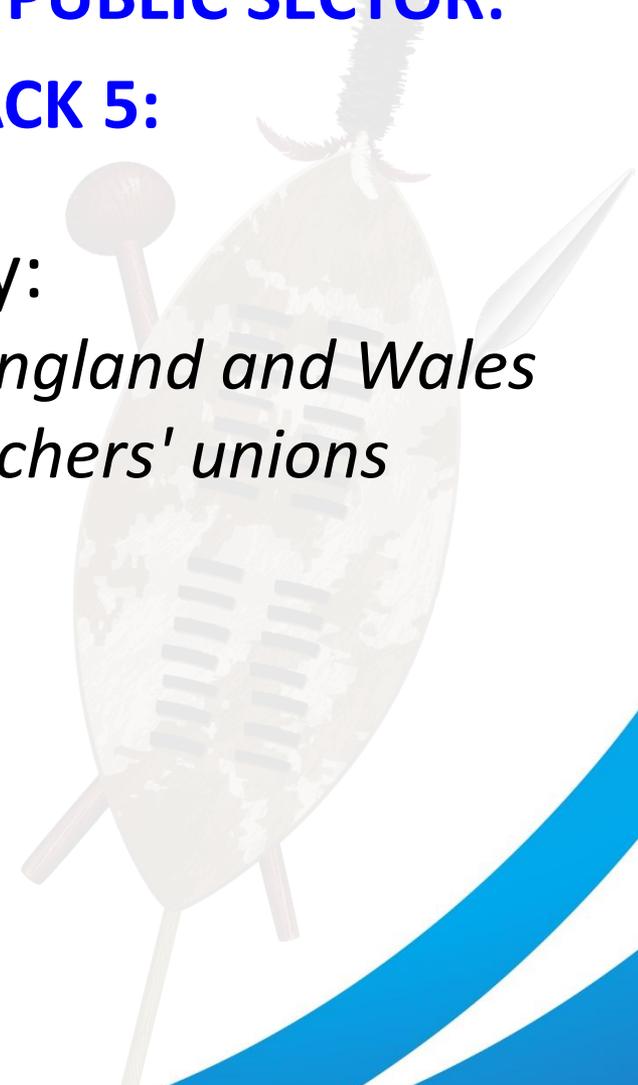


EMPLOYMENT RELATIONS IN THE PUBLIC SECTOR: PLENARY SESSION TRACK 5:

- Teachers and performance pay:
a study of PRP in state schools in England and Wales 2000-2015, and the role of the teachers' unions
- David Marsden LSE
d.marsden@lse.ac.uk



Why the interest on performance pay?

- Education good for economic and personal development
- Good teaching makes a difference
- Teachers accept there are differences in teaching effectiveness
- Pay the largest item in education budgets
- More focus on *how* not *what* teachers are paid?
- Role of teachers' unions?

Appraisal-based pay in England & Wales

- Two schemes: launched in 2000 and in 2013/14
- 2000 Scheme for classroom teachers
 - Main Scale >>Threshold >> Upper Scale
 - Review Body 2012 – performance element defunct
- New scheme 2013/14 – key elements:
 - Appraisal-based salary progression for all
 - End of national scale points, min & max only
 - Schools to decide how to implement
 - More flexibility for schools on hiring & dismissal
- LSE Study: before & after panel
 - Link between appraisal and pay
 - Mediated by participatory style of management
 - Role of unions in ensuring fair operation

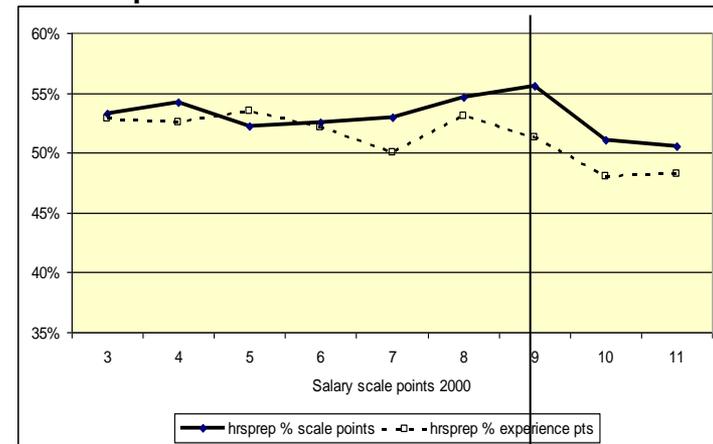
Attitudes: headline results 2014/15

- Teacher majority view (60-75%):
 - Opposition to principle, & unfair (*as in 2000*)
 - Not seen as an incentive (*some worse than in 2000*)
 - Schools have no budget for it (*worse than 2000*)
 - Fear of favouritism (*worse than in 2000*)
 - But there are variations in teacher effectiveness (*as in 2000*)
 - Workloads (*c.80% dissatisfied*)
- Teacher minority view (20-25%):
 - Well-conducted appraisals > more commitment & more trust & less negative on PRP weaknesses
 - More favourable if teachers participate in defining school objectives

