# **Incentivising excellence: Attracting high-achieving teaching candidates**

BETA worked with the Quality Initial Teacher Education Review to test what incentives would appeal to high-achieving teaching candidates.

We ran a discrete choice experiment with young high-achievers and mid-career professionals. We found:

Figure 1-**Additional probability of choosing teaching over a ‘baseline job’** (in percentage points) **for Young High-Achievers** (18-25 year-olds with an ATAR of 80 or above).

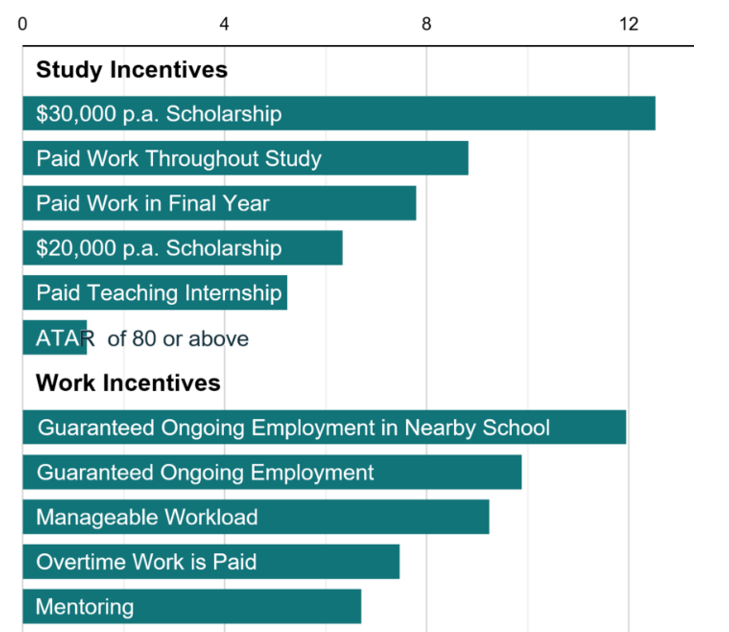


Figure 2- **Additional probability of choosing teaching over a ‘baseline job’** (in percentage points) **for Mid-Career Professionals** (26-60 year olds with a Bachelor’s degree or higher).

For Study Incentives, the additional probability was 4.7% for Paid Teaching Internship, 6.6% for Paid Work in Final Year, 7% for $20,000 p.a. Scholarship, 7.3% for Condensed 1-Year Qualification, 9.7% for Mortgage/Rent Payments, 10.2% for $30,000 p.a. Scholarship, and 10.4% for Paid Work Throughout Study. For Work Incentives, the additional probability was 2.8% for Mentoring, 5.7% for Payment to Recognise Past Experience, 6% for Overtime Work is Paid, 7.4% for Manageable Workload, 8% for Guaranteed Ongoing Employment, and 9.7% for Guaranteed Ongoing Employment in Nearby School. 


(For our study, we defined baseline job to have no study or work incentives, $60,000 starting pay and $100,000 top pay.)

Work, study and financial incentives play a part in encouraging people to a career in teaching. This research contributes to our understanding of how to best attract high-achieving candidates to the profession.