

Current realities of the teaching profession in England and how to get into teaching

The article deals with the current challenges faced by the teaching profession in England and both financial and non-financial efforts made by the Government and the Department for Education to remedy the situation. It also shares some interesting statistics on the number of school teachers, their age, gender, ethnicity, qualifications and wages. The article then continues on to summarise the variety of ways in order to get into teaching. It subsequently concludes to approve of all the efforts spent to this moment by the British Government.

Keywords: Department for Education, Tax-free bursaries, Scholarships, Qualified Teacher Status (QTS), Postgraduate Graduate Certificate in Education (PGCE), Bachelor of Education, Subject Knowledge Enhancement course (SKE), School Experience Programme (SEP), Initial Teacher Training (ITT), Assessment Only (AO) route, Supply teachers

Сень Т. О., Джуган І. Л. Сучасний стан професії вчителя в Англії та як її набути

В статті йдеться про сучасні виклики, що постали перед системою професійної підготовки вчителів в Англії, та про фінансові й нефінансові зусилля уряду й Міністерства освіти з метою покращення поточної ситуації. Наводиться цікава статистика про кількість шкільних вчителів, їх вік, стать, етнічний склад, кваліфікацію та зарплатню. У статті описуються різноманітні шляхи отримання професії вчителя. Підсумовуються способи покращення зусиль, що здійснюються наразі британським урядом.

Ключові слова: Міністерство освіти, стипендії, що не обкладаються податками, навчальні стипендії, статус дипломованого вчителя, документ про підвищення кваліфікації, бакалавр освіти, поглиблений курс вивчення предмету, програма шкільного досвіду, початкова підготовка вчителя, шлях виключно оцінювання, вчителі-помічники.

Сень Т. О., Джуган І. Л. Современное состояние профессии учителя в Англии и как ее получить

Статья посвящена современным вызовам, стоящим перед системой профессиональной подготовки учителей в Англии, а также о финансовых и нефинансовых усилиях правительства и Министерства образования с целью улучшения текущей ситуации. Предлагается интересная статистика о количестве школьных учителей, их возрасте, половом соотношении, этническом составе, квалификации и зарплате. Описываются разнообразные пути получения профессии учителя. Подытожены способы улучшения усилий, осуществляемых в настоящее время британским правительством.

Ключевые слова: Министерство образования, стипендии, не облагаемые налогом, статус дипломированного учителя, диплом о повышении квалификации, бакалавр образования, углублённый курс изучения предмета, программа школьного опыта, начальная подготовка учителя, путь исключительно оценивания, учителя-помощники.

Nowadays teaching profession in England has seen a lot of focus due to significant teacher shortages reported across a large number of English schools. As a result, considerable efforts have been made by the British Government and the Department for Education to attract more people into teaching by means of offering tax-free bursaries and scholarships for graduates especially in certain priority subjects in both secondary and primary schools. Also, a significant investment has been made in order to create accessible resources as well as to provide tailored advice on teaching careers with a view to attract more people into this profession.

According to the Department for Education and Employment in order to make teaching more attractive, performance-related pay has been introduced giving good teachers an immediate £2,000 increase. Furthermore, all postgraduate trainees get a salary of £150 a week, while those training to teach shortage subjects are incentivised with £4,000.

Noteworthy is the fact that after the announcement of such generous financial incentives, applications to train as teachers were up resulting into 7,500 more teachers in classrooms in England and Wales compared to two years before the introduction of the financial incentives.

Nevertheless, despite all the efforts, according to a number of surveys as well as the statistics published by the Department for Education it can be seen that almost three out of four schools in England are still experiencing a teacher shortage. Of the 73 per cent of English schools surveyed are said to be struggling to find suitably qualified staff. Maths and modern languages teachers seem to be hardest to find. This is something that ministers have attempted to address by introducing £4,000 “golden hellos” which is a financial incentive for graduates in priority subjects who enter training to qualify as a teacher.

Further to various financial incentives to lure people into permanent teaching positions, the Government promised to support schools in looking overseas to fill teaching vacancies. Supply teacher agencies are reportedly turning to Canada, Australia and the Irish Republic in search for trained teachers.

