

Surviving or thriving in challenging times? Tales from Ireland's first FE TEQ graduates

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on behalf of the HEI FET Forum



Higher Education Institutions
Further Education and Training Forum

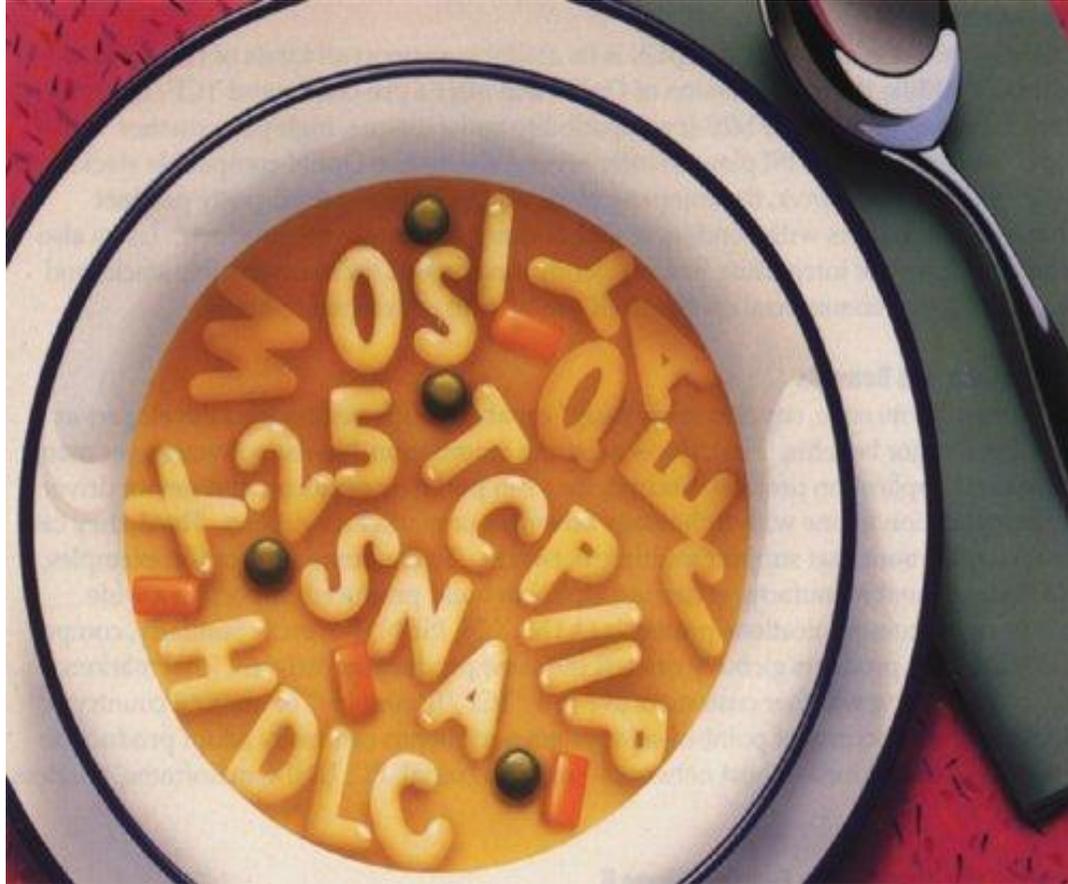


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Overview

- FE TEQ
- HEI FET Forum
- The research
- The responses
- Surviving or thriving?
- Where to from here?

FE TEQ?????



Acronym	Meaning
TEQ	Teacher Education Qualification
FE	Further Education
FET	Further Education and Training
HEI	Higher Education Institution

FE TEQ

2009

Teaching Council
Registration
Regulations

2011

Teaching Council
Guidelines for TEQs
for FE

2012

HEIs begin to offer
TEQs for FE

HEI FET Forum

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NCAD DUBLIN

National College of Art and Design



National
College of
Ireland



**Maynooth
University**

National University
of Ireland Maynooth

MARINO
INSTITUTE OF EDUCATION



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Professional Development

Research

Policy and Advocacy

Engagement with
practitioners

Pedagogy in FET

The Research

National Survey of Graduates of Teaching Qualifications for the FET Sector 2018

Rationale	Timely – 5 years of graduates Strategic – Linked to the Professional Development goal Evidence base - Need for solid evidence rather than anecdote
Aims	Gain feedback on TEQ programmes Assess preparedness of graduates for work place & inform practice Ascertain impact on employment & employability Develop a national profile of graduates
Design	Collaborative design of 15 question survey - lead by WIT and NUIG, supported by Maynooth University, as well as by all Forum members

