



# Survey of Recently Qualified Teachers

Date: April 2017

Job Reference: 213616



**REDC**

# Research objectives and methodology



To identify the issues impacting on recently qualified teachers' career experiences.



775 which represents a response rate of 15% - a strong response. (Database of 5,183 members).



ASTI members who commenced teaching in 2011 (i.e. after the introduction of inferior salary scales for new entrants.)



6<sup>th</sup> – 19<sup>th</sup> February 2017.



Online questionnaire, sent by RED C Research to all newly qualified teachers.





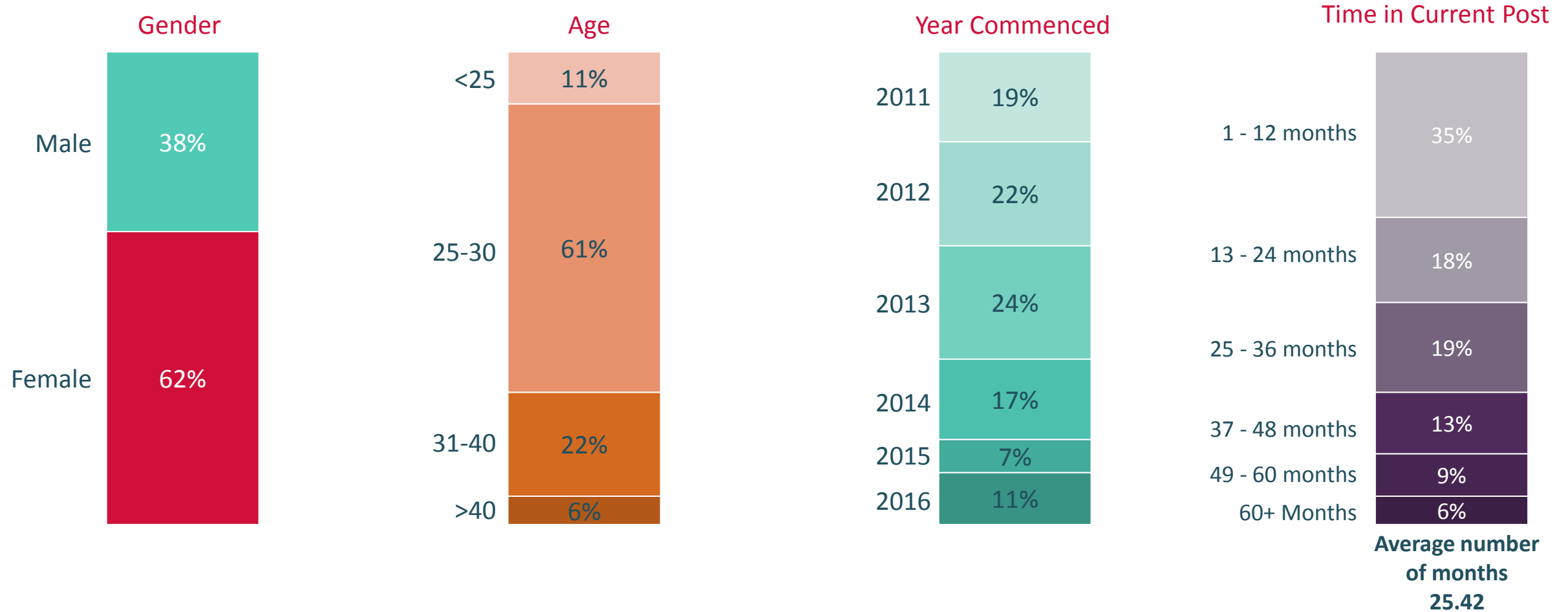
# Recently qualified teachers' employment experiences



# Profile of sample

62% of all respondents were female which is broadly reflective of the gender breakdown within the ASTI and nationally (69% female; 31% male).

(Base: All Recently Qualified Teachers - n=775)



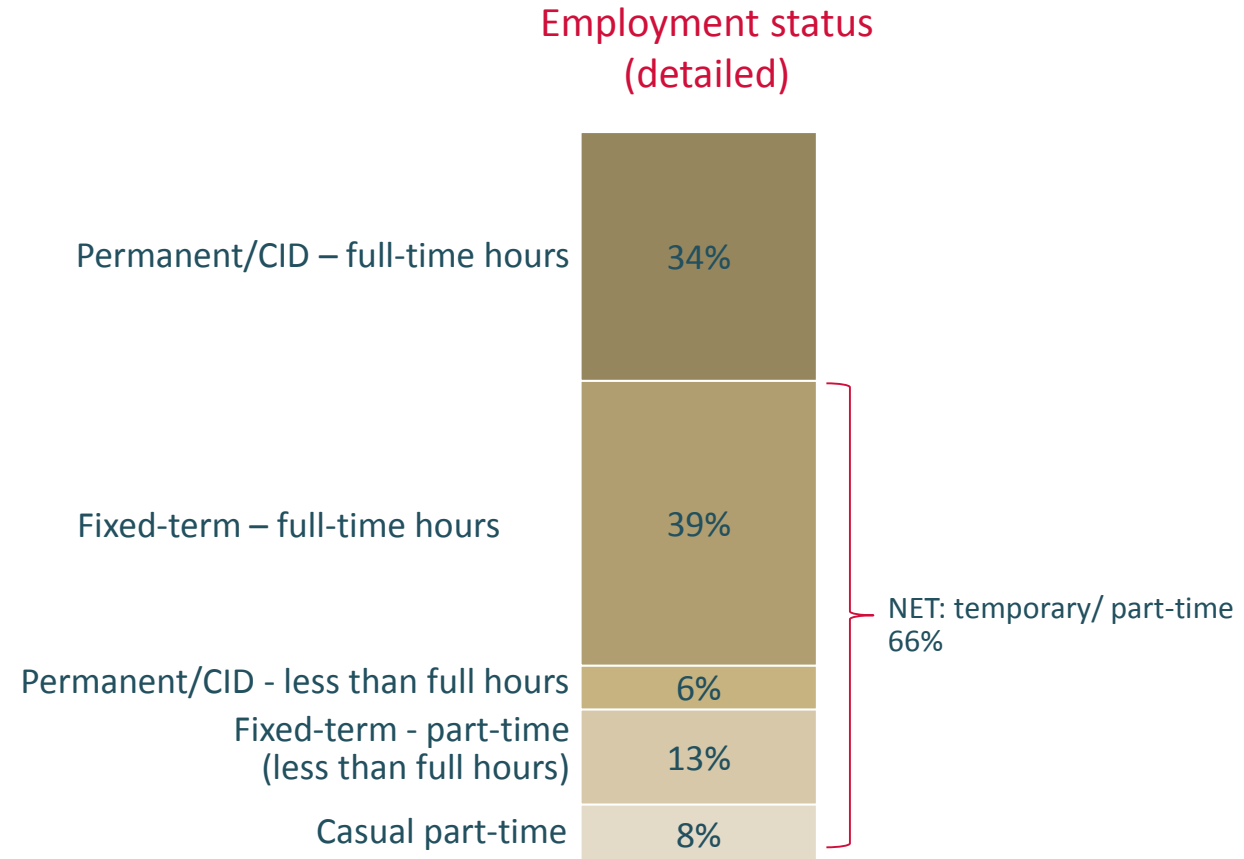
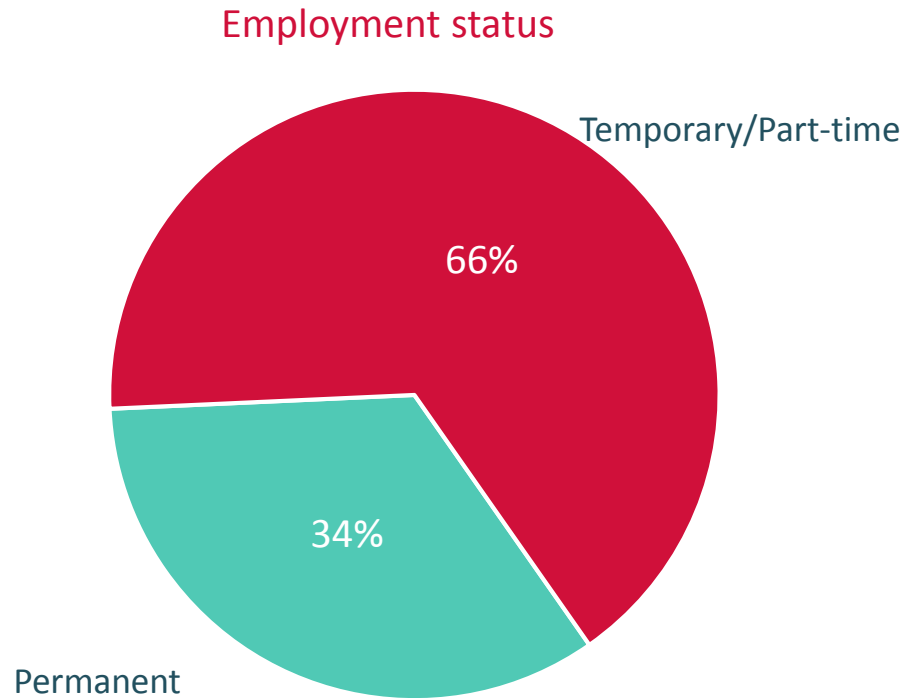
Q: In what year did you commence teaching? / Gender / How old are you?

