

**Extracts from submissions made by members as individuals to the
Education Workforce Advisory Group Report *A Vision for the Teaching Profession***

Beginning teachers would be employed full-time in a school and complete a post graduate qualification.

The first two years of teaching are incredibly challenging and to add in two years of post-graduate study on top of a stressful and demanding new job which requires long hours of work outside of classroom teaching time is totally unrealistic.

Being a new teacher is much more demanding than many realize – do not add to this or we will lose innovators (they'll be too tired or will leave).

...the prospect of post graduate study in (the) first two years of teaching is utterly untenable

It is completely unrealistic to expect new teachers to complete further postgraduate study while also coming to grips with full-time responsibility. It is equally unrealistic to expect schools to be able to provide the levels of on-the-job-training such an arrangement would require; teacher workload is already significant.

...undertake further post-graduate study during their two years of induction.. is just unrealistic. I was 21 when I secured my first teaching post - in an exceptional school. I was extremely lucky to have a passionate associate teacher who gave me excellent guidance at this crucial time of my teaching. I worked from 7.30 to 5.30 each day and would often go into school for a morning in the weekend. I had however just completed 4 years of study and quite honestly was pleased to be out of university and the study mode. There is no way I could have undertaken post graduate studies and given the same time and effort to my job. "I strongly urge the people who have come up with this idea to spend a month in the life as a beginning teacher to see just how unrealistic this proposal is. Please listen to the people who are doing the job now - we are living it.

I had great support at my school during my first two years and it was still two of the hardest years of my life (and I had to look after two children while studying) I enjoy study and would relish the opportunity to improve my skills this way but think that it is completely unrealistic to expect beginning teachers to go through the extreme learning curve of those first two years as well as extra study.

...finishing the post graduate while being a BT doesn't sound feasible. A BT needs every bit of their time planning and preparing for the classroom as it is. To take away any of that time will undermine what is happening in the classroom.

The notion that newly trained teachers; having completed the one-year post grad course will then have the time and energy to complete two years of post graduate study during their first two years of teaching is naïve, to say the least. The first two years of teaching are highly demanding of time, commitment, and energy: they are exciting and stressful.

We are strongly opposed to beginning teachers being engaged in postgraduate study during their first two years of teaching, especially when employed fulltime in a school. While this proposal may sound fine in theory, in practice it would not work and is likely to have some serious side effects. The workload and the 'coming to grips' with full classroom responsibilities is more than enough for even the most able of provisionally registered teachers. If this level of qualification is seen as desirable then it would make more sense to lengthen the period of pre-service education prior to entry to fulltime teaching

My experience as an RTLB in supporting beginning teachers informs me of the impossible expectation of postgraduate study in the first two years of teaching. Learning the culture of the school, developing an understanding of the pace and cycles of a school year with reporting,

assessment, seasonal events such as swimming, winter code sports, summer code sports, end of year transitions and preparations, the balance between professional relationships and friendships with colleagues and students absorbs time and energy in the beginning of a teacher's induction to their profession.

Children can read the non verbal status of staff members more clearly than adults and it is very important to ensure that graduations and statutory legislation is very clear to ensure that there is not an explosion of LAT time situations and that all teachers can be ethically safe in terms of their relationships with students.

They are part of the teaching profession and the vision must acknowledge that Schools would become deliverers of ITE but implications for staffing, resourcing and workload are ignored.

To expect a teacher to study for a Masters degree on top of this would place an unrealistic workload on them. I think we would lose great teachers as the workload and stress became too much.

I completed a degree part time while teaching ,but it took me 6 years at my pace and importantly I had taught for 8-9 years and arguably had my teaching ability entrenched. Despite this the study was tough, but I was experienced enough to handle it. I would argue that in your first 2 years a teachers focus should be in learning their craft, and it is a full time and challenging task on its own.

As an experienced tutor teacher I know that teachers in their first two years have an enormous workload to get to grips with just in their teaching, planning and meeting workloads. Believe me it is FULL ON.

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We also have concerns about retention of beginning teachers if they are required to compete masters level papers while in their first two years of teaching – IT is our experience that even the best beginning teachers spend all their time coming to grips with the busyness and practicalities of classroom practice in the first two years and finding out about the things “they didn't know they didn't know”.

Are they expected to do this over and above their teaching load or will there be release time given and if so there will be further disruption for the children in the class.

Who will oversee this?

We support the promotion of close relationships between the providers and schools. However, resourcing and time for this to occur is important otherwise it is just another layer of work for both parties.

A further comment we would make is that the most desirable model of mentor teacher will always be one based in the school. Their knowledge and expertise is more valuable to the PRT when it is context specific and the advantages of the Mentor teacher being physically available to the PRT on a day to day basis are considerable. However, we recognise that in rural areas and in hard staff area an alternative model may have some merit, but it would not be the preferred model.