The Research

National Survey of Graduates of Teaching Qualifications for the FET Sector 2018

Implementation	Survey delivered online to graduates of FE TEQs from 6 HEIs Accessible from 21 March to 27 April 2018 Data analysis commenced May 2018
Response rate	24% of graduates across six institutions and seven programmes 221 respondents in total 55 Level 8 graduates 166 Level 9 graduates

The Research



- Graduates were invited to provide information on a number of key areas. These included:
 - Employment prior to commencing their TEQ programmes
 - Employment subsequent to completing their TEQ programmes
 - Extent to which their TEQ programmes had prepared them for work in FET
 - Overall perspectives on their experiences of the FE TEQ
 - Professional activities that would be of interest to them
 - Initiatives they felt the HEI FET Forum and / or their own HEIs might take on behalf of their profession

The Responses

Employment prior to commencing TEQ	Employment subsequent to completing TEQ
31% of respondents were already working in FET	72% of respondents were working in FET
69% of respondents were not working in FET <ul style="list-style-type: none">• 22% working in industry• 45% new entrants• 33% other	28% of respondents were not working in FET

The Responses

Post TEQ Employment	%
Community Education	18%
Literacy and Numeracy	14%
BTEI	13%
PLC	12%
Specific skills provision	3%
Youthreach	7%
VTOS	4%
Traineeship	1%
Apprenticeships	1%
Statutory provision	1%
Other (Teagasc, ESOL, Counselling etc)	25%

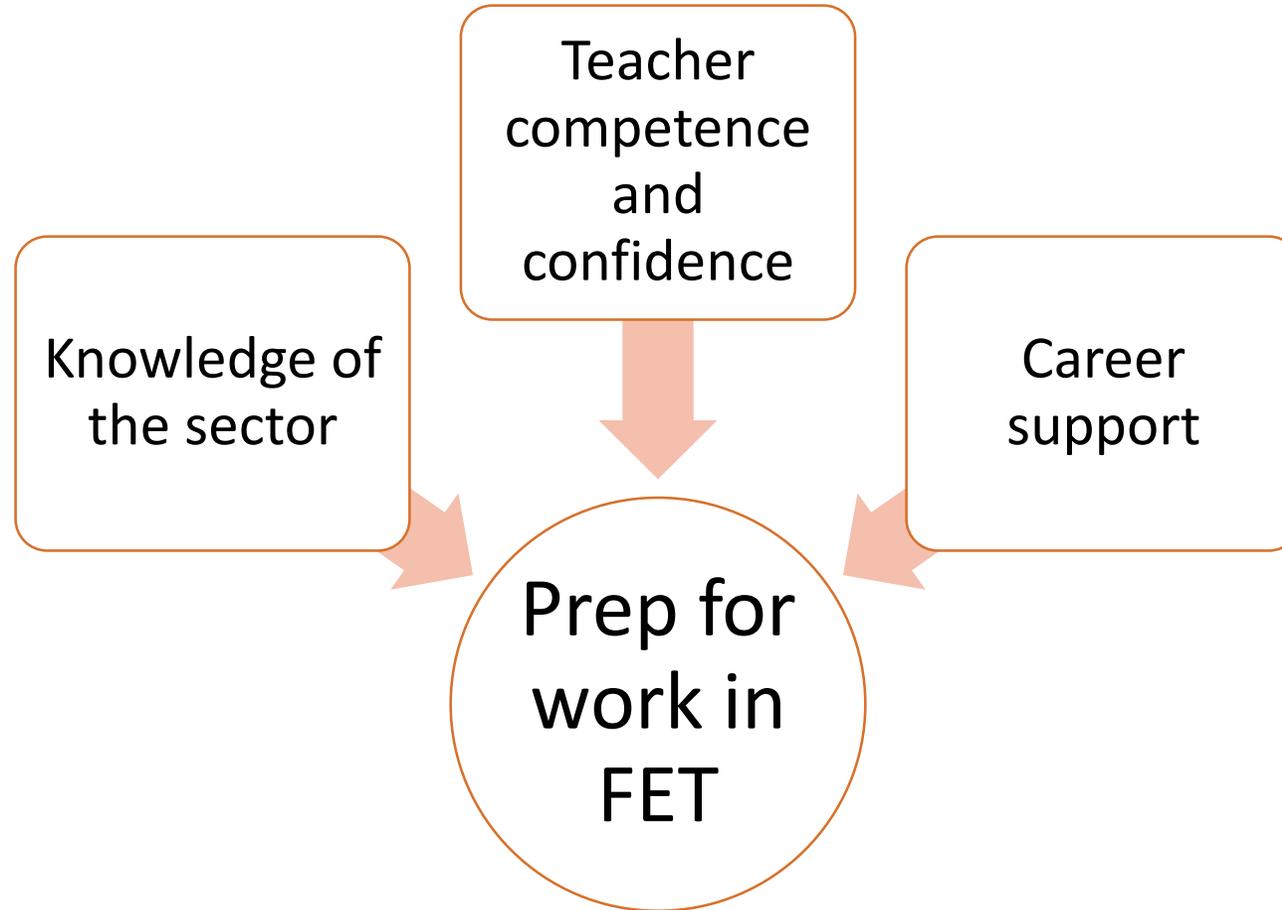
- Highest percentage in the 'other' category → diversity of the sector
- 'Traditional' adult education areas strongly represented (Comm Ed, Literacy and Numeracy, BTEI) → 'professionalisation' not endangering commitment to traditional values?