Q: How long have you been in your current teaching post? – Enter no. of years / months. Limit to 6 years.

# Employment status

Almost 66% of respondents are in temporary and/or part-time teaching posts.

(Base: All Recently Qualified Teachers - n=775)

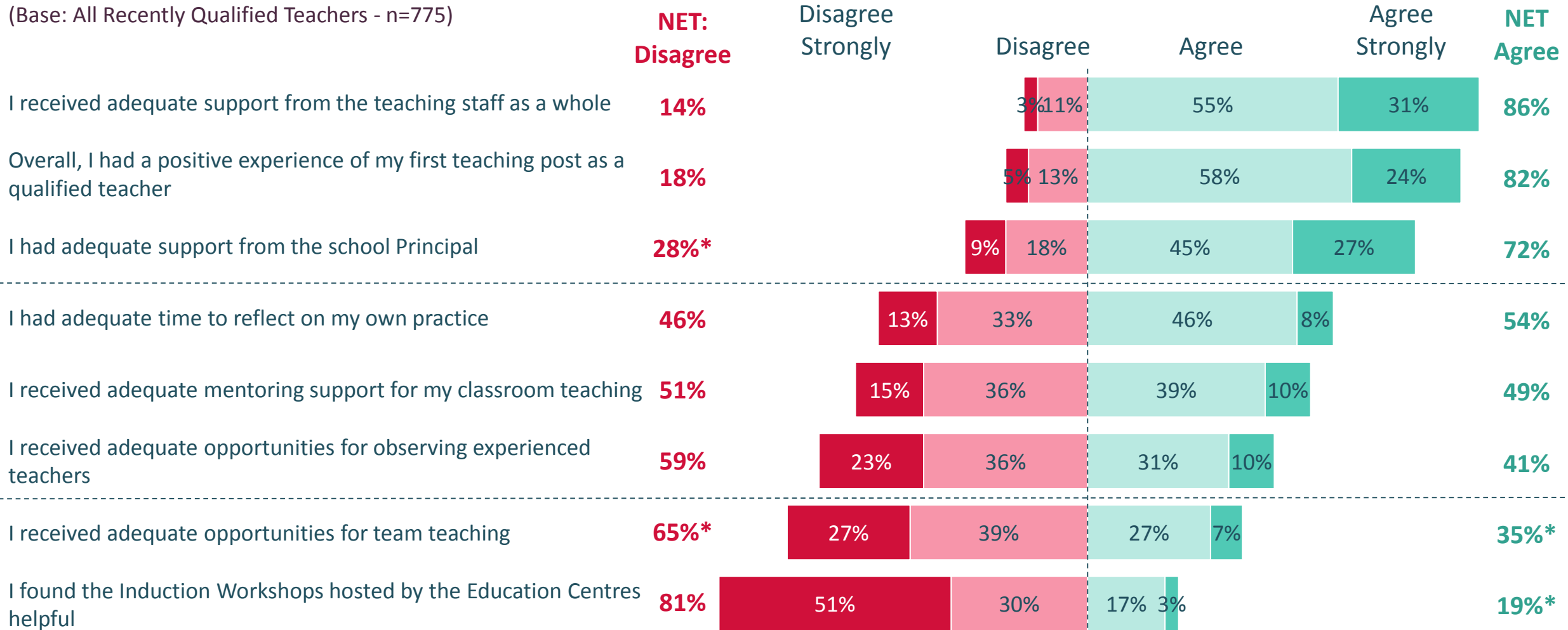


Q: What is your employment status?

# Overall experience with first teaching post

Recently qualified teachers feel supported at school level but want better induction experiences and more time to develop their practice.

(Base: All Recently Qualified Teachers - n=775)



\*= Figures have been rounded to the nearest %

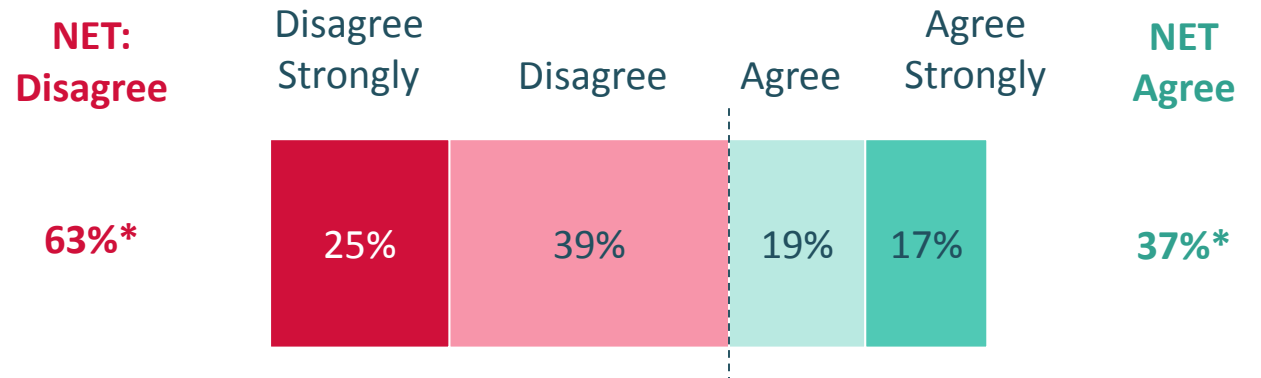
Q: Looking at your first teaching post, please tick the statements which best describe your overall experience.

# Overall experience with first teaching post

Almost 40% of teachers found lack of jobs/work a barrier to getting registered as a teacher.

(Base: All Recently Qualified Teachers - n=775)

After qualifying I had difficulty in obtaining sufficient hours to meet the requirements for full registration with the Teaching Council

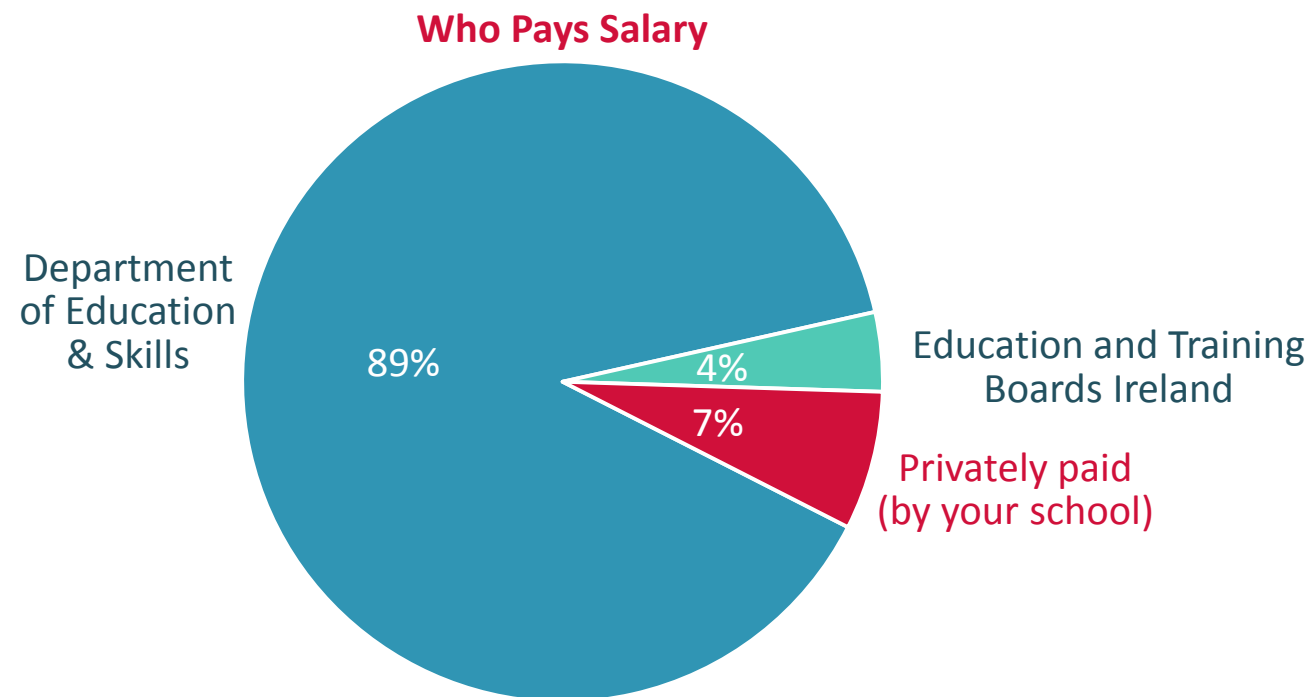


*\*= Figures have been rounded to the nearest %*

Q: Looking at your first teaching post, please tick the statements which best describe your overall experience?

# Pay/conditions of work

(Base: All Recently Qualified Teachers - n=775)



Q: Which body pays your salary?

