



Developing and Retaining Talented Mentors

How Leaders Can Make Their School More Attractive for Teachers and Better for Students

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Interim Research Report #3: Developing and Retaining Talented Mentors.

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Synopsis

This is the **third** publication in a series of research [reports](#) from the UCL Centre for Educational Leadership-led study, *The Impact of the ECF Programme on the Work Engagement, Well-Being and Retention of Teachers: A Longitudinal Study, 2021–2026*. This paper describes the *conditions* in schools which advance the development and retention of teacher mentors on the Early Career Framework (ECF) programme. A significant part of our analysis was aimed at better understanding the “*paths*” of *influence* connecting school leadership to mentors’ retention decisions through Job Satisfaction and Well-Being¹.

School leaders retain high quality teachers by helping to create productive work environments aimed at achieving ambitious, socially valued goals for all students. Given similar student populations, a high-retention school is doing many things well, a low-retention school, not so much. This paper concludes with five recommendations designed to inform the work of school leaders wishing to retain their current ECF mentors and teachers and to respond to the much broader challenge of school improvement. Each of these recommendations will add significantly to the school’s “stickiness” for teachers and should contribute to student success, in the long run.

¹ Where these terms are capitalised, they refer to the latent constructs (or concepts) identified in the survey analysis.

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Introduction

This paper describes the results of a study about the *conditions* in schools which advance the development and retention of teacher mentors on the Early Career Framework (ECF) programme. This is the **third** publication in a series of research [reports](#) from a large-scale multi-dimensional study of “the extent to which, and in what ways, early career teachers’ (ECTs) and their mentors’ learning experience on the ECF programme influences their decisions to stay in teaching, move schools, or leave the profession” (Gu, Eleftheriadou & Baines, 2023, p. 4).

There have been widely reported concerns about the burdens placed on schools by mentoring on ECF. Writing for [Schools Week](#) on 30th January 2024, Damian Hinds, Minister of State for Schools, acknowledged that mentor workload is ‘too high’ and explained that the government is addressing mentor workload by shortening ECF mentor training to one year and providing ready-to-use resources and additional funding to free up mentors to ‘focus on nurturing new talent.’ By bringing together systematic, empirical evidence from our study and the wider research literature, this paper examines what schools can do to improve mentors’ job satisfaction and well-being and enable them to enjoy making a difference to their early career colleagues’ learning, development, and teaching practices.

Effects of Mentoring in Schools

While school leaders have a blizzard of responsibilities occupying their time and attention, few offer greater purchase on the long-term contribution of their schools to student success than ensuring the development and retention of their new teachers. And few initiatives stand a better chance of ensuring that development and retention than the provision of skilled mentors to those new teachers². The National Education Union’s (NEU) introduction to mentoring (*Becoming an Effective Mentor*) reports that in its 2022 survey, many ECT members reported that “being able to discuss questions and challenges with someone experienced and having the opportunity to receive consistent feedback on their performance from their mentor, was invaluable” (page 3).

NEU’s evidence is broadly consistent with the survey and interview evidence from our research (presented later in this paper) as well as a considerable proportion of other empirical research about mentor effects. In school settings, for example, effective mentoring is associated with increased commitment to teaching, as well as retention³ in the profession. Teachers who are supported by an effective mentor demonstrate improvement in their teaching practices and the achievement of their students⁴. Positive mentor effects are also evident in non-school contexts including improved performance and skills, enhanced resilience and mindfulness, positive attitudes toward work, and increased levels of goal directed self-regulation⁵. These are outcomes that seem likely in schools, as well.

There is clear evidence in our [study](#) suggesting that structured mentor meetings are the most valued pedagogical component of the ECF programme, with 67% of ECTs agreeing “a lot” or “significantly” that these meetings have contributed to their learning (Gu, Eleftheriadou & Baines, 2023). Moreover, these ECTs are more likely to experience higher levels of job satisfaction and well-being *at school* compared to those who feel that the contribution of

² See Marable & Raimondi (2007), for example.

³ For example, Ingersoll & Strong (2011)

⁴ Mok & Staub (2021), Wang, Odell, & Schuille (2008), Fletcher, Strong & Villar (2008).

⁵ For example, see D’Abate et al (2003), Mok et al (2021) and Theeboom et al (2014), Eby et al (2008).

structured mentoring meetings to their learning is “not at all” or “slightly”. By extension, the extent to which ECTs feel that they are treated with respect and that they belong at school (i.e., key measures of well-being *in school*) positively and directly influences their retention decisions.

Noting the necessity of mentors and mentees establishing “effective relationships”, NEU’s guideline identifies such effective mentor qualities as, for example, effective and evidence-based teaching capacities and engaging interpersonal skills. Empirical evidence from studies of effective mentoring confirms the importance of these qualities⁶. This evidence identifies, as well, other effective mentoring practices including regularly allocating sufficient time to meet with mentees, providing encouragement and emotional support, and helping mentees avoid isolation in their school. Effective mentors also model desired practices, provide constructive feedback to mentees on lesson observations and help mentees set clear goals for their own learning. Effective mentors build trusting relationships with their mentees and support them in creating an effective learning environment for students⁷.

Given compelling evidence about the nature and impact of effective mentoring, the primary question for school leaders, and the main focus of this paper, is ***what can be done to ensure the effective mentoring of a school’s early career teachers***. Effective mentoring depends on both the retention of skilled mentors in the school and the provision of conditions which allow mentors to develop and exercise those skills productively. Using survey and interview evidence from our larger ECF study, we asked what senior school leaders do to retain ECF mentors in their schools and to support their further learning and development.

Framework

Two well-documented claims justified the focus of the study. One claim is that *mentors are among the most important sources of early teacher development*. The second claim is that *improving the retention of ECF mentors is a significant, albeit indirect, means of improving student success in the long run*⁸.

In conceptualising the research, we recognise that mentoring on ECF may be only one of the many roles that a mentor has in a school. It is crucial that we analyse the retention of mentors in relation to the whole school approach and strategy for staff retention. High levels of staff turnover, including mentor turnover, make it difficult to establish productive working relationships among staff and between staff and students. High levels of staff turnover also reduce the chances of developing high levels of reciprocal trust among staff, students, and parents. When staff turnover is high it is especially difficult to maintain a focus on key school goals and priorities⁹.

A substantial body of evidence paints a complex picture of the potential causes of staff turnover in school. For example, a recent review of contemporary meta-analytic studies by Gu, Eleftheriadou and Leithwood (in preparation) identified in excess of 100 such potential causes,

⁶ Examples of this evidence include Hudson (2010) and Roehig et al (2008).

⁷ Some of the evidence about these qualities can be found in Sparks et al (2017), D’Abate et al (2003).

⁸ Barrera et al (2010), Sowell (2017) and Mok et al (2021).

⁹ Staff turnover is, of course, only a contribution to a school’s effectiveness when it is the least talented or committed staff that leave whereas, in especially demanding school contexts, it is often the most talented and committed that leave.

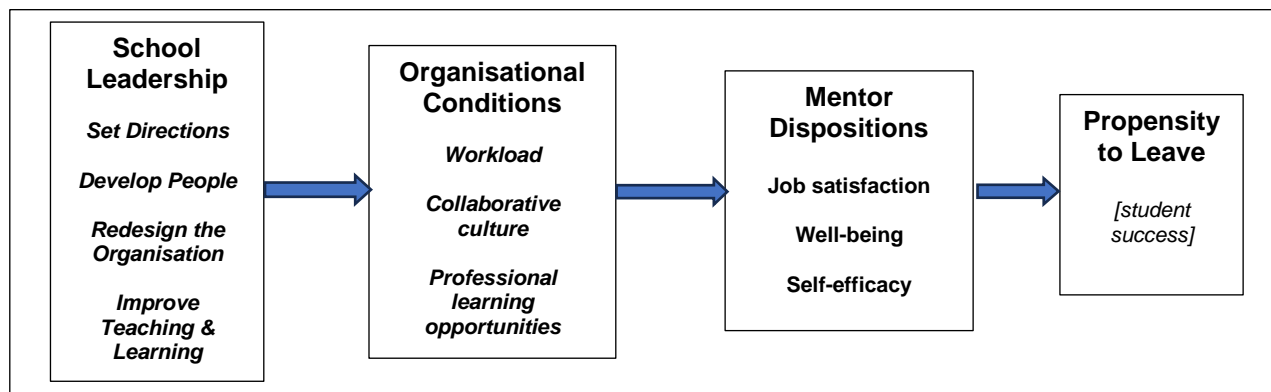
many of which apply equally to both teachers and their mentors. Our ECF mentor study examined a small sub-set these causes which:

- school leaders are *able* to influence within their schools;
- have a relatively direct influence on mentors' decisions to leave or stay at their schools; and
- make a demonstrable contribution to the success of a school's students, in addition to reducing turnover.