The Responses

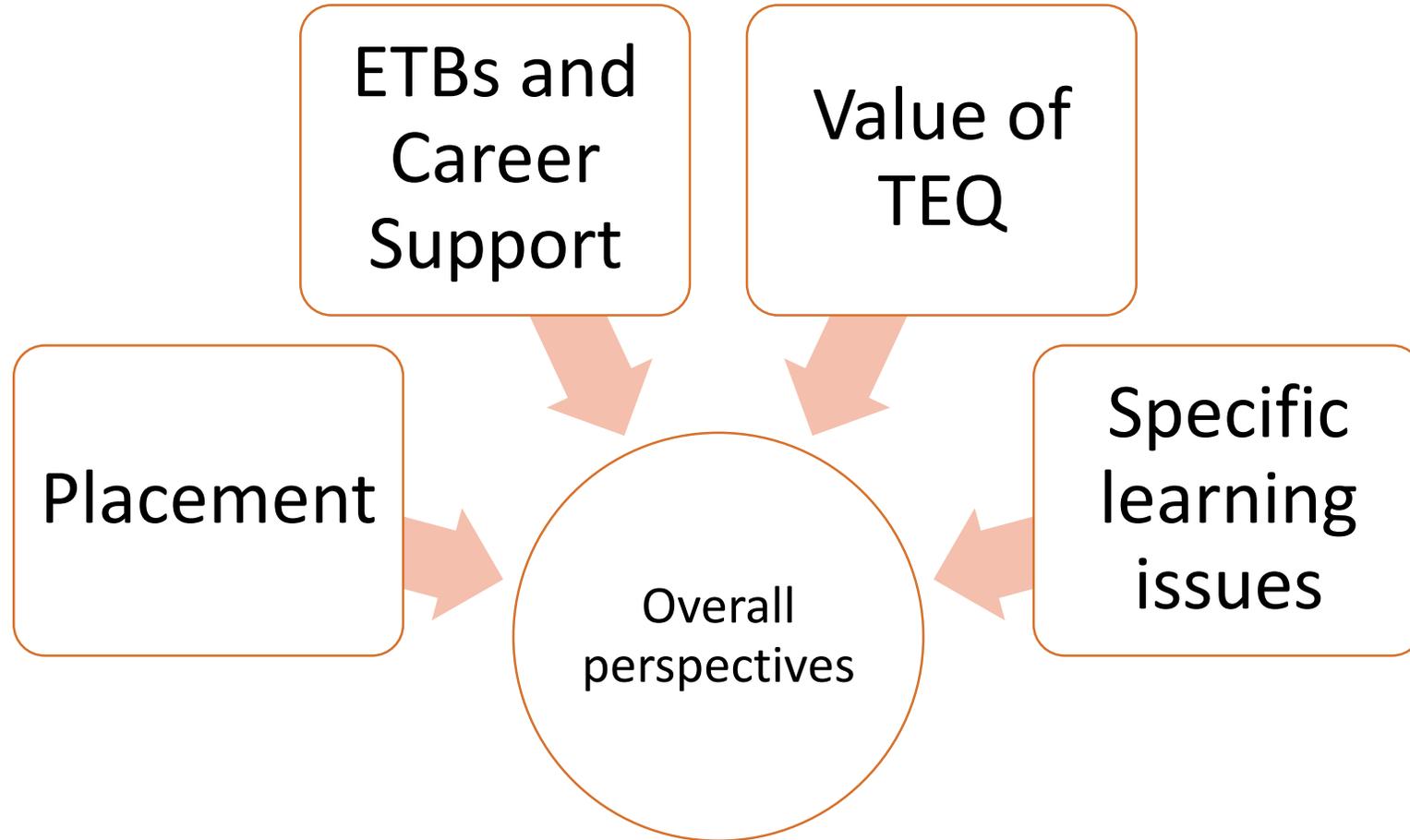
Post TEQ employment	%
Full time	33%
Part time	42%
Panel	10%
Irregular / precarious	15%