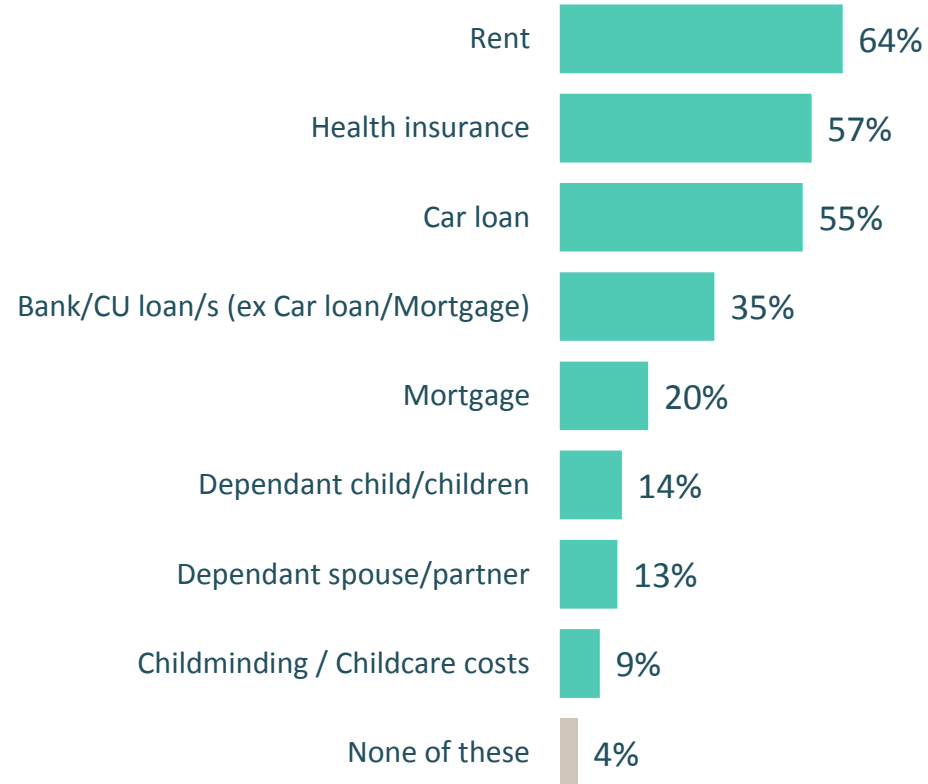


# Financial commitments

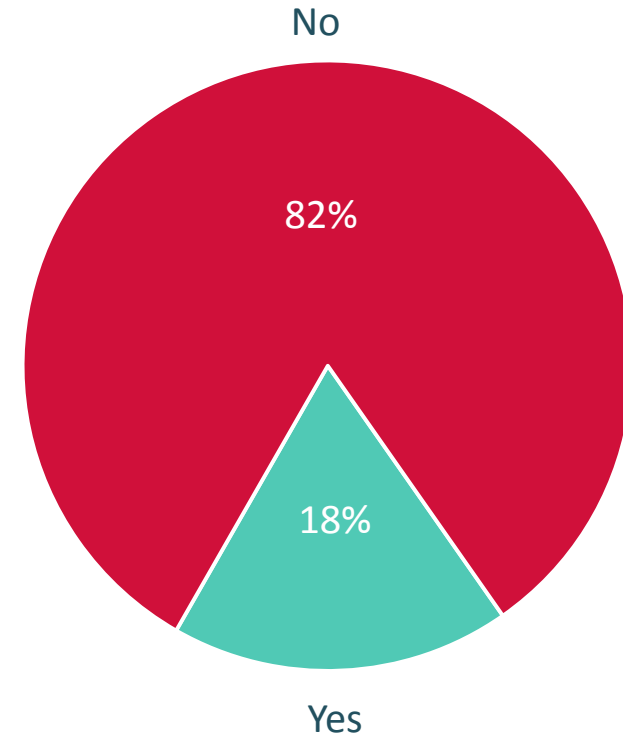
Recently qualified teachers have a range of living expenses. Just under 20% find it necessary to earn income from a non-teaching source.

(Base: All Recently Qualified Teachers - n=775)

## Commitments



## Some teachers find it necessary to supplement their income from other sources



Q: Which of the following financial commitments do you have?

Q: Apart from teaching, do you currently earn income from a non-teaching job?



**Recently qualified teachers  
are rich in knowledge and  
are lifelong learners**



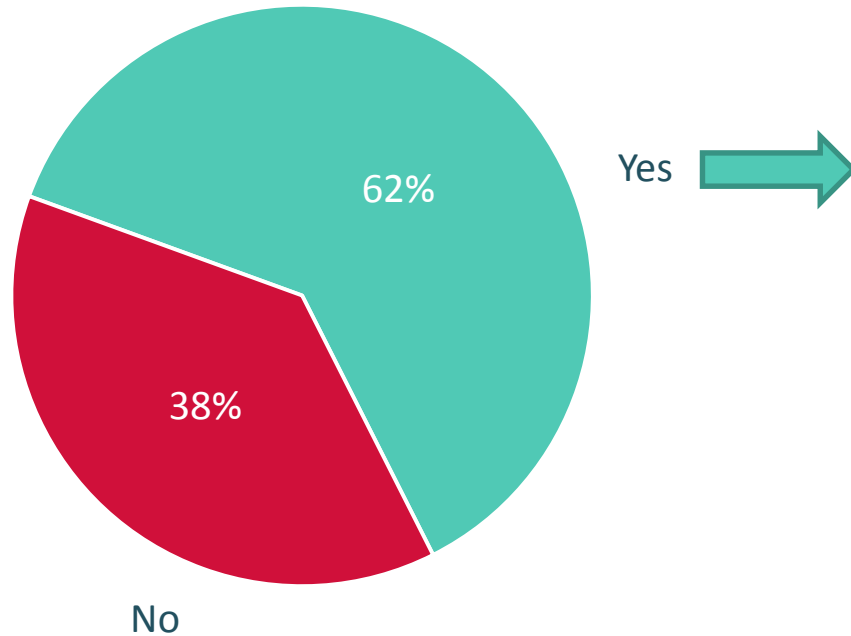
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# Qualifications in addition to teaching qualifications

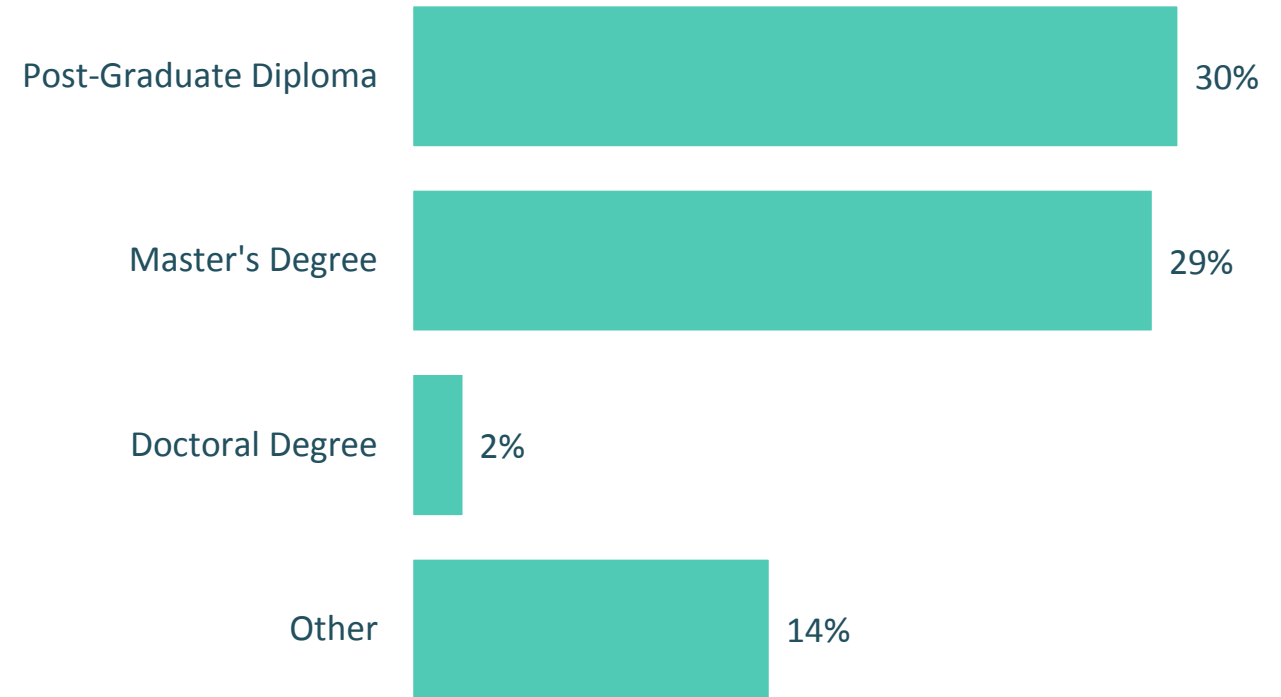
62% have qualifications in addition to teaching qualifications.

