

Seminar on “Asking the Right Questions about Teacher Retention: Where Teachers Stay and How They Thrive?”

Date: 21 August 2025 (Thursday)

Time: 09:30-11:00

Venue: ~~E33-3038, Faculty of Education~~

Tin Ka Ping Lecture Hall, Faculty of Education (E33-G021)

Language: English & Mandarin

Registration: <https://go.um.edu.mo/6x65d10v> or



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Speaker:

Prof. Qing GU is Director of the UCL Centre for Educational Leadership and Professor of Leadership in Education. She is the Past Chair of the British Association of Comparative and International Education (BAICE), a member of the Research Standing Committee of the World Council of Comparative Education Societies (WCCES), an UNESCO Inclusive Policy Lab (IPL) expert, and a member of the Research Evidence and Impact Panel for the Leadership College for UK Government. She has served as Editor and a member of the Editorial Board of many high impact journals in education.

Prof. Gu has directed and co-directed many government and research council funded projects in the areas of teacher professional development, school improvement, and systemic reform and change. Some of her books have been translated into Chinese, Japanese and Spanish. She was conferred the Award of Fellow of the Royal Society Arts (FRSA) in 2016 and the Award of Fellow of the Academy of Social Sciences (FACSS) for her contribution to social science in 2022. In June 2024 she was recognised in The King's Birthday Honours and appointed Officer of the Order of

the British Empire (OBE) for services to education. She features in Elsevier and Stanford University's 2023 list of the world's top 2% of scientists in the world.

Abstract:

Teacher retention has become a global challenge. In response, the UK government developed a teacher recruitment and retention strategy, aiming to provide support, training and development throughout a teacher's career. Empirical evidence from the UCL-led longitudinal research on early career teachers' and school leaders' retention shows that their learning on government funded induction and professional development programmes can only make a difference to their decisions about retention if it is supported by professional learning cultures in school. The reform solution to teacher retention that has been only based on the human capital approach to developing teachers is unlikely to be effective. By focussing narrowly on building individual teachers' learning entitlements, knowledge and skills, many UK-wide teacher development initiatives have largely ignored the integral role of *the school organisation* in enabling (or constraining) teacher learning and thus failed to bring about the desired results.