According to the teacher training recruitment targets recently published by the Department for Education, just over 19 thousand trainees have been recruited to join the courses for primary school teachers. This is 93 per cent of the target. As for secondary school programmes, 91 per cent of the target trainees were recruited which is just under 13 thousand people. That is a shortfall of 2,278 teacher

trainees against the target for September 2015. Furthermore, over the past three years, a shortage of more than 6,000 teachers has built up, according to the Department for Education.

To put it into context, below are some interesting statistics published by the Department for Education on the school workforce, their age, gender, ethnicity, qualifications and wages.

Current number of school employees:

According to the latest statistics, only in England there are over 1.3 million people who work in state-funded schools which is equivalent to about 922 thousand full-time equivalent staff members. This includes all head teachers and other leadership group teachers, classroom teachers, teaching assistants and non-classroom based school support staff. Of the 922 thousand full-time equivalent staff members in state-funded schools about 451 thousand are teachers, over 243 thousand full-time equivalent staff members are assistants and there are over 226 thousand full-time equivalent staff members working as a non-classroom based school support staff.

Teachers' Pay: in 2013, the average salary for a full-time qualified teacher was £38,100 per year.

Gender of school staff: 80 per cent of the school workforce are female.

Age of school teachers:

Teachers in primary schools aged under 30 years old make up more than 26 per cent of all primary school teachers compared to 23 per cent of those in secondary schools. Teachers in primary schools aged 50 and over make up just about 19 per cent of all primary school teachers compared to 19.5 per cent of those in secondary schools.

Ethnicity of school staff:

Teachers from "Other White Background" are 3.5 per cent, White-Irish are 1.7 per cent, Indian origin are 1.6 per cent and Black Caribbean background are 1.0 per cent.

Teachers' qualifications:

The majority of teachers, about 96 per cent, hold qualifications at degree level or higher – this includes those with Bachelor of Education degrees and those with a "Post Graduate Certificate in Education" (PGCE). This is a slight increase compared with 2012 where the equivalent figure was about 96 per cent.

So, what does it take to become a teacher in an English state-funded school?

It is an important requirement to have successfully completed teacher training with a view of obtaining a so called "Qualified Teacher Status" (QTS). Furthermore, an integral requirement is to have a GCSE grade C or equivalent in maths and English. For those interested to teach in a primary school, a CGSE in science is also a must. In addition to the above, one will also need to take the professional skills exam testing the level of numeracy and

literacy skills of an applicant. Also, to teach in a secondary school one needs to be educated to a degree level preferably in a subject relevant to the one to be taught at school otherwise there may be a need to undertake a "Subject Knowledge Enhancement" (SKE) course as a mandatory requirement. Last but not least, one needs to have spent time in a school observing lessons.

What are those opportunities and resources available to people when considering a teaching profession?

It is possible to find out about current curriculum from teachers of a local school as a starting point. Also those interested in teaching are encouraged to visit online communities to learn about current education policies and changes to the curriculum. For one to decide what age range to teach, an opportunity is given to attend some lessons to gain firsthand experience in dealing with children. One can specialise in teaching in a primary school which covers children from age 3–7 or 5–11 years old. Alternatively, one can teach in a secondary school covering children of 11–18 years of age. Getting some classroom experience is invaluable in making up one's mind regarding the future career.

How does one gain initial classroom experience without being a teacher?

"The School Experience Programme" (SEP) is set up specifically for those without teaching experience. This programme is run by the National College for Teaching and Leadership and offers places to those wishing to commence initial teacher training in a secondary school subject.

What is a "Subject Knowledge Enhancement" (SKE) programme and what is it for?

In order to teach at secondary level, it is important to hold a degree relevant to the subject to be taught at school. However, if that is not the case and either a degree is in a closely related subject, or if an A level was achieved in a chosen subject, or if the relevant professional experience has been obtained, SKE programme is designed specifically to enhance or refresh the existing knowledge and skills to enable one to teach maths, physics, chemistry, computing, design and technology or languages. Throughout the placement when on the SKE programme, people are given plenty of opportunities to observe teaching and pastoral work and to talk to teachers about day-to-day life in a school. By the end of this programme, a teacher trainee would have seen a range of different lessons and age groups being taught. Even though the primary focus of the programme is based on lesson observation, people are also given a chance to plan and deliver part or all of a lesson. Moreover, time in a school might also include the opportunity to meet or shadow a member of senior management.