These three criteria led us to focus this study on mentors' job satisfaction and well-being, along with a chain of organisational conditions linking school leadership to job satisfaction and well-being. Figure 1 summarizes the framework guiding this component of our larger ECF study. It reflects prior evidence about what motivates staff retention decisions, as well as results from our larger ECF study about what motivates ECF mentors, in particular.

The far-right box of Figure 1 includes mentors' intentions about staying in their school or choosing to leave (propensity to leave or stay). The most direct influences on these intentions are a small number of mentors' dispositions related to both their school and the profession of teaching including feelings of *satisfaction*, sense of *well-being* and *self-efficacy*. These dispositions are at least partly a function of a selected set of mentor schools' organisational conditions, the most promising being relationships and opportunities to collaborate with other staff, opportunities for continuing their professional learning, as well as beliefs about the manageability of their workload. While senior school leaders are by no means the only influence on these organisational conditions, their influence is typically quite significant.

Figure 1: A Within-school Explanation of Variation in Mentor Retention Decisions



This framework assumes that while mentors play a unique role in their schools, they are part of their schools' teaching staff and influenced in their retention decisions by most of the same conditions as the rest of their teaching colleagues, along with conditions unique to their mentor roles.

School Leadership

The conception and measure of successful school leadership used in this study is based on a longstanding line of research carried out in the UK¹⁰, Canada¹¹ and the US¹². Considerable evidence now indicates that this approach to leadership has demonstrable value in helping schools in quite different contexts achieve a range of improvement goals related to teaching and learning. This is an “integrated”¹³ conception of leadership including four “domains” or categories of leadership practices (22 in total) – Setting Directions, Building Relationships and Developing People, Redesigning the Organisation, and Improving the Teaching and Learning Programme. Practices included in the Setting Directions domain have a very strong influence on how practices in the remaining domains are enacted, as would be expected. The outcome of Setting Directions practices – a widely understood and compelling sense of direction for the school’s work with students – provides the purposes and focus for leadership practices encompassed in the three other domains. This conception of school leadership includes many of the approaches and practices associated with teacher job satisfaction, well-being and retention reported in prior research.¹⁴

Organisational Conditions

The study included three sets of organisational conditions which prior evidence suggests may have significant indirect effects on mentors’ retention – *Workload*, the extent to which mentors’ schools had *Collaborative Cultures*, and the extent to which mentors had access to *Professional Learning Opportunities*. School leaders have considerable potential influence on these three conditions in their schools.

Mentors’ Workload

With regard to workload effects on job satisfaction, it is how teachers and mentors feel about or perceive their workload in context, as distinct from some objective measure of workload such as time spent working. Consider, for example, two mentors with exactly the same amount of time available for mentoring but who hold diametrically opposed views of what that means for the manageability of their workloads. One mentor works with an early career teacher struggling to achieve basic levels of pedagogical competence and finds it very difficult to establish good relationships with her students; this mentor perceives her mentoring workload as almost unmanageable because of the levels of effort required to help the teacher to make any expected progress. The second mentor works with an early career teacher who has an “intuitive feel” for effective instruction, and an interpersonal style and approach that is immediately appealing and engaging to students; this mentor perceives her workload to be very manageable.

The conception and measure of workload used in our ECF study reflects this emphasis on mentors’ perspectives. These were perspectives on the *adequacy of the time* they had to carry out their mentor role, the *support* they received from their school, and the *contribution* that being a mentor had on their own professional development. We found strong [evidence](#) of between-school variation in mentors’ perceived workload: “In schools where leadership is effective in enabling internal and external collaboration for educational improvement and where the culture

¹⁰ Day et al (2011).

¹¹ Leithwood (2012).

¹² Leithwood & Louis (2012).

¹³ “Integrated” is a term commonly used to signify a combination of practices included in both transformational and instructional models of leadership (Leithwood, 2023).

¹⁴ For example, see Griffith (2004).

and conditions are conducive to teaching, learning and professional growth, mentors are more likely to report that they have adequate time to fulfil their mentoring role' (Gu, Eleftheriadou & Baines, 2023, p. 17). Substantial amounts of robust evidence in the literature demonstrate a significant association between this conception of teachers' workload and both their job satisfaction¹⁵ and sense of well-being at work¹⁶.

Collaborative Cultures in Mentors' Schools

Collaborative school cultures were defined as the extent to which teachers and mentors are encouraged to work with one another, to engage with parents/carers in their school's improvement efforts, and to build wider community support for those efforts. Results of a considerable body of previous evidence about the value of collaborative cultures has been summed up as follows: "Collaboration may reduce feelings of isolation, and thereby reduce burnout, by increasing teacher job satisfaction, teacher confidence, and student achievement in their classes"¹⁷. Viewed as a form of participation in decision making, collaborative cultures are among those working conditions very strongly related to job satisfaction¹⁸.

Mentors' Professional Learning Opportunities

Our study's conception of this variable includes the extent to which mentors believed they had opportunities to take on new challenges, develop their own classroom teaching skills and participate in other professional learning opportunities. Unrealistic expectations for their performance by their schools, as well conflicts between their work schedules and learning opportunities are associated with reduced learning opportunities. Prior research has found a significant relationship between teacher job satisfaction and professional learning opportunities, especially for teachers who feel a strong need to improve their content and pedagogical skills¹⁹.

Mentors' Dispositions

As the framework indicates, three mentor dispositions were included in the study:

- Job Satisfaction (two dimensions) – in school and with teaching as a profession
- Well-Being (two dimensions) – in school and in the teaching profession
- Self-Efficacy

The literature on teacher/mentor job satisfaction and well-being identifies two dimensions of each disposition²⁰, one dimension related to the school context in which the mentor works, and one dimension related to the broader teaching profession. The same mentor might have high levels of job satisfaction and well-being on one dimension but not on the other. Evidence about the domain specificity of self-efficacy²¹ suggests that it is likely to have these two dimensions, as well.

Mentors' Job Satisfaction in school was conceptualized and measured in this study as the sense of fulfilment and gratification that mentors experience through work in their schools. This

¹⁵ For example, Butt & Lance (2005), Hughes (2012), Toropova, Myrberg, & Johansson (2021).

¹⁶ Nwoko et al (2023).

¹⁷ Admiraal & Roberg (2013, p.6).

¹⁸ Zakariya (2020).

¹⁹ Smet (2021).

²⁰ Liu et al. (2020), Zakariya (2020).

²¹ Bandura (1997).

form of job satisfaction includes feelings of enjoyment at work, the likelihood that mentors would recommend their schools to others as a good place to work, and mentors' unwillingness to change schools. Job satisfaction **with teaching as a profession** includes teachers believing the advantages of the being a teacher clearly outweighing the disadvantages, agreement that they would choose teaching again if they had a chance to decide and not regretting their choice.

Mentors' Well-Being in their schools is indicated by feelings of belonging and being able to "be themselves", as well as believing they have colleagues who care about them and treat them with respect. A positive sense of well-being **in the teaching profession** is indicated by mentors' believing that they are good at helping students learn, have accomplished a lot as a teacher, and feel like their teaching is effective and helpful. Although often treated as distinct from well-being, teacher stress and burnout are negative expressions of well-being. Evidence indicates that these expressions of poor well-being have significant negative effects on both job satisfaction and teacher turnover²².

Longstanding evidence associates both job satisfaction and well-being with retention decisions²³. In addition, Researchers have suggested that students of teachers who are satisfied with their jobs and have a strong sense of psychological well-being tend to be more successful academically than those who are emotionally exhausted or unsatisfied²⁴.

Mentor self-efficacy. Although self-efficacy is typically conceptualized as a person's anticipation of future success²⁵, this study focused mostly on mentors' beliefs about past successes in their role – their beliefs about their effectiveness in establishing a strong relationship with their mentees, meeting the individual needs of their ECTs, helping mentees establish good social relationships in the school, and contributing to the pedagogical skills of their mentees along with wider professional skills. While these beliefs reflect mentors' judgements of success with past experiences, they contribute to mentors' confidence in the success of their future efforts.

Prior evidence indicates that a positive sense of self-efficacy is significantly related to teacher job satisfaction²⁶, while negative feelings of self-efficacy contribute to teacher burnout, negative feelings of well-being and attrition²⁷. Recent meta-analytic reviews confirm a significant relationship between teacher self-efficacy and both job satisfaction²⁸ and well being²⁹.

