 'Pedagoo'.

In January 2016 the Scottish Government set out its National Improvement Framework for Scottish Education. This details 16 national outcomes and identifies one of the key drivers of improvement as being teacher professionalism. The current framework for 2018 states that the level of engagement by teachers in professional learning and with the Professional Update is increasing. There has also been an increase in the number of teachers who have Masters level qualifications, which are currently not a compulsory requirement for Scottish teachers.

The results of the interviews

In total 23 individuals were interviewed using the questions detailed in Appendix A. These included 9 from the education sector and 14 from industry. The school representatives came from primary and secondary schools of varying sizes and the industry representatives were from the public, private and charitable sectors and with varying employee numbers.

The findings were as follows:

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Appendix A

PLEASE HIGHLIGHT THE ANSWER IN THE MULTIPLE CHOICE QUESTIONS

Type of organisation:

Your job title:

1. Describe the main activity of your Organisation.

2. How many employees are there in your Organisation?

1-10, 11-50, 51-250, 251-500, 501-1000, 1000 or more

3. How would you describe the general situation of your Organisation?

critical, quite difficult, more difficult than the average, average, better than average, excellent

4. Compared to last year, how would you describe the current situation of your Organisation?

Significantly declined, declined, unvaried, improved, significantly improved

5. Could you provide a reason to your answer given in question 4, in one sentence?

6. If it were up to you, in what order would you take steps to improve the situation of your Organisation? (Please indicate the importance of the steps, starting with 1 as most important)

.... I would increase the specialised knowledge of employees, even by re-training them

.... I would improve the skills of employees

.... I would increase the commitment of employees

.... I would increase investments in developing the Organisation

.... I would take steps towards creating a more cost-efficient Organisation

.... In favour of growth, I would restructure some parts of or the Organisation and/or the processes done by them

-other, namely:

7. How would you describe the process of finding and hiring new and talented employees?

quite difficult, difficult, average, rather easy, easy

8. Could you provide a reason to your answer for question 7, briefly?

9. How difficult is it to keep talented/gifted employees?

quite difficult, difficult, average, rather easy, easy

10. Could you briefly explain your answer for question 9?

11. How do you find new employees?

primarily from within the Organisation, we recruit them from external sources, via head-hunters/agencies, via educational/higher educational institutions (e.g. internship programs)

-other, namely:

12. How much is the employee fluctuation staff turnover at your Organisation?

1-5%, 5-10%, 10-15%, 15-20%, more than 20%

13. What do you think about the level of attrition?

quite high, high, about suitable, rather low, low

what is the effect on the organisation of low attrition?

14. What do you think the main reason/reasons for the fluctuation could be?

Please give minimum 1, maximum 4 reasons in order of their importance

15. What percentage of newly-hired employees leave your Organisation before the amount of money invested in their training pays back? (You can skip this question if it is not relevant for the Organisation)

negligible amount, a small %, 5-10%, more than 10%

16. Which method is used for your answer to question 15?

an estimation, our own calculation method,- other, namely:

17. Hiring and keeping the best employees is essential for every Organisation. Could you give 4 factors - in order of their importance - that you find most important regarding keeping the best workforce?

- 1
- 2
- 3
- 4

18. Have you ever considered that commitment as an independent factor, may be important to improve the efficiency of the Organisation?

I have not considered that as an independent factor

I have considered it, but have not taken any steps to improve it

I have considered occasionally, and have made steps accordingly

I consider it as a determinative factor, and do make steps regularly

19. What percentage of the employees of your Organisation do you think is not performing to their full potential, might be described as 'burned-out ' (those having worked for a long time and performing below average)?

less, than 1%, about a few %, about 10%, about 20%, about 30% or more

What is the percentage absence?

20. What percentage of employees in your Organisation do you think is committed (having worked for a long time and performing above average)?

less, than 1% , about a few %, about 10%, about 20%, about 30% or more

21. What percentage of employees of your Organisation do you think is ambitious (newly employed or having worked for about 1-2 years and perform above average)?

less than 1%, about a few %, about 10%, about 20%, 30% or more

22. Which are the most effective motivating factors for your colleagues in your opinion? Please indicate the top four factors in order of their importance.

- 1
- 2
- 3
- 4

23. Which factors do you think are the most demotivating ones for your colleagues? Please indicate the top four factors in order of importance.

1

2

3

4

24. Which methods have you tried to increase the commitment of your colleagues, if any? How effective have they been? Please, describe the method/methods and their results.

25. Which methods have you seen working well in other Organisations (in any sector) that you would consider introducing in your own Organisation? Why? (Describe the method or methods and the expected results.)

26. Is there something else you would like to share with us that could help to shape a more accurate overall picture regarding commitment?