So, what are those teacher training options currently available?

Option 1: School-led training

If one wants for the training to be based in a school

where one can be fully immersed in the life of a teacher from day one, a school-led training course is the best option. In this case, an applicant would be permanently based in a chosen school during the entire training. In addition to this, some time will also need to be spent in at least one other school to gain the broad experience required to become a qualified teacher. School-led training option is offered for both graduates and career changers who want hands-on training in a school. All school-led courses cover both practical and theoretical elements of teaching, often with university partners. Most school-led courses lead to a PGCE qualification and/or master's-level credits, in addition to QTS.

Option 2: University-led training

Universities and colleges also offer teacher training courses for both graduates and undergraduates. Universities work with groups of schools to offer at least two school experience placements as part of training. If one wants for their teacher training to be based at a university, this is the best option for training. A PGCE is available through all university-led training.

One can undertake a Bachelor of Education course for a degree as well as to complete initial teacher training at the same time. The Bachelor of Education is a popular choice for anyone keen to teach in a primary school, but it is also an option for anyone wishing to teach in a secondary school. These courses generally take three or four years full-time or four to six years part-time and can be completed in a large selection of universities and colleges throughout the UK.

In addition to the Bachelor of Education, there is a PGCE course which enables people who already have a degree in most subjects to train to become a teacher. A PGCE course mainly focuses on developing teaching skills, and not on the subject which is to be taught at school. For this reason, people are expected to have a good understanding of chosen subject(s), usually to degree level, before starting training. The PGCE course generally last for one year full-time or up to two years part-time.

Option 3: Assessment Only route

What if someone is already a teacher and is not formally qualified as such?

For someone who is a teacher from Britain but does not hold QTS, one usually is required to take a so-called "Assessment Only" (AO) route to provide evidence of their experience and to take the relevant tests to demonstrate that they already meet all of the standards for QTS without the need for any further training.

Qualified teachers from overseas are also given plenty of opportunities to teach in England. For example, qualified teachers from the EU, Australia, Canada, New Zealand or the US are usually able to gain QTS without any further training or assessment provided they can demonstrate first-class English language communication skills.

To conclude, it is clear that the situation in English schools is rather difficult, so urgent actions both short term and long term are necessary to remedy the teacher shortage. Financial incentives, pay increases, proactive career support and first-class advice as well as using supply teachers and attracting more teachers from overseas prove to be the right measures in the current situation. Recent statistic published by the Department for Education is a vivid testimony to the right direction taken by the British Government.

Reference sites

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Отримано 19.03.2015

LES ÉCOLIERS

Sur la route couleur de sable
 En capuchon noir et pointu,
 Le "moyen", le "bon", le "passable"
 Vont à galoches que veux-tu
 Vers leur école intarissable.
 Ils ont dans leur plumier des gommes
 Et des hannetons du matin,
 Dans leurs poches, du pain, des pommes,
 Des billes, o précieux butin
 Gagne sur d'autres petits hommes.
 Ils ont la ruse et la paresse
 Mais l'innocence et la fraîcheur
 Près d'eux les filles ont des tresses
 Et des yeux bleus couleur de fleur
 Et de vraies fleurs pour la maîtresse.

Maurice FOMBEURE

L'ÉCOLIÈRE

Bon Dieu ! Que de choses à faire !
 Enlève tes souliers crottes,
 Pends donc ton écharpe au vestiaire,
 Lave tes mains pour le goûter,
 Revois tes règles de grammaire,
 Ton problème, est-il résolu ?
 Et la carte de l'Angleterre,
 Dis, quand la dessineras-tu ?
 Aurai-je le temps de bercer
 Un tout petit peu ma poupée,
 De rêver, assise par terre,
 Devant mes châteaux de nuées ?
 Bon Dieu ! Que de choses à faire !

Maurice CARÊME