Propensity to Leave

To determine the retention decisions of mentors, our study asked them about their plans for next year: were they staying in the same school, staying in teaching but moving schools, or leaving teaching. The first two of these options allowed respondents to indicate whether they would be taking on equivalent, additional, or reduced responsibilities. Labelled "propensity to leave", we adopted this approach to measuring turnover. Although intention to leave a job does not necessarily mean actual employee turnover, evidence suggests that intention or propensity to leave, is a strong predictor of actual turnover. In addition, role stress, an indicator of poor well-being (or ill-being), appears to be more strongly related to propensity to leave than to actual

²² Madigan & Kim (2021).

²³ For example, Struyven & Vanthournout, (2014), Butt & Lance (2005), Doan, Sneider & Woo (2023).

²⁴ Lopez & Oliveira (2020), Arens & Morin (2016), Day (2008), McInerney et al (2018).

²⁵ Bandura, (1997).

²⁶ Kasalak, & Dağyar (2020).

²⁷ Aloe, Amo, & Shanahan (2013).

²⁸ Kasalak & Dağyar (2020).

²⁹ Zee & Koomen (2016).

turnover³⁰. By extension, we argue that teachers' perceived positive well-being in workplaces is strongly linked to their intention to stay.

Methods

Evidence for this paper was provided by responses to a six-point Likert scale, 66-item survey by a sample of 810 mentors (14% response rate). Initial survey invitations were sent to all participants who were listed as active on the UCL-led ECF programme and all respondents were mentors in the first year of the programme. The demographics of mentor respondents is broadly representative of national mentor populations regarding gender, ethnicity, school phase, and contract types, giving us confidence about the relevance and representativeness of our mentors' reported learning and career experiences to those of their peers nationally.

A subsample of 60 mentors with different demographical backgrounds and from schools in different contexts was invited for telephone interviews once a year. Mentors who did not respond to our original invitations were replaced by purposefully selected substitutes with similar demographic characteristics and from schools in similar contexts. The research team is currently undertaking the interviews and has completed almost 20 mentor interviews to date. The purpose is to provide rich narratives of their experiences of the ECF programme and the ways in which conditions in their schools had influenced their job satisfaction, well-being, and retention decisions. For the purpose of this paper, we have selected 'stories' that explain *what has worked* when mentors experienced satisfaction and well-being at work and expressed intention to stay in teaching.

Because the interviews are ongoing, the selected quotes in this paper are used as *examples* to illustrate how school leadership, cultures and conditions shape interviewed mentors' job satisfaction and well-being. Results of further systematic analysis of the interviews, as well as case studies, will be reported in future publications to explain variation in experiences by school contexts (e.g. education phase) and mentor biographies.

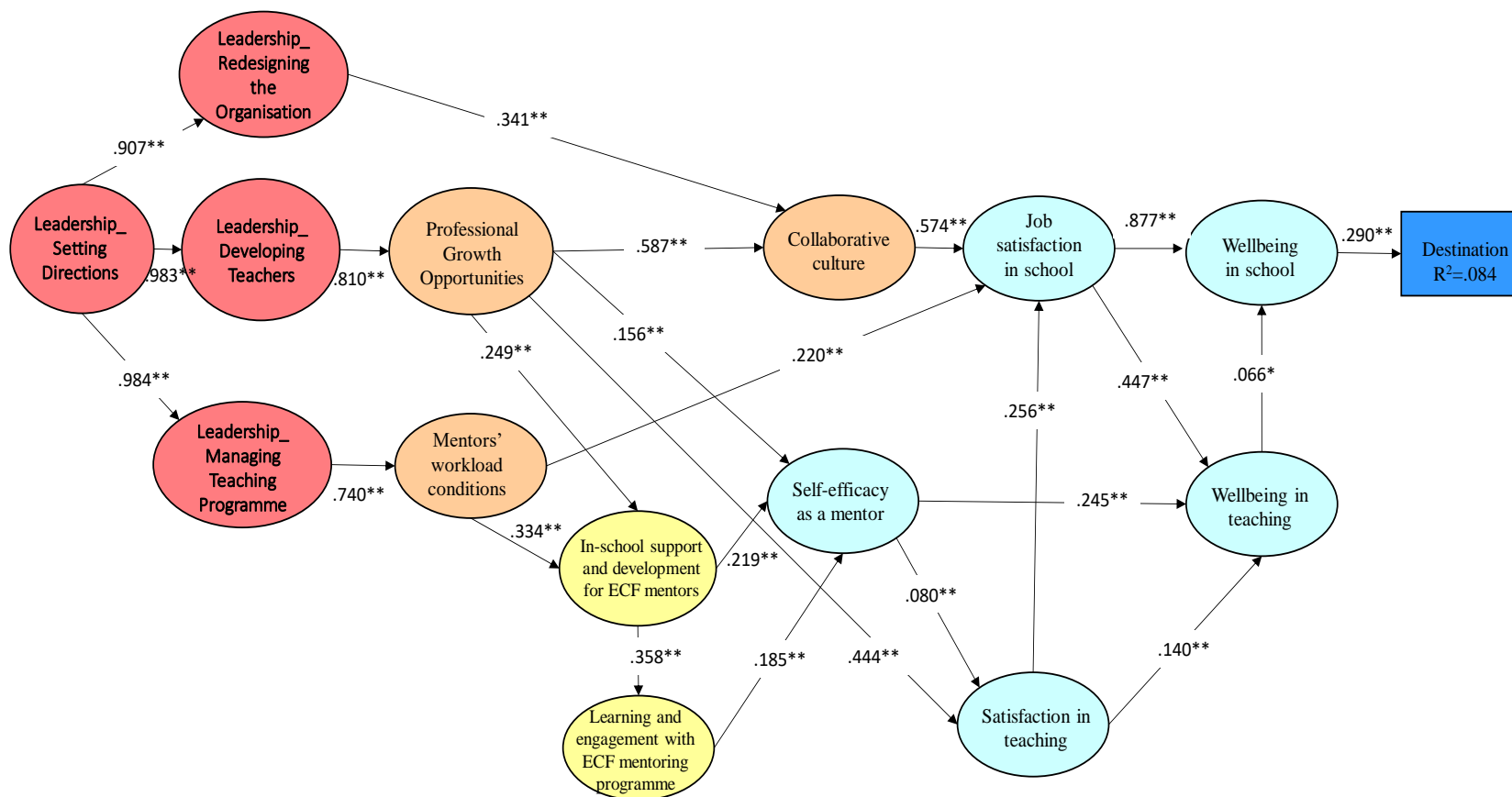
Results

Based on evidence provided by a sample of more than 800 ECF mentors, the purpose of this study was to identify *conditions* in schools that influenced the nature and value of their work as mentors and their *decisions* to stay in teaching, move schools, or leave the profession. Based on a considerable amount of prior evidence, the framework guiding the study assumed that school leaders were a significant influence on key conditions in the school likely to shape teachers' and mentors' propensity to stay or leave the school and possibly the teaching profession. The study's framework also assumed that the effect of these key conditions on teachers' propensity to leave or stay would be mediated most directly by teachers' job satisfaction and sense of well-being.

Informed by the framework, structural equation modelling (SEM) analysis was used to explore how various school conditions interact with one another to impact – directly or indirectly – on mentors' retention decisions (Figure 2) (See Appendix A for questionnaire items that explain the meaning of each latent variable/construct in the SEM model). The SEM analysis, which is commonly used in the social and behavioural sciences, was guided by existing theories in education and grounded in empirical survey data to explore causal connections between different factors.

³⁰ Fried, Shirom & Gilboa (2008).

Figure 2: Impact of school leadership on ECF mentors' job satisfaction, well-being, and retention decisions: Results from the SEM analysis



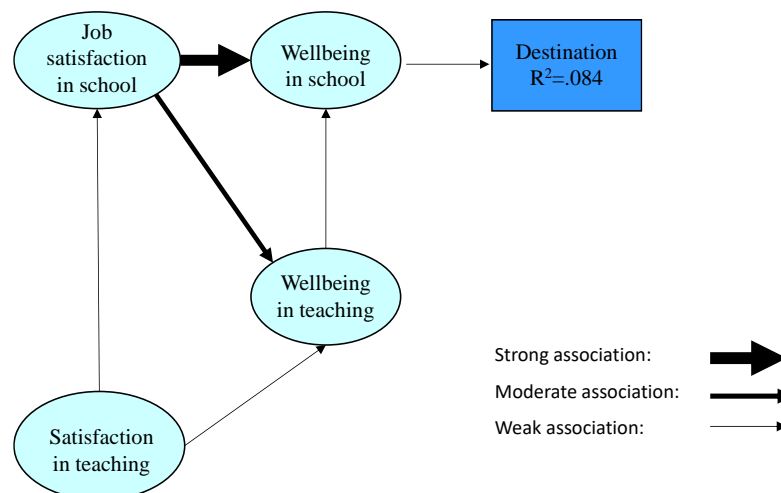
Job Satisfaction and Well-Being

Variation in Job Satisfaction and Well-Being explained a significant amount of variation in mentors' propensity to continue in their current school or move to another school. These decisions were most directly influenced by mentors' sense of job satisfaction and well-being at school.