(Base: All Recently Qualified Teachers - n=775)

## Possess additional qualifications?



## Which other qualifications are held (Base: All Teachers, n=775)



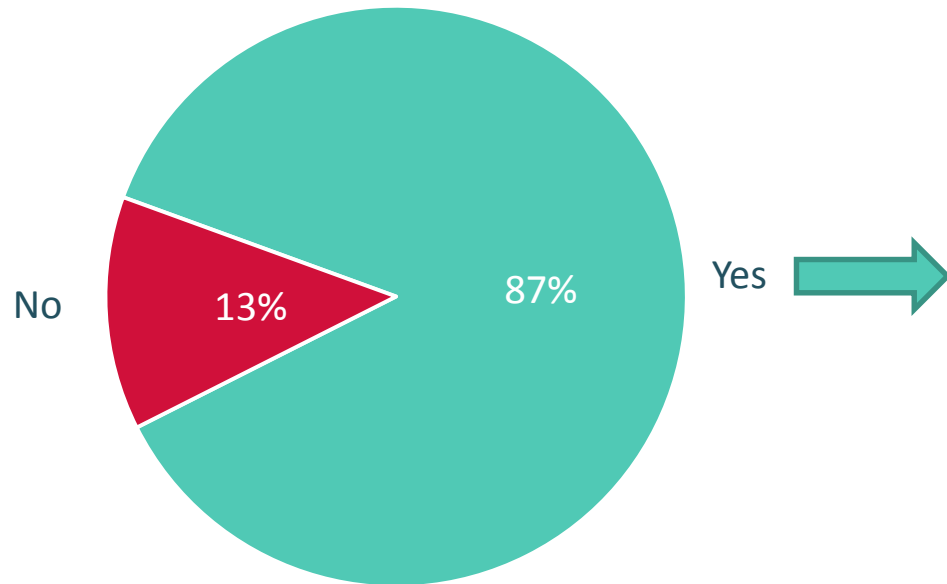
Q: In addition to your teaching qualification (e.g. B.Ed / PME / PDGE), what other qualifications, if any, do you have?

# Professional development/ CPD activities

High percentage (87%) of recently qualified teachers are engaging in professional development.

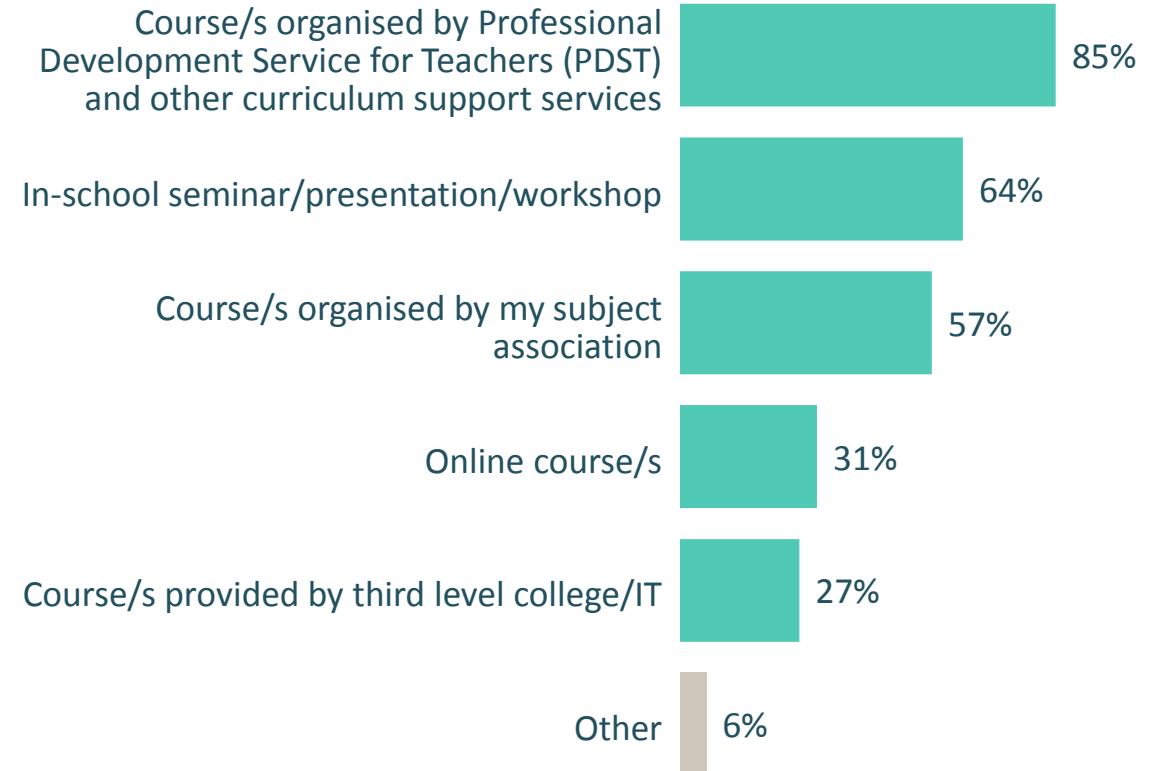
(Base: All Recently Qualified Teachers - n=775)

## Participation in professional development / CPD



## Activities taken part in

(Base: 674)

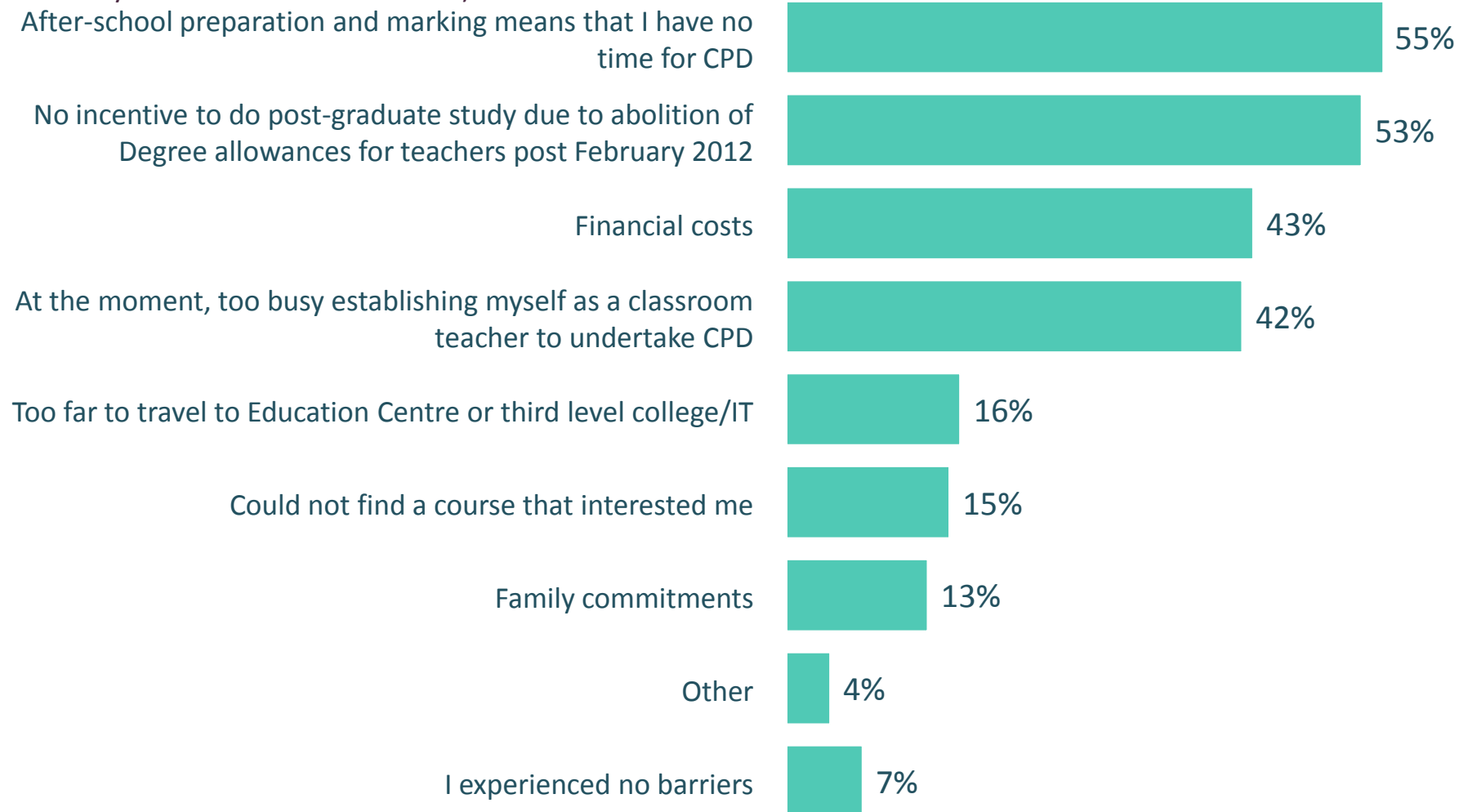


Q: Have you taken part in any professional development / CPD activities since you started teaching?

# Barriers to taking part in professional development/CPD

Abolition of qualification allowances and workload are the key barriers to post graduate study.

(Base: All Recently Qualified Teachers - n=775)



Total Barriers

Main barrier
26%
<b>29%</b>
12%
14%
2%
4%
3%
3%
7%

Q: What, in your experience, are the barriers to you taking part in Professional Development/CPD?



