

What are the realities for teachers and schools? Session 3

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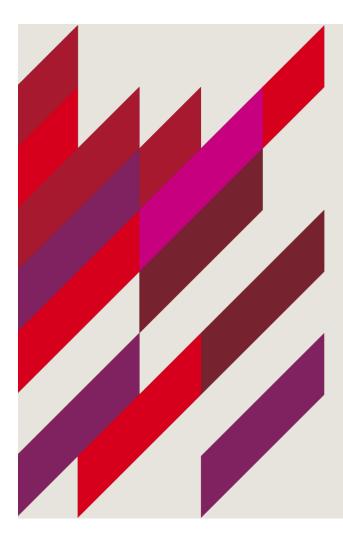
21 October 2021



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



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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

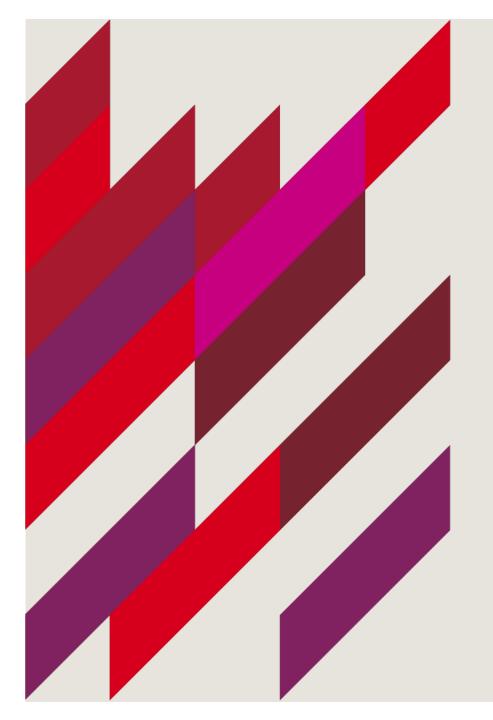


Sustained explicit theory practice reflection in a dialogic safe space – mentoring structure

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

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Acknowledgements

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Associate Professor Michael Cavanagh

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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.

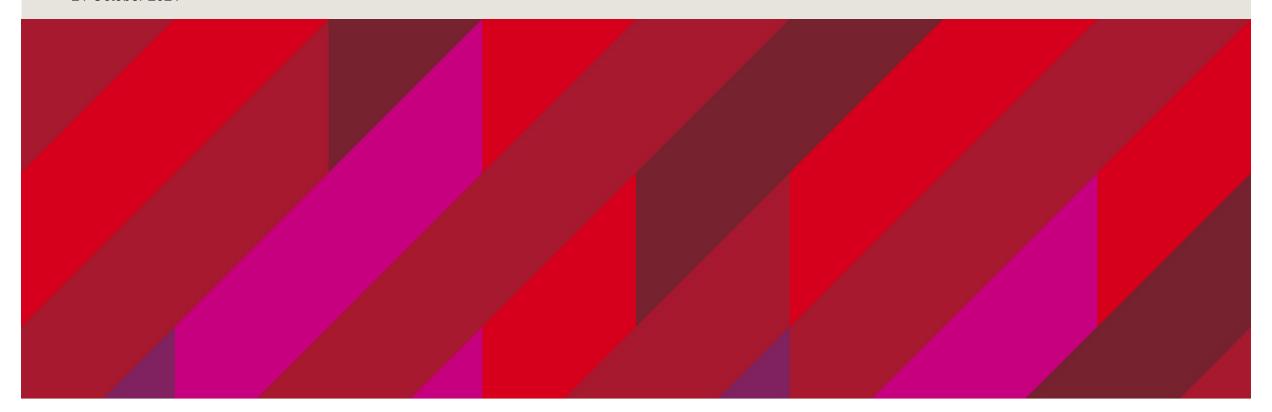


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