Figure 3 presents parts of the SEM model in Figure 2, illustrating specific "paths" of influence on mentors' retention decisions through Job Satisfaction and Well-Being³¹:

- The most direct influence on mentors' sense of well-being at school (e.g. feelings of belonging) was their job satisfaction at school.
- Sense of well-being in the teaching profession (e.g. feelings of being an accomplished teacher) only influenced retention decisions indirectly through mentors' sense of well-being at school.
- As with well-being, job satisfaction in the teaching profession influenced retention indirectly by influencing job satisfaction at school.

Figure 3: Paths of influence on mentors' retention decisions through Job Satisfaction and Well-Being (partial SEM model)



While the amount of variation in mentors' propensity to stay or leave explained by our study is significant, it is nonetheless relatively small. Does that mean that the results of the study are only marginally useful? Our response to this question is almost the opposite: this result is seriously muted by the nature of our mentor sample and the instruments used to measure both job satisfaction and well-being.

The mentor sample was heavily dominated by mentors strongly committed to the ECF programme and their job as both teacher and ECF mentor. Although this sample seems very

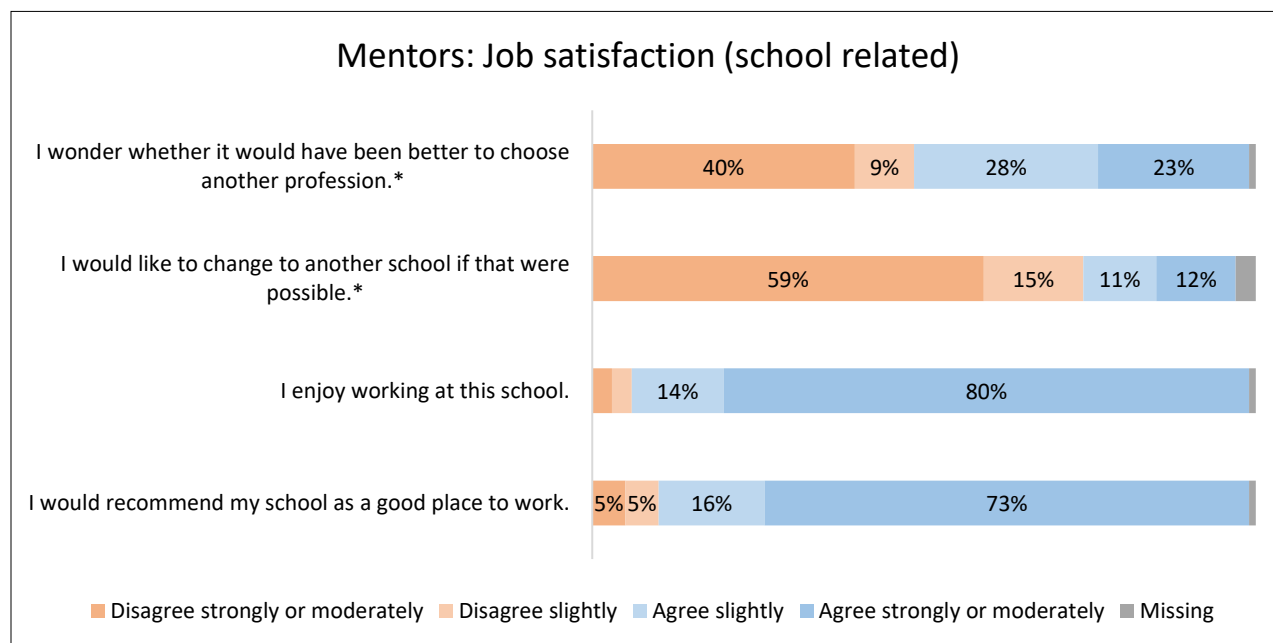
³¹ For the purpose of this paper, we have simplified the model by using lines of different levels of thickness to indicate the strengths of the association.

likely to be a good reflection of the larger population of ECF mentors, it certainly is not a normally distributed sample. More than **93%** responded to the survey question about their propensity to stay or leave their schools indicated they intended to stay in their current school.

The portions of the survey used to measure mentor job satisfaction and well-being were restricted to mentor’s levels of agreement (*strongly agree to strongly disagree*) about the extent to which they experienced those features known to be associated with positive attributions of job satisfaction and well-being. In the case of **job satisfaction at school**, at least **80%** of surveyed mentors reported that *the sense of fulfilment and gratification that they experienced through their work, and feelings of enjoyment at work* were associated with the likelihood that *mentors would recommend their schools to others as a good place to work, and that mentors’ unwillingness to change schools*. There are, however, a large handful of other factors that evidence associates with job dissatisfaction: lack of being appreciated, poor work life balance, feeling underpaid, poor management and limited career growth opportunities, for example.

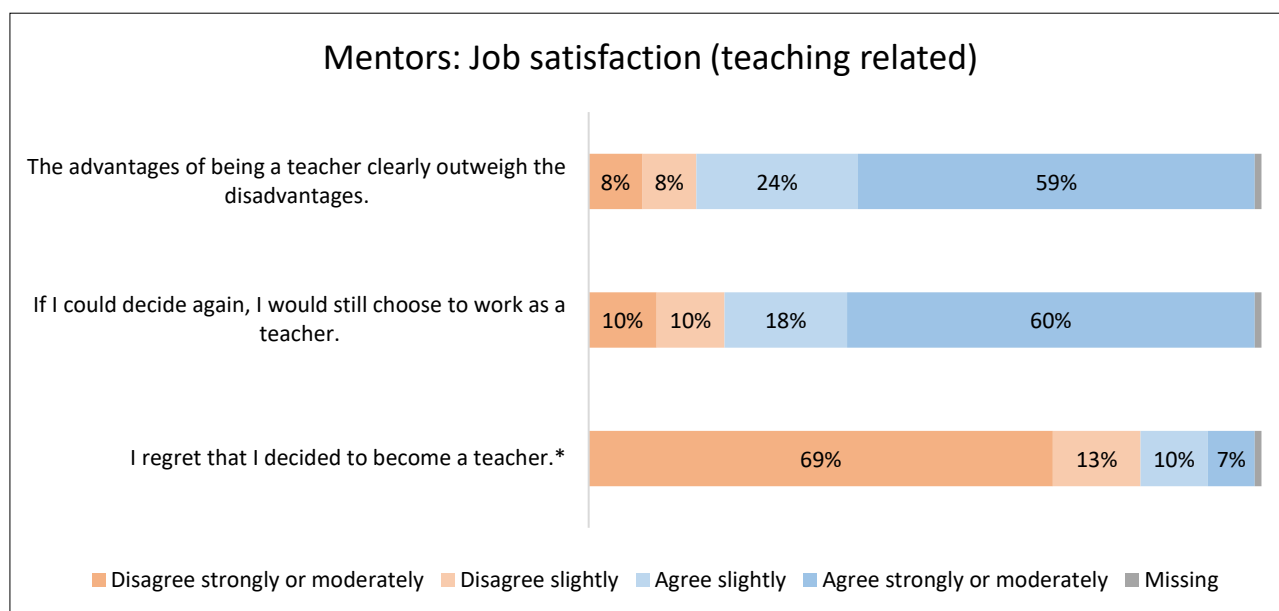
The majority of surveyed mentors reported high levels of job satisfaction *at school* and *in the profession*. Analysis also indicates a strong, positive association between these two domains of job satisfaction, suggesting that mentors who reported high levels of job satisfaction *at school* are also more likely to report high levels of satisfaction about their professional roles as a *teacher*.

Figure 4: Mentors’ views on job satisfaction (school related)



Note: For statements with an asterisk (*) a higher % of agreement is a less positive result. In categories where percentages are equal to or lower than 3% the labels have been omitted for readability reasons.