**Recently qualified teachers  
are highly motivated**

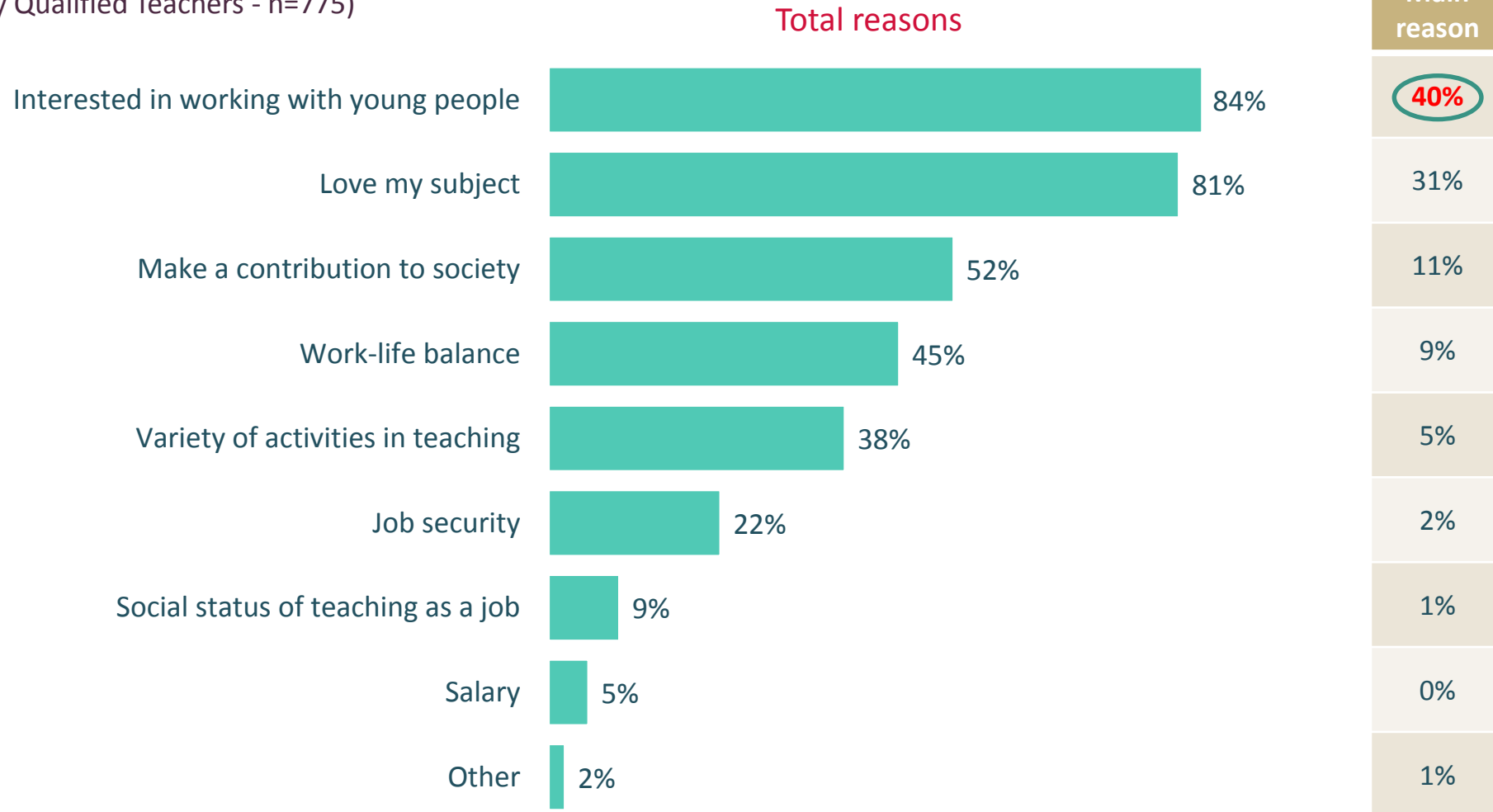


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# Reasons for becoming a teacher

Interested in working with young people is the main reason why respondents chose teaching as a career.

(Base: All Recently Qualified Teachers - n=775)



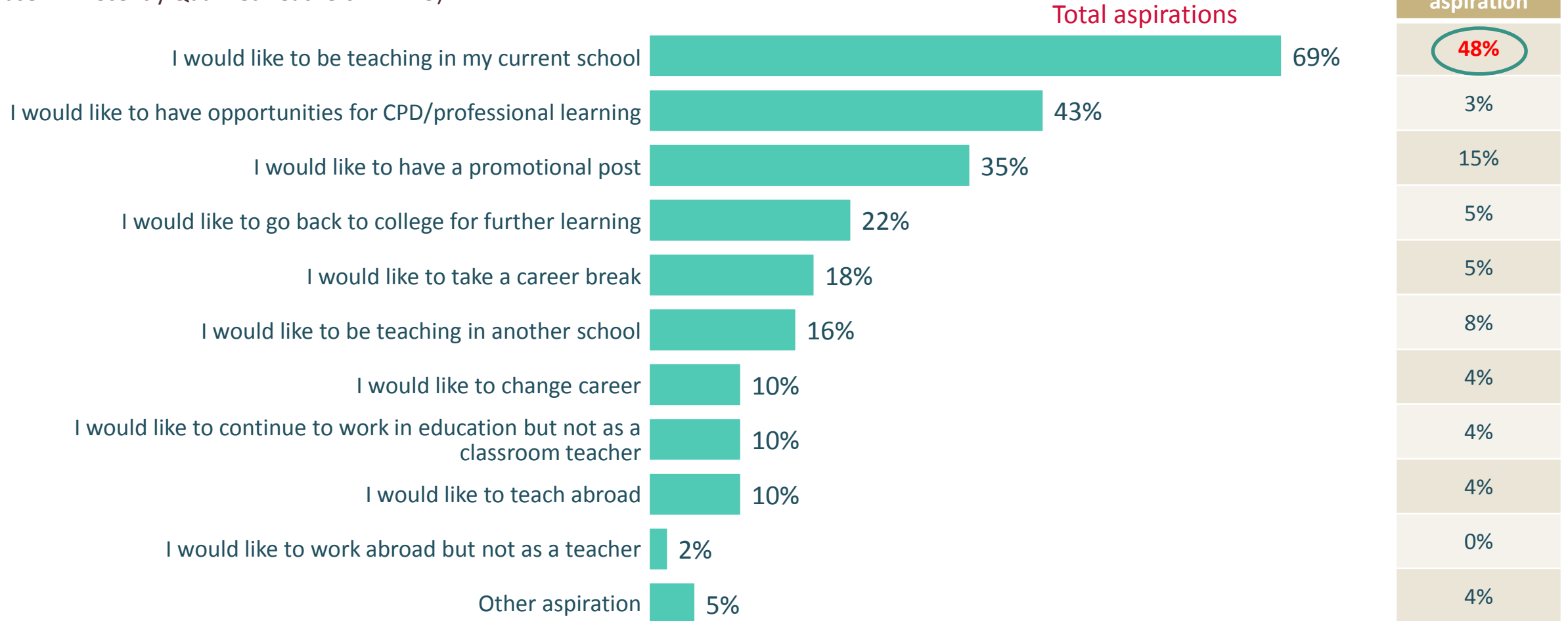
Q: What are the main reasons for choosing teaching as a career?

Q: What is the one main reason for choosing teaching as a career?

# Career aspirations for 2020

For 48% of respondents being able to continue in their current teaching post is their main priority.

(Base: All Recently Qualified Teachers - n=775)



Q: Thinking ahead to 2020, indicate which of the following reflects your aspirations?

