

What are the realities for teachers and schools?

Session 3

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21 October 2021



Questions to be addressed

Drawing on findings from my doctoral thesis



1. What is the lived experience of out-of-field teachers compared to in-field teachers?
2. What are the consequences of out-of-field teaching?
3. How do these teachers need to be supported?

Thesis Overview

Transition and transformation: 5 participants, 18 months of qualitative theory-practice reflection focused data generation activities, and conceptualised around pedagogy and reflexivity



Lived experience, constraints and consequences of OOFT during a time of transition

OOFT was a reported **entry-point** into the profession and a **feature** of the first year of teaching

Reported **constraints**:
lack of preparation from ITEP; precarious employment; timetabling decisions and faculty organisation

Reported **consequences**: an increase in classroom management problems; feeling stressed and overwhelmed

Examples of constraints and consequences

“I feel constrained by teaching commerce, I’ve never been prepared for that, so there you go ... it comes with a level of stress and expectation so that reduces my excitement [about teaching].” (Matt)

I’m casual teaching in two schools and I ended up teaching multiple subjects: art, geography, commerce, legal studies, future learning. I’m only trained in one of those, so it was definitely a new thing learning about different subjects, their content, and then learn about the students, the school, and the faculty ... and that leads into classroom management problems, so I’ve been focusing on my classroom management skills.” (Karen)

Examples of constraints and consequences

”Overwhelmed” and
“underprepared”
(most often mentioned)

Anna identified teaching out-of-field as indicative of her ‘year in review’. Through the process of reflecting on her experiences of ‘moving cities, churches, and homes and being responsible for co-ordinating geography’, in addition to ‘being observed by a prac student’ and teaching boys ‘because all my professional experiences were in all-girls schools’ and ‘teaching Stage 3 [primary], technology ... but in another twist, teaching languages in 2021’, Anna realised, ‘I survived under pressure, so that is a success’.

Support for OOFT during a time of transition

Sustained explicit **theory practice reflection** in a dialogic safe space – **mentoring structure**

Engaging with expert others: communities of practice, professional associations, the doctoral study participant group, FaceBook groups

Personal beliefs and values about what it means to be a teacher

Acknowledgements

SUPERVISORS

Associate Professor Michael Cavanagh

Professor Mary Ryan

Associate Professor Rod Lane (February 2019 - October 2020)

PARTICIPANTS

'Anna', 'Emily', 'Grace', 'Karen', 'Matt'

PLEASE NOTE:

- Results presented are from my doctoral research about transition into the profession and transformation of pedagogical practice.
- Out-of-field teaching arose as part of the transition experience for each participant in my study, it was not a pre-determined research focus.

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