Figure 5: Mentors' views on job satisfaction (teaching related)



Note: For statements with an asterisk (*) a higher % of agreement is a less positive result. In categories where percentages are equal to or lower than 3% the labels have been omitted for readability reasons.

The following quote from two primary school mentors explain what have kept them going as a teacher and as a mentor in school:

Because I'm at this stage in my career having taught for a good number of years, I think it's about having a wider impact and thinking bigger about the profession in general. So, I do find myself thinking about things you know about new teachers entering their profession and what keeps them in the profession and how to grow them and how to ensure that they want to stay in teaching for a while and feel supported and grow their own resilience. That's why I really kind of feel committed to the mentoring side of things and also just having the opportunity to share what I've learned over the years as well.

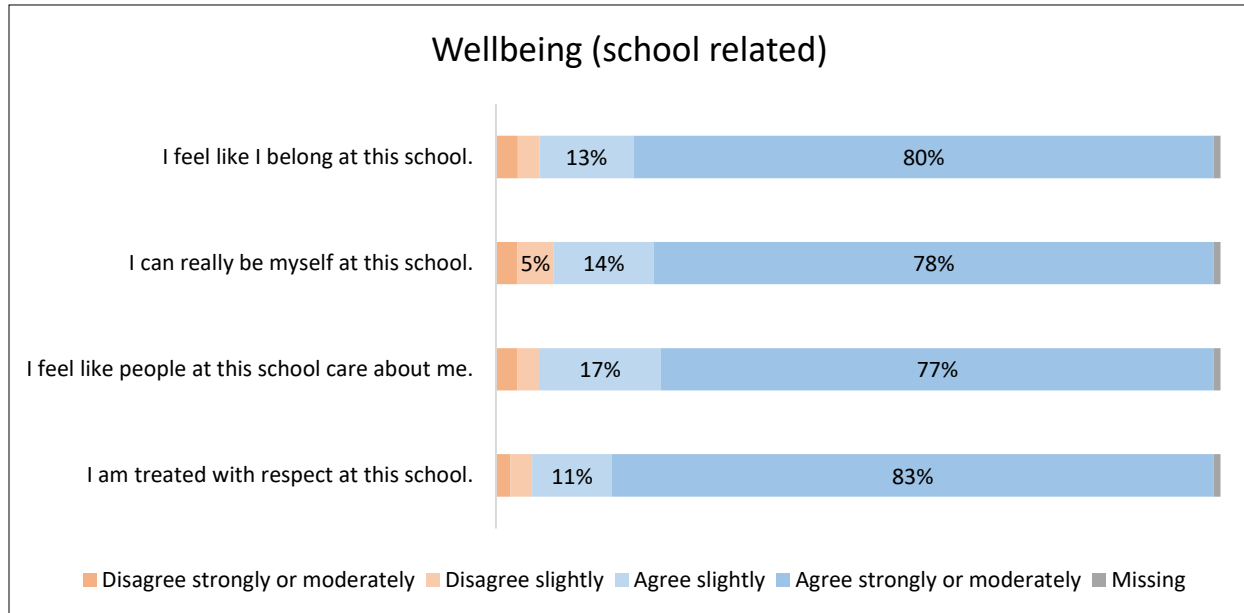
(Mentor, Middle Leader, Primary)

I feel I'm really happy and passionate about my role. I really enjoy my job and I have only just started my official title of assistant head...I was striving to reach this role. I've always wanted to have an impact on teaching development. I just thoroughly enjoy keep being a teacher, but actually that's only impacting the 30 children that are in my room and I want to try and get more adults on board with just seeing how great actually we could make it for the children by using the ECF, using the training materials.

(Mentor, Assistant Headteacher, Primary)

In the case of **well-being at work**, the study asked (*strongly agree to strongly disagree*) about features associated with a positive sense of well-being at school (Figure 6): mentors' feelings of belonging and being able to "be themselves", as well as believing they have colleagues who care about them and treat them with respect.

Figure 6: Mentors' views on well-being (school related)



Note: In categories where percentages are equal to or lower than 3% the labels have been omitted for readability reasons.

However, the opposite of a positive sense of well-being at school – *stress, burnout and feelings of alienation* - are typically the result of conflicts with colleagues, unrealistic workloads, lack of control over one's work and the like. The following quotes from two primary and secondary mentors explain how expectations, care and support in a school makes a difference to teachers' sense of well-being.

My school cares. It's got the email restrictions on. They do work hard to ensure that there's enough time to complete tasks that, where possible, they reduce any additional sort of admin tasks. They also consult on different things to see what everyone's opinion is and how they can make everyone happy...The expectation of a work life balance is much more prominent at my current school. ... The head teacher is also, you know, he comes in and leaves the same times as the other staff. ... here the expectation is that you leave early, you spend time with your family. You get your work done, but you know if you need time for family things, then you just ask, very understanding, very much more focused on sort of the staff as a whole person, not just the teacher part of them, which is really, really nice.

(Mentor, Middle Leader, Secondary)

They care a lot. Everyone looks out for everyone here. Whether it's, you know, offering a cup of tea, or if I have to leave because my own children are poorly, or I have to leave or there's an emergency. Everybody supports, helps us the best they can, you know, then keeps checking in. Umm, I'm not sure too many places are like this in the world of education, but it really is a great place. People do show that they care all the time.

(Mentor, Assistant Headteacher, Primary)

So, the most negative possible value measured in the case of job satisfaction and well-being was strong *disagreement* that they experienced positive features. But these are all still positive features, whereas there is a dark side to both of these variables – job *dissatisfaction* and the opposite of well-being (*stress, burnout, alienation*). Given a normally distributed sample of mentors and both job satisfaction and well-being measures that captured both the positive and negative ends of each, it seems highly likely that **these variables, in combination, would explain a very large proportion of variation in mentors' propensity to stay or leave**. This conclusion receives some support from the results of a recent meta-analytic review indicating that:

burnout and job satisfaction together explained 27% of the variance in teachers' intentions to quit ...[and] .. burnout symptoms accounted for the majority of this explained variance. These findings suggest that burnout and job satisfaction are highly important in predicting teachers' intentions to quit, but it appears that, although they are related, burnout [a negative form of well-being] may confer a greater risk than job satisfaction.³²

The following experience from a secondary mentor gives a sharp description of the structural and organisational environment of the school and explains how intense and excessive workload has impinged on their job satisfaction:

This is the real crux of why people leave teaching is because no one will ever, ever audit your true workloads. So, if you think of any working teacher, we exist in a matrix structure of management.

So, I have a head of year who can give me work. I have a head of [subject] who can give me work. I have a head of House who can give me work. The parents can ask for anything at any time. The head can ask for anything at any time. My exam board can ask for anything at any time. Each one of these things can flare up at any time. No one cares. Let's say I have an [role-related responsibility removed for confidentiality] inspection coming up and I need to do 10 hours of work. [Exam board name] don't care about that, and my line manager just wants to pass the compliance test.... So, we're in a compromise of deception and delusion. You do not ask a teacher how much work they do over a year because the result will be over their contracted time and the school will have a problem. So, you just assume that everything's OK.

(Mentor, Lead Practitioner, Secondary)

³² Madigan & Kim (2021).