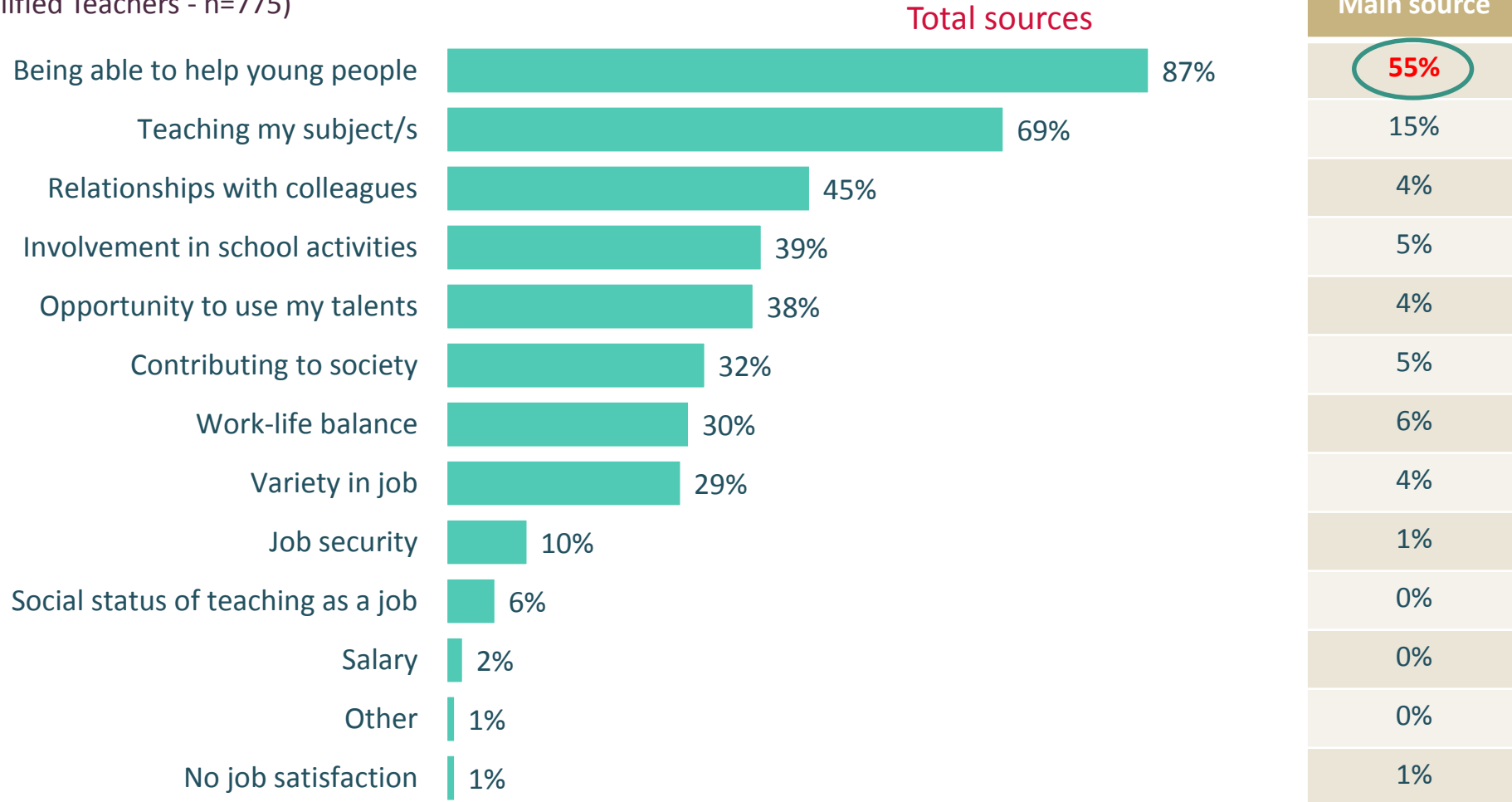
Q: Please indicate which reflects your one main aspiration?



# What gives teachers job satisfaction?

55% said being able to help young people is their main source of job satisfaction.

(Base: All Recently Qualified Teachers - n=775)



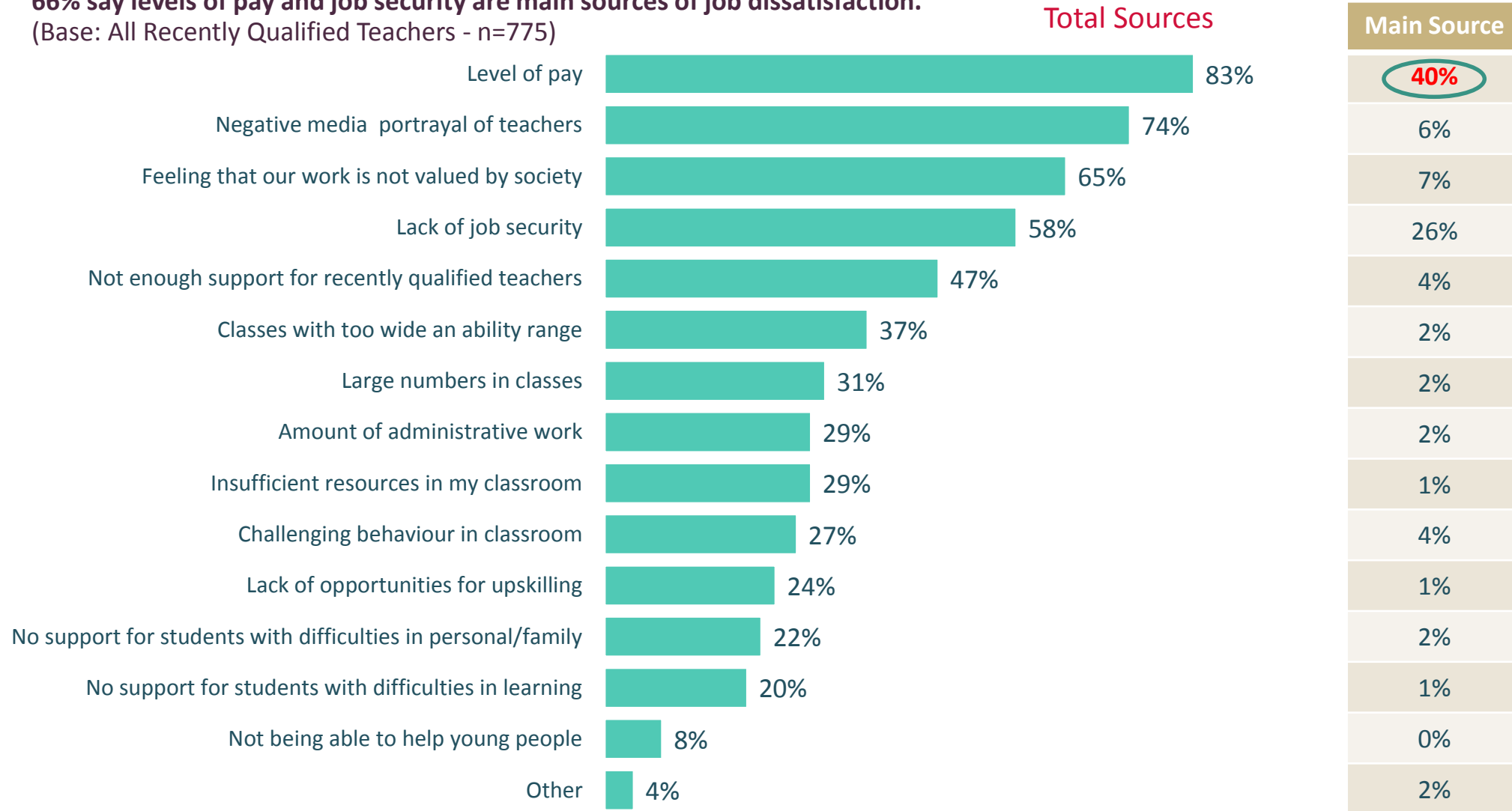
Q: What are the main sources of satisfaction in your teaching career to date?

Q: What is the one main source of satisfaction in your teaching career to date?

# What gives teachers job dissatisfaction?

66% say levels of pay and job security are main sources of job dissatisfaction.

(Base: All Recently Qualified Teachers - n=775)



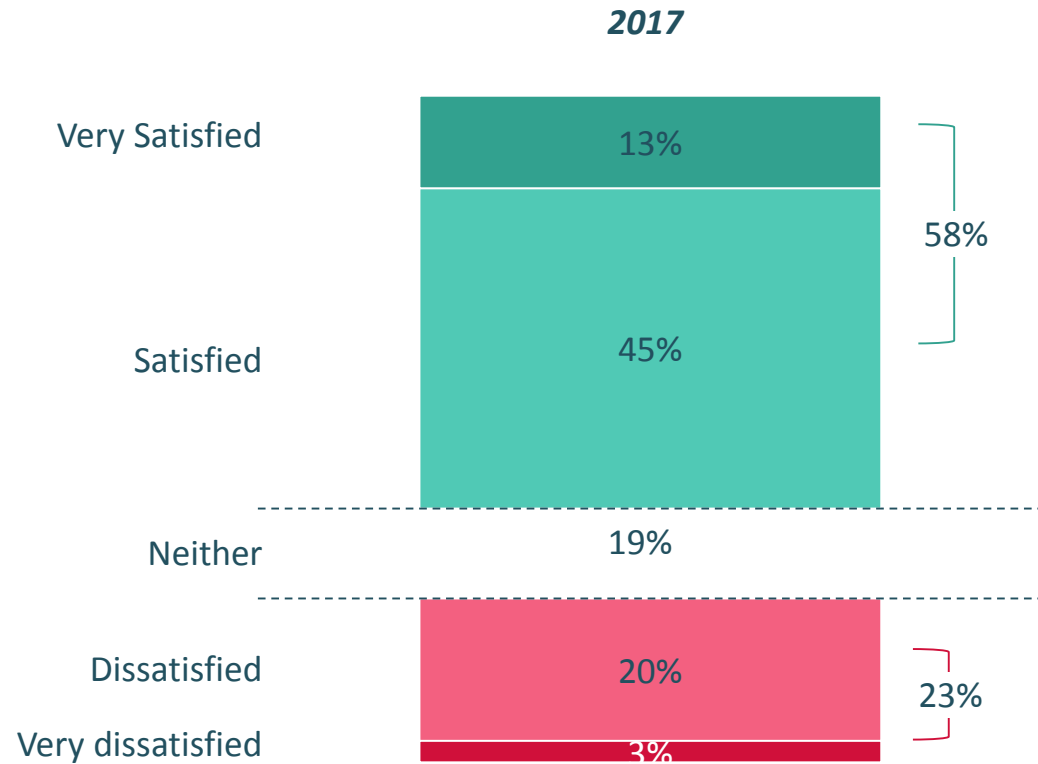
Q:What are the main sources of dissatisfaction in your teaching career to date?