- Part time hours still the dominant 'shape' of the teaching role in FET
- Precarious work conditions still an issue even with a TEQ and a Teaching Council number

The Responses



The Responses



The Responses

Key question



When you registered for the FET Teaching Qualification, you had a dream of being a teacher in a certain capacity.

Is that dream is still alive, dimmed or hindered?

Why and how could it be nurtured?

Surviving or thriving?

My dream was to be a fully qualified teacher as I often felt that people don't think our sector requires their teachers to be qualified so this is something I am immensely proud of. This qualification has given me more than I imagined though. I feel I am valued in work and I am requested as a teacher for classes in all areas that I know would not have been possible without this qualification.

Wanted to be a professional and that is what I became.

The dream
is alive

That dream has grown in intensity. I feel I can make a difference in Society if given the chance.

The dream is there but has changed. Where before I only really thought about teaching, the qualification gave me confidence to go for jobs I would never have before. This has changed my working life totally, for the better I believe.

The dream is still alive, it's wonderful to see how education can make a difference to people's lives.

Surviving or thriving?

A career in the FET sector is still precarious and despite my training and qualifications and years of experience I have still not been able to secure permanent employment

The reality of workload and tight deadlines can dim the enthusiasm while in the depths of it

The dream is dimmed or hindered

My idea of what it was like to be a teacher was very different to the reality. I have lost some of my passion. Due mainly to the amount of work that goes into preparation and the lack of appreciation for it from employers or learners.

That dream is still alive but it is very difficult to get work. Where I am it seems like most of the teachers are Qualified Secondary School teachers. We are not allowed to teach in a secondary school but they are currently allowed to teach in a ETB.

It is dimmed due to lack of security in job, lack of support, isolation in community settings

From surviving to thriving

- If we are to keep these qualified and committed individuals in teaching in FET, then we need to fight for:
 - Proper employment and progression opportunities
 - Proper employment structures and practices including proper contracts
 - Appropriate CPD opportunities and time to engage them
 - Recognition and parity of esteem for the sector, the profession and the qualifications required to practise it



The last word – a WIT graduate on his FE TEQ

'They say knowledge is power. The knowledge and professional network I gained from completing the course has without doubt changed my life. It has offered me a new career path, changed my outlook, my working environment and enhanced my ability to communicate with peers and learners alike. Professionally, the course allowed me to interpersonally communicate and form working relationships with many Teachers/Tutors with vast experience, which enhanced my teaching practice. The difference in my personal life is night and day. I have worked for the past two years teaching across the WWETB and I have not looked back. The decision to commence the Post Graduate Diploma was not taken lightly but it has proved to be personally rewarding and has set me on a new path professionally'



Contact information and acknowledgements

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