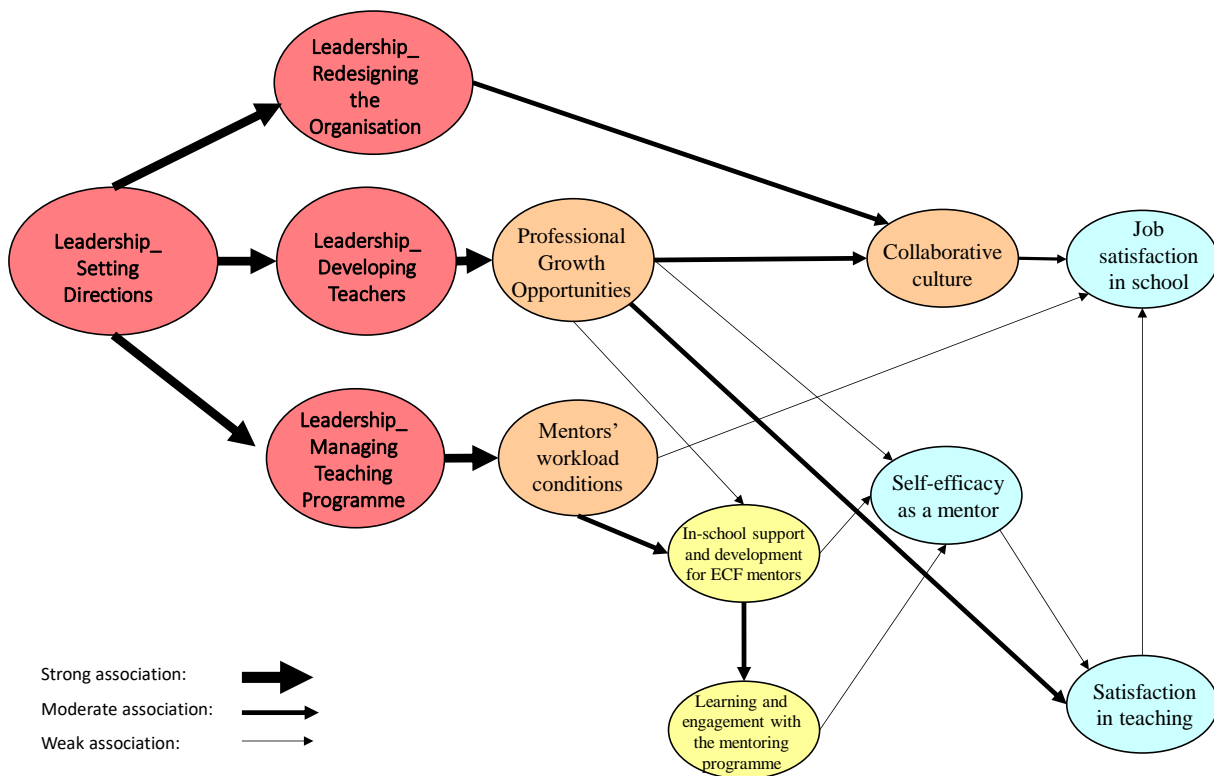
Connecting Leadership to Mentor Job Satisfaction and Well-Being

A significant part of our data analysis was aimed at better understanding the “**paths**” of **influence** connecting school leadership to mentors’ retention decisions through Job Satisfaction and Well-Being. As our framework indicates, prior research directed attention to three especially plausible connectors – collaborative school cultures, professional learning opportunities, and workload.

Results of this study (Figure 7) indicated that:

- Collaborative School Culture had a moderately strong, direct influence on mentors’ job satisfaction at school and was influenced moderately strongly by Professional Growth Opportunities.
- Collaborative School Culture had no influence on other school conditions and was only influenced by Professional Learning Opportunities and leadership (described below).
- Professional Growth Opportunities, in contrast, had weak but significant levels of influence on mentors’ perceptions of their schools’ support for them, their sense of self-efficacy as mentors, and their satisfaction with being part of the teaching profession.
- Mentors’ perception of their workload was a third variable linking leadership to job satisfaction and well-being. It had a close to moderate but direct influence on mentors’ job satisfaction at school.

Figure 7: Paths of influence connecting school leadership to mentors’ retention decisions through Job Satisfaction and Well-Being (partial SEM model in Figure 2)



Importantly, the paths of influence identified in the SEM model (Figures 2 and 7) reaffirm our observation in the previous [report](#) that mentors' perceptions of their workload reflect the broad schools' workload cultures, and that the ECF programme is not solely responsible for the lack of mentoring time in certain schools. The SEM model in this paper shows that how senior leadership manages the teaching programme for improved classroom practice had **strong and direct** influence on mentors' perceptions of their workload conditions in school. The following stories from two mentors illustrate, powerfully, the connection between leadership and mentors' perceptions of their workload, well-being, and job satisfaction at school:

My workload is enjoyable and meaningful and rewarding. Yeah, umm, I think it's because I am part of the things that we change within the school. The way that we're, you know, trying to develop ourselves for the children that I know that it's the workload that I'm putting in is appreciated and it has an impact on the children. And it's not just do this for the sake of doing this. It's doing it to have an impact, so it's very satisfying and enjoyable and rewarding when I see it all in place and think, yeah, that's really good, it's really taken on the way that I was hoping it to be and I'm not setting tasks that aren't meaningful.

(Mentor, Assistant Headteacher, Primary)

It [the school] cares tremendously, but I do think we are unusual and in my career. I've only ever worked in this school because I have no reason to leave because it's so supportive and, you know, we do have professional development. ...

I don't want you to think for one minute we're not dynamic, that we're not ambitious, because we are. Our head has an open-door policy, and it literally is open and you never, ever get turned away from the door. So if you ever have a problem, you know, two years ago I had a big personal problem and it was building and I just came into work on the Monday and broke down and literally went to the head and said I can't do today and there is never a question, I went home, just took the day off, came back the next day, everything was fine. So that's the kind of support. There's no question and he sees your need and he completely caters for it. And that culture spreads out with your colleagues too.

So, I think the well being in this school is as good as it can be in the teaching profession.

(Mentor, Senior Leadership Team (SLT), Primary)

The Four Domains of Successful School Leadership

The conception of leadership included in our study included four categories or domains of practices – setting directions, developing peoples, redesigning the organisation, and improving the teaching and learning program. Each of these domains were linked, uniquely, through job satisfaction and well-being, to mentor retention.

Setting Directions. This leadership domain had very large effects on each of the three remaining leadership domains, a result also reported in earlier research³³. Practices in this domain, as a whole, create the **purpose and focus for practices** included in those other leadership domains. Setting Directions practices include giving staff a sense of overall purpose, helping staff clarify the reasons for implementing school improvement initiatives and providing useful assistance to staff in setting short-term goals for teaching and learning. This domain also encompasses leaders' demonstrations of **high expectations** for staff's work with students.

Direction setting practices reflect considerable evidence about “transformational” approaches to leadership, approaches which aim to elevate the values, aspirations and expectations of organisational members about what they should strive to accomplish with their students. These practices also conform to longstanding evidence about the motivational power of specific and measurable goals on organisational members, as well as their contribution to employee performance.³⁴

In our SLT meetings, he's [the headteacher] very keen in sharing new ideas and thinking about how we can lead on them and really having that lead role in those conversations and not just sort of sitting and listening or just chipping in. We can actually lead sessions and he's really happy for us to think, actually I want to lead a staff meeting on this or I want to take the governors through this area. So yeah, he's really open to new ideas and letting us sort of take the lead on those new initiatives.

(Mentor, Assistant Headteacher, Primary)

Building Relationships and Developing People. As a whole, leadership practices, in this domain had a very strong influence on mentors' perceptions of their Professional Growth Opportunities. Leadership practices in this domain include assessing staff development needs, providing support for the unique needs of individual staff, encouraging staff to consider new ideas for their work and modeling high levels of professional practice. These practices also include promoting leadership development among staff and creating relationships with staff that encourage authentic discussion of educational issues. **Productive professional growth opportunities increase the contribution that individual staff make to their colleagues.**

³³ Leithwood, Sun & Schumacker (2020).

³⁴ Locke & Latham (1968), Sun & Leithwood (2015).

I think one thing is that I've built relationships over time at the school, so I became quite close with colleagues, and it feels like a very nurturing space to develop professionally. I think the school is quite ambitious and there's always lots going on and they really push on professional development and it's very inclusive as a school. You do feel valued and yeah, people just very kind and supportive. It's very collaborative. It's very supportive. So, like there's people I can turn to if I'm struggling. And, yeah, I think those things actually keep me here.

(Mentor, Middle Leader, Primary)

Redesigning the Organisation. As a whole, practices in this leadership domain had a moderately strong influence on helping to build a Collaborative School Culture. Leadership practices in this domain include developing an atmosphere of caring and trust among staff, encouraging collaborative work among staff, and ensuring carefully coordinated participation in decisions about school improvement. This domain also includes fostering engagement of parents in the school's improvement efforts and, more broadly, building support for the school's improvement efforts in the wider community.

I like the people I work with. In my school it's really good, you can walk up to a member of senior leadership and talk to them, and they will listen to you, and they'll know your name and they will be happy to receive your suggestions and listen to your concerns and, you know, it's really good like that.

So even though they're my line managers and leaders and you know, they're approachable people and that's really good. In my last school, it wasn't like that, like, you wouldn't dare to go up to the head and tell her what you thought. You wouldn't really dare to be honest because it was like that, the culture is set from the top. So, you know, we've got the other heads really approachable, really nice here, and that's why people are happy to feed their ideas up.

(Mentor, Lead Practitioner, Secondary)

Improving the Teaching and Learning Programme. Practices in this domain, as a whole, strongly influenced mentors' perceptions of teacher workload in their school. Practices giving rise to these perceptions included regularly observing classroom activities, working with teachers following classroom observation to help them improve their teaching, including strategic uses of data with teachers for this purpose. Practices also included as part of this leadership domain include leaders providing teaching and professional development resources needed for teachers to improve their teaching and encouragement to make creative uses of appropriate technologies to enhance teaching and learning. Buffering teachers from distractions to their pedagogical work is a practice also included in this domain.