Q: What is the one main source of dissatisfaction in your teaching career to date?

# Overall satisfaction

Almost 60% of recently qualified teachers are satisfied or very satisfied with their job.

(Base: All Recently Qualified Teachers - n=775)



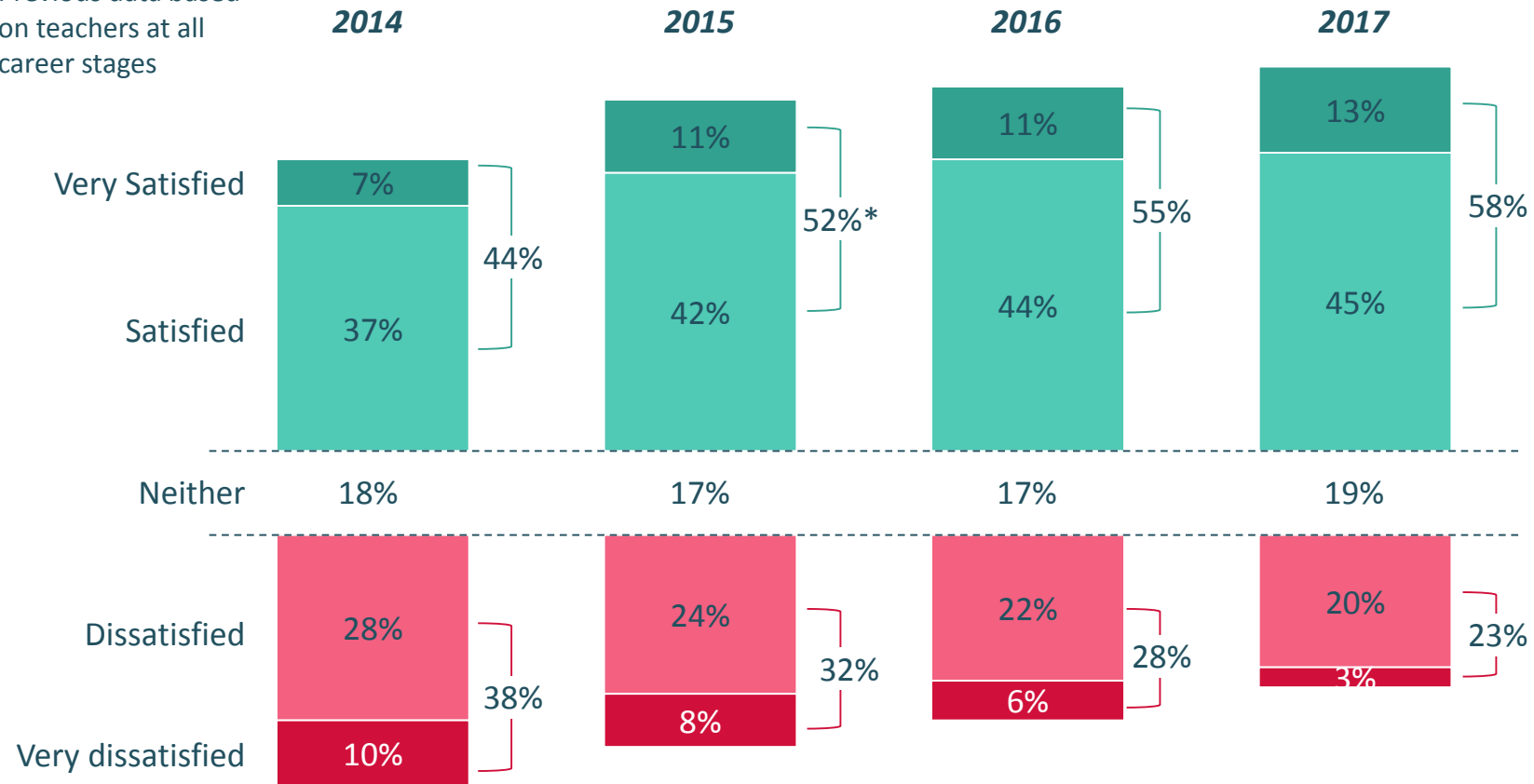
Q: Taking into account your current work duties and work environment, how satisfied or not satisfied are you with your job?

# Overall satisfaction

## Recently qualified teachers report a high level of job satisfaction

(Base: All Recently Qualified Teachers - n=775)

Previous data based on teachers at all career stages



\*= Figures have been rounded to the nearest %

Q: Taking into account your current work duties and work environment, how satisfied or dissatisfied are you with your job?



**Recently qualified teachers  
enrich students' education**



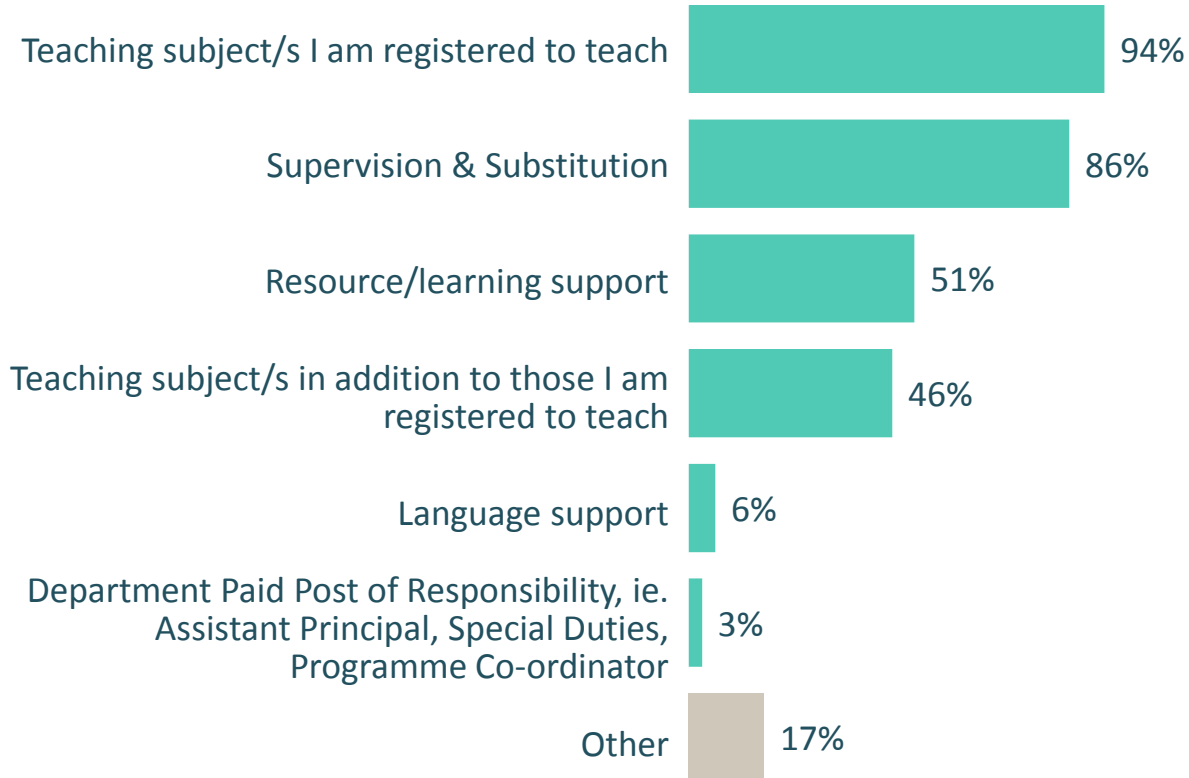
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# Professional duties/extra curricular activities

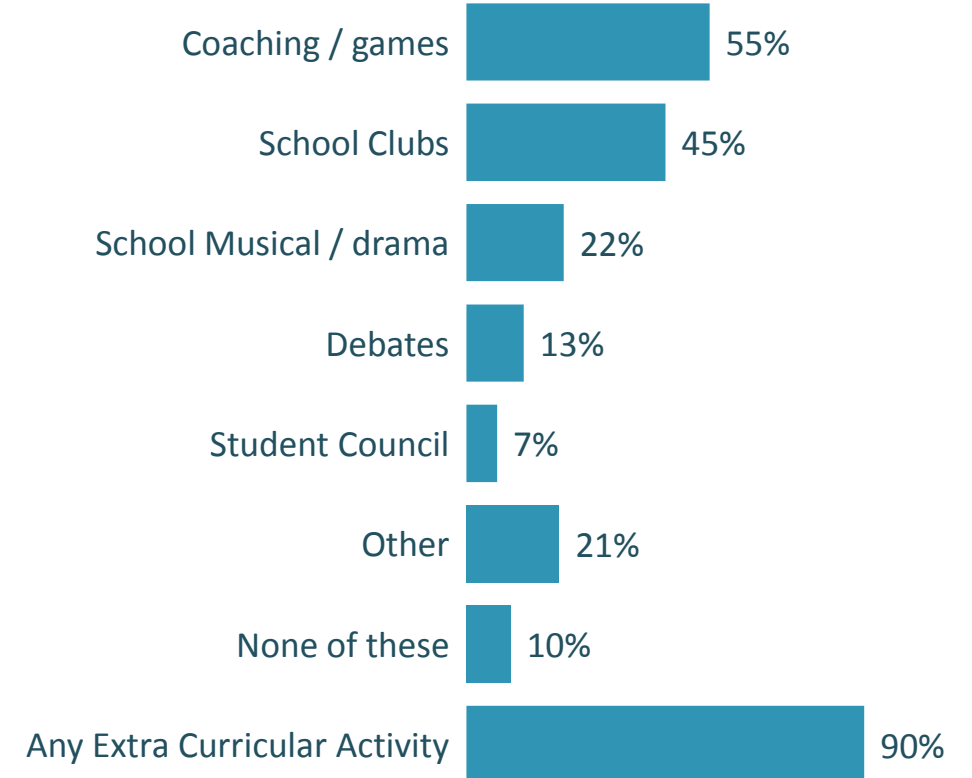
90% of recently qualified teachers are involved in extra curricular activities for students.