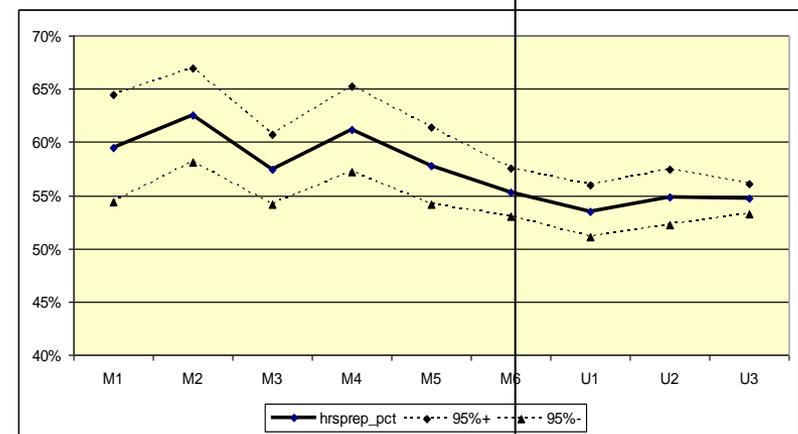
Outcomes: teachers' work priorities

- Outcome # 1: Did teachers allocate more time to class preparation in 2000/01 to pass Threshold?
- % 'non-directed' time for class preparation similar 2000 & 2014
 - Mean 2000 54%, mean 2014: 55%
- But peak just before Threshold
- Pay Review Body: Threshold had become automatic by 2013
- Threshold effect: promotion or performance pay?

Impact of Threshold in 2000



Impact of Threshold in 2014



Outcomes: benefits of appraisals:

Judgements of appraisers

Appraisals help:	No	Hard to say	Yes
More systematic focus on work priorities	26.2	22.6	51.2
Opportunity to discuss poor performance	23.4	20.0	56.6
Address problems of teacher morale or motivation	55.3	20.6	24.2
Identify and resolve difficult workload issues	65.5	16.4	18.1
Teachers with difficulty motivating students	48.1	27.1	24.8

- Judgements of appraisers (*classroom teachers*)
- Items 3-5: *identified as reasons for variations in teacher effectiveness*
- Positive impact on commitment and views of PRP

Outcomes: appraisal & classroom practices

- Teacher views:
- Benefits of appraisal
- 2014: appraisal before PRP
- Panel results 2015: teachers on scale max report smaller effect
- Cause? Lack scope for progression or more experienced?

Have appraisal and objective setting directly led to, or involved, changes in: (row percentages)	No change	Moderate or large change
Your classroom management practices	46.4	27.3
Your knowledge and understanding of your main area or subject field	65.6	16.0
Your knowledge and understanding of instructional practices in your area	58.3	18.1
Your development or training plan to improve your teaching	49.7	21.8
Your handling of student discipline and behaviour problems	73.3	10.2
The emphasis you place on improving student test scores in your teaching	29.2	50.6

PRP and participative management

- Schools in England: *distributed leadership* concept – tho' not universally practiced.
- Panel 2014/15: teacher participation in school decisions associated with:
 - More commitment and trust in school leaders
 - PRP seen less divisively / more positively
 - Constructive appraisals & more positive views of PRP
- Influence of workplace union reps included

Role of national teachers' unions

- 2000 scheme: unions' procedural justice role
 - Implementation of performance criteria
 - 'Tapering': increasingly demanding standards at each step
- 2014 scheme: Minister: unions a source of inertia
- 2013/14 role of unions
 - Appeals case load
 - Union advice to schools on implementation
 - Unions help underpin participative management
 - Highlight background problems: budget & workload

Implications for PRP in education?

- *How people paid not what they are paid*
 - *Appraisal-pay is not payment-by-results*
- Procedural justice: unions can argue for special features of school system:
 - A ‘professional’ vs ‘machine bureaucracy’
 - Teacher involvement in defining school objectives
 - Teamwork & inter-dependency in teaching
 - Role of professional dev in progression
 - Problems of older & scale-max teachers
 - Threshold: promotion or performance pay?