It's an open-door policy firstly, so I know that anything is up for discussion. So it's communication and it's being valued by having your say, you might not always get your way and you might get told no sorry, not this time, but it would never be brushed off and it would never not be considered... we are in an area where we have low attainers and people premium we have handfuls of challenging behaviour, challenging children and you're fully supported, we have, you know, there's teams in place, learning mentors, staff that can come and take over or intervene or even actually we have systems set up so children can make arts and crafts when they're having those bad days. So, it's not constantly on the pressure of the teacher.

She [the headteacher] spends a lot of money. We have days off and again it's asking the staff, so it's staff voice. We find out what they would want and then we put that in place...And just trying to get that community together but also so that they get a chance to have, you know, enjoy themselves and get to know each other, which I then think the relationships are strong enough to then be able to have the confidence to support each other, but actually, you know, bring things up, challenge each other in a professional way. I think that's probably what has the biggest impact knowing that you can get support from anywhere and ask for anything.

(Mentor, Assistant Headteacher, Primary)

Conclusion: Five Ways to Make Your School “Stickier” (for Teachers) and Better (for Students)

The study found job satisfaction and well-being had significant direct effects on mentor retention while mentor workload, professional learning opportunities, and collaborative cultures in their schools had the largest influence on such job satisfaction and well-being. School leadership was largely responsible for creating those key influences on mentor job satisfaction and well-being. The following recommendations, arising from our research, identify some of the implications of these results for school leaders.

Clearly there are more than five ways. But we limit ourselves here to the perspectives and variables included in the framework for this study. The five recommendations are designed to inform the work of school leaders wishing to retain their current ECF mentors. These recommendations, however, apply not only to the retention of mentors. They also apply to teachers and to the much broader challenge of school improvement. Each of these recommendations will add significantly to the school's “stickiness” for teachers and should contribute to student success, in the long run.

1. Know Each of your Staff Members Well

As we noted in the paper's introduction, teachers' decisions to stay or leave a school are potentially influenced by a great many factors. Some are entirely personal such as closer commutes to work, some are very much related to the nature of the school itself. There is no ready means of calculating the relative strength of these many factors. In any event, there will be considerable individual variation among staff in the strength awarded each of them. We do

know that retaining productive mentors and other teachers depends significantly on their school-related job satisfaction and well-being. But each individual mentor that a leader wants to retain will have some additional reasons motivating his or her decision.

Know what those unique individual reasons are and figure out how they might be addressed.

2. Aim the School in Meaningful Directions

A significant amount of prior research indicates that a work environment perceived to be “meaningful” is a powerful form of motivation, commitment and engagement³⁵; these are psychological states that go a long way toward ensuring high levels of job satisfaction and well-being at school and, as a result, strong attachments to the school. At its core, meaningfulness depends on the purpose for one’s work, something leaders’ *Directions Setting* practices aim to provide.

The importance of *Direction Setting* practices is difficult to overstate but easy to squander. The value of these practices is squandered when the processes used for determining directions is treated as a bureaucratic hurdle to be overcome as quickly and efficiently as possible and when official standards or targets for student achievement, as central as they are to a school’s survival, overwhelm the process.

The outcome of direction setting practices should be a set of dynamic goals for the school:

- adopted by staff and student as their own personal goals;
- understood so deeply that staff can determine themselves how best to achieve them or are sufficiently committed to figure that out themselves.
- subject to continuous conversation about their value, relevance and how to achieve them.

Such a widely shared, inspirational vision or set of goals communicates optimism about future goals and adds meaning to the work of school staffs.

Spend whatever time it takes to ensure that the school has a widely shared, deeply understood, compelling set of directions that reflect the aspirations of the staff and community served by the school and that acknowledge, in some fashion, the legitimate priorities of policy makers.

3. Structure the School to Encourage Engagement of all Stakeholders

Practices included in the *Redesigning the Organisation* leadership domain had a significant relationship with collaborative school cultures. These practices have the potential to transform the school’s structure from clusters of individuals and groups each attempting to advance their understandings of the school’s goals the best way they know how, into a highly functioning “learning network”. Such a network is a stimulating and engaging structure to be part of, one not lightly abandoned, as would be the case with a decision to leave the school.

Create formal structures and informal opportunities for parents/carers, teaching staff and some members of the wider school community to interact together and with one another about what

³⁵ For example, see Chalofsky & Krishna (2009).

the school should be accomplishing, what is working well, what needs to be improved and who should do what.

4. Shape the Engagement of all Stakeholders to Foster the Development of the School's Collective Intelligence.

Practices included in the *Building Relationships and Developing People* leadership domain aim to build the capacities school staffs and other stakeholders need to make progress toward its goals. We often assume that we know what those capacities are and how best to teach them. But if that were true, the amount of CPD experienced by most veteran educators would have resulted in perfect schools decades ago. The perspectives on learning evident in research on learning networks, social learning theory, however, is much different than the perspectives on learning driving a considerable amount of that CPD.

Social learning theory suggests that the collective intelligence of a learning network is a function of the volume and diversity of ideas generated by network members³⁶. Diverse membership should be treated as a strength. A networks' collective intelligence also depends on clear, shared goals for each stakeholder group, direct engagement in one another's ideas and open and easy two-way communication³⁷. These conversations should be ongoing and nurtured by a strong sense that "we are all in this together". One recent meta-analysis found that leadership practices fostering such interaction and engagement have an outsized influence on building teacher trust in parents and students³⁸, yet another contribution to teachers' job satisfaction and well-being.

Leadership networks build the capacity of individual members by exposing them to the practices, dispositions and ideas of others faced with similar tasks and responsibilities. A network is also a structure which, under the right conditions, is capable of stimulating potentially rich interactions among members resulting in new and creative ideas or practices not initially part of the repertoire of any individual network member. This knowledge creation, goal of networks depends on participants' willingness to collaborate together in the solving of some shared problem or the meeting of a shared purpose and to genuinely listen to the ideas of one's network colleagues.

Learn more about social learning theory and influence what happens in the school's network structures guided by what you learn.

5. Distribute Leadership for Pedagogical Coaching

Leadership practices included in *Improving the Teaching Programme* had a very strong influence on mentors' perceptions of their workload. These leadership practices reflect longstanding conceptions of "instructional leadership", especially early versions dominated almost exclusively with a focus on teachers' pedagogy and a coach-like role for school leaders. While instructional models of school leadership have gradually expanded to encompass conditions in schools outside the classroom, evidence continues to support the value of this focus for school leaders. Indeed, some evidence indicates that the more school leaders possess

³⁶ Pentland (2014).

³⁷ For example, see Silvia & McGuire (2010) and Leithwood (2019).

³⁸ Sun, Zhang & Forsyth (2023).

relevant pedagogical content knowledge, the more they contribute to their school's improvement progress³⁹.

Even the most instructionally savvy senior leaders, however, have neither the time nor expertise to provide effective pedagogical coaching to their many teachers implementing an ambitious curriculum. The larger the school and the more ambitious the curriculum, the greater the importance of distributing instructional leadership practices to members of faculty, in addition to senior leaders; establishing positions to mentor new teachers reflects such distribution.

One of the often-overlooked challenge senior leaders face in distributing leadership for pedagogical coaching is to identify those members of the school that teachers themselves look to for pedagogical advice and coaching. These are often fellow teachers with high credibility who are able to provide practical advice about what works in very similar contexts to those seeking the advice. They are the school's informal leaders who often have an outsized influence on the job satisfaction and well-being of their colleagues, as well as the school's pedagogy. Identifying these staff members can sometimes be challenging for senior leaders, however.

This challenge is vividly illustrated by the results of one study of distributed leadership conducted in 28 US elementary schools⁴⁰. Based on social network theory and related methods, the study documented the sources of advice ("key advice givers") sought by teachers engaged in both language arts and maths improvement initiative in their schools. Results indicated that across the 28 schools, there were on average 10.5 key advice givers in each school. Of these, about 42 percent were formally designated leaders: in the case of language arts, fewer than 30 percent of requests for advice were directed toward those with a formal leadership designation and fewer than 58 percent in the case of maths. To be clear, formal leadership designations extended well beyond school leaders and included, for example, language arts and maths coordinators! Which individual staff members looked to for advice on improving their instruction will often not be self-evident.

Leverage the job satisfaction and well-being of your staff, as well as the existing pedagogical expertise in your school, by identifying those members of staff that their colleagues look to for pedagogical advice and make that advice more readily available to others who might benefit from it.

School leaders retain high quality teachers by helping to create productive work environments aimed at achieving ambitious, socially valued goals for all students. Given similar student populations, a high-retention ("sticky") school is doing many things well, a low-retention ("slippery") school, not so much.

³⁹ Stein & Nelson (2003), Fuentes & Jimmerson (2020).

⁴⁰ Spillane, Healey & Min Kim (2010).

It's probably one of the best schools anyone could ever wish to work at. Our head teacher is very aware of teacher workload. He has high expectations of the school, and he has standards, but he's very fair with workload and if there is a change can be made that improves workload or a decision can be made where we do or we don't do something, he always considers the workload aspect.

You feel very, we're very supported in this school by our senior leadership team, but also by our colleagues. Most of the staff here, our deputies have been here 25 years, my work colleague has been here 17 years. We have no staff turnover, so I think that speaks for itself. Unfortunately, it means we've got an expensive staffing budget because people get on to the higher pay scales, but it's the most incredibly supportive school for staff. For children we choose a relational practice, so we've just had a recent OFSTED, which absolutely embraced everything that we work to achieve. So, his words that children feel held here and feel supported, we don't have any children off roll. We have varying diverse needs and you know, as in neurodiverse children more and more are coming in and we do our very best for them if we can.

(Mentor, SLT, Primary)

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Appendix A. SEM Dimensions

Final questionnaire items, unstandardized (SE) and standardised item loadings for confirmatory factor analysis (CFA)

Factor	Item	Unstandardised factor loading (SE)	Standardised factor loading
<i>Learning and engagement with the mentoring programme</i>	1) To what extent have you engaged with mentor training on the ECF programme	1	.440
	2) To what extent has your learning from the <u>mentoring programme</u> contributed to your confidence as a mentor to establish a constructive mentoring relationship?	2.712 (.242)	.901
	3) To what extent has your learning from the <u>mentoring programme</u> contributed to your confidence as a mentor to support and challenge your ECT(s)?	2.588 (.229)	.952
	4) To what extent has your learning from the <u>mentoring programme</u> contributed to your confidence as a mentor to provide effective developmental teaching observations and feedback?	2.438 (.221)	.866
<i>Support and development for mentors in school</i>	1) I have adequate time to carry out my role as a mentor.	1	.877
	2) I have adequate support from my school as a mentor.	.682 (.035)	.710
	3) The amount of time allocated to mentor-mentee sessions on ECF is appropriate to support my ECT(s).	.947 (.040)	.811
	4) Being a mentor has contributed to my own professional development.	.382 (.046)	.448
<i>Successful leadership practices¹</i> <i>a) Setting direction</i>	Think about the person (or people) who provide(s) THE MOST SENIOR leadership in your school (e.g. Headteacher). To what extent do you agree that they do the following regarding setting direction?	1	0.908
	1) Gives staff a sense of overall purpose.		
	2) Demonstrates high expectations for staff's work with learners.	0.858 (.033)	0.881
	3) Demonstrates high expectations for learner behaviour.	0.885 (.042)	0.846
	4) Demonstrates high expectations for learners' academic achievement.	0.750 (.046)	0.84

	5) Demonstrates high expectations for learners' development of good health and well-being.	0.870 (.036)	0.867
<i>Successful leadership practices¹</i> <i>b) Developing teachers</i>	Think about the person (or people) who provide(s) THE MOST SENIOR leadership in your school (e.g. Headteacher). To what extent do you agree that they do the following regarding developing teachers? 1) Gives staff a sense of overall purpose.	1	0.876
	2) Demonstrates high expectations for staff's work with learners	0.840 (.036)	0.854
	3) Demonstrates high expectations for learner behaviour.	0.942 (.037)	0.86
	4) Demonstrates high expectations for learners' academic achievement.	0.945 (.038)	0.865
	5) Demonstrates high expectations for learners' development of good health and well-being.	0.917 (.039)	0.847
<i>Successful leadership practices¹</i> <i>c) Redesigning the organisation</i>	Think about the person (or people) who provide(s) THE MOST SENIOR leadership in your school (e.g. Headteacher). To what extent do you agree that they do the following regarding redesigning the organisation? 1) Encourages collaborative work among staff.	1	0.817
	2) Engages parents/carers in the school's improvement efforts.	1.012 (.056)	0.774
	3) Builds community support for the school's improvement efforts.	1.127 (.055)	0.843
	4) Allocates resources strategically based on learners' needs	1.179 (.055)	0.879
	5) Works in collaboration with other schools.	0.999 (.057)	0.755
<i>Successful leadership practices¹</i> <i>d) Managing the teaching programme</i>	Think about the person (or people) who provide(s) THE MOST SENIOR leadership in your school (e.g. Headteacher). To what extent do you agree that they do the following regarding managing the teaching programme? 1) Provides or locates resources to help us improve teaching	1	0.886
	2) Regularly observes classroom activities	0.938 (.040)	0.772
	3) After observing classroom activities, works with teachers to improve teaching	1.141 (.035)	0.882
	4) Uses coaching and mentoring to improve quality of teaching	1.098 (.034)	0.866

	5) Encourages all staff to use learners' progress data in planning for individual learners' needs	0.772 (.038)	0.812
<i>Professional growth opportunities</i>	1) I have many opportunities to take on new challenges	1	0.793
	2) I have adequate opportunities to develop my classroom teaching skills	1.017 (.042)	0.859
	3) I have adequate opportunities for learning and development as a professional	1.077 (.044)	0.88
	4) Opportunities for promotion within my school are adequately available to me	1.253 (.059)	0.726
	5) Expectations of my performance are realistic given my role and experience	0.855 (.056)	0.69
	6) Training and development rarely conflicts with my work schedule	0.848 (.059)	0.558
<i>Collaborative school culture</i>	1) Teachers in our school mostly work together to improve their practice	1	0.809
	2) I have good relationships with my colleagues	0.256 (.029)	0.428
	3) My school has a culture of shared responsibility for school issues	1.095 (.054)	0.871
	4) There is a collaborative school culture which is characterised by mutual support	1.126 (.058)	0.907
<i>Teacher working conditions</i>	1) I have sufficient access to appropriate teaching and learning materials and resources.	1	0.562
	2) I am protected from administrative duties that interfere with my teaching.	2.069 (.152)	0.823
	3) I have adequate time for lesson planning and using assessment to improve learning.	2.227 (.163)	0.909
	4) I have adequate time to balance pastoral duties (i.e. care for pupils' physical and emotional welfare) with teaching.	2.191 (.158)	0.913
<i>Mentor self-efficacy</i>	1) Overall I have been able to meet the individual needs of my early career teacher(s) (ECTs) as a mentor.	1	0.614
	2) I have been able to establish a strong mentor-mentee relationship.	0.617 (.065)	0.578
	3) I have been able to effectively address my mentee's/mentees' learning demands in mentoring conversations.	1.080 (.075)	0.695
	4) My role as a mentor is meaningful to the development of my ECT's teaching practice	1.114 (.082)	0.782

	5) My mentoring has contributed to the pedagogical skills of my mentee	1.180 (.094)	0.764
	6) My mentoring has contributed to the behaviour management skills of my mentee	1.261 (.110)	0.774
	7) My mentoring has helped my mentee to develop their wider professional skills	1.239 (.103)	0.783
	8) My mentoring has helped my mentee to build good social relationships in the school	1.290 (.150)	0.663
<i>Job satisfaction in teaching</i>	1) The advantages of being a teacher clearly outweigh the disadvantages	1	0.821
	2) If I could decide again, I would still choose to work as a teacher	1.215 (.063)	0.851
	3) I regret that I decided to become a teacher*	1.009 (.061)	0.764
<i>Job satisfaction in school</i>	1) I would like to change to another school if that were possible*	1	0.69
	2) I enjoy working at this school	0.838 (.058)	0.903
	3) I would recommend my school as a good place to work	0.977 (.065)	0.882
<i>Well-being in teaching</i>	1) I am good at helping pupils learn new things	1	0.781
	2) I have accomplished a lot as a teacher	1.348 (.124)	0.778
	3) I feel like my teaching is effective and helpful	1.201 (.077)	0.859
<i>Well-being in school</i>	1) I feel like I belong at this school	1	0.837
	2) I can really be myself at this school	1.066	0.846
	3) I feel like people at this school care about me	0.984	0.824
	4) I am treated with respect at this school	0.977	0.86