(Base: All Recently Qualified Teachers - n=775)

## Professional duties undertaken



## Involvement in extra-curricular activities



Q: Indicate the professional duties which you undertake in your current post.

Q: Indicate the other duties, if any, which you also do in your current post.



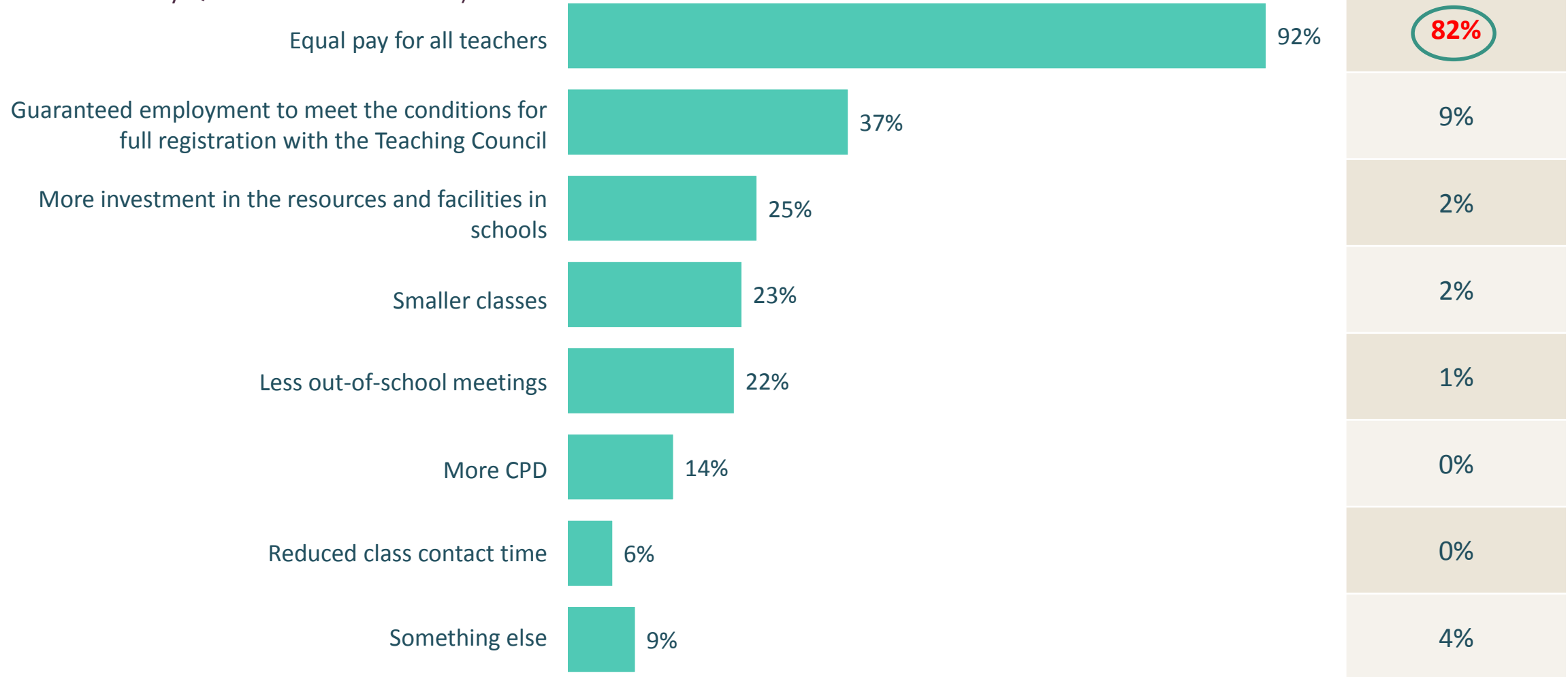
Recently qualified teachers -  
looking to the future



# ASTI priorities

The ASTI must prioritise Equal Pay for Equal Work say 82% of recently qualified teachers.

(Base: All Recently Qualified Teachers - n=775)



Q: In your opinion, what should be the main issue for ASTI as regards new entrants to the profession?

Q: And what should be the main priority for ASTI as regards new entrants to the profession?



# What recently qualified teachers are saying...

Job insecurity and unequal pay are hurting recently qualified teachers.....

*I am a qualified Carpenter. I returned to college for 4 years but during my apprenticeship I was taking home more money than I am now aged 30.*

*Having to sign on the dole during holidays is soul destroying and demeaning for someone who worked hard to get qualified and paid a lot of money to do so.*

*The amount of young teachers I know who can't afford to pay rent, who are living week to week. I believe that I am an asset to the profession but struggle to accept the inequality in pay.*

*I do not see myself teaching in the near future as I am struggling to survive on my current salary as a single man with no dependents.*

*Equal pay must be a priority to motivate teachers and value their input.*

*I don't feel I'm reaching my full potential as a teacher because I can never progress with students and am constantly starting from scratch in new schools.*

*The equal pay issue needs to be sorted. It's a disgrace that two people doing the same job are paid different.*

*I'm on 7.5 hrs a week, I work with a colleague who is on a 3 hour a week contract, these small contracts are like zero-hour contracts and very demoralising.*

*I am nearly 4 years teaching fully qualified yet I am still "unequal" to my colleagues who are a mere few months teaching longer than I am.*

# What recently qualified teachers are saying...

Job insecurity and unequal pay are making recently qualified teachers fearful for the future of their profession...

*Living in Dublin and paying current rent prices means teaching is no longer a sustainable career. I love my job but struggle to pay my rent and bills. The demands placed on teachers alongside unfair pay means that many (myself included) are contemplating returning to college and looking at a career change as I am not sure how long I can remain in this profession. I have been working for 4 years in the same school and I am no closer to job security, I cannot apply for a mortgage because of this.*

*It is a very rewarding profession but the low pay and casualisation make it very hard to make a living.*

*Teaching has become a very unstable career. Lower pay for new teachers, lack of employment certainty and little or no promotion options, will make teaching in the future a very undesirable career path, I would certainly not encourage any young person to enter into the profession.*

*I feel very disillusioned by the whole thing and only for I adore the kids I teach and love that I am helping in some way, shape or form I may be gone elsewhere or retrain!*

*With the low wages, lack of job security and increased work load, teaching as a profession has become less appealing.*

*Although I find teaching very rewarding, I would reconsider advising any young person to enter. I was fortunate as there was a shortage of language teachers when I graduated. However most teachers I know who graduated in the last 6-8 years are not getting a full timetable or not even a half timetable.*

*It is very difficult for teachers like myself to remain in our chosen career. The pay we receive net means we can't leave home and set up life of our own as we can't pay our way. With my qualifications I could work in other areas of business and get double my pay and live life a bit more comfortably. For this reason I find it quite difficult to see staying in teaching forever.*

*Work incredibly hard, love my job but absolutely hate the life that now comes with it. Broke, tired, anxious and defeated.*

# What recently qualified teachers are saying...

Recently qualified teachers are highly motivated and highly educated.....

*For someone who loves her job and enjoys teaching and helping young people learn and grow I find it very very disheartening to be a lesser paid teacher in a school where I am in the minority.*

*I have a PhD and consider myself as an expert in my subject, but can barely afford to live and don't feel valued within the profession.*

*I love teaching, but as someone who is also a qualified accountant and tax advisor I find it hard to accept staying in the profession on a lower salary than my colleagues. I also worry every year about having a job next year.*

*I love teaching, it is all I have ever wanted to do. I can't describe how happy I am to be teaching in a school. When I've been out of work from teaching it has been the most depressing time of my life.*

*Teaching is not my first profession. I entered teaching to a) work with young people b) I believed that teaching would provide a nice work life balance. I was lucky to secure employment after PDE but had to work every hour to keep head above water.*

*I love being a teacher, it's the most rewarding job I've ever had. However, unless pay for newly qualified teachers improves I will have to change profession. I find it very difficult to live on my salary at the moment. I live with flatmates, I don't have children and I don't own a vehicle because I can't afford one. My life will not get cheaper than this and I am struggling.*

*I absolutely love my job but as a mother of 3 children it is very disheartening that there is no job security whatsoever at the moment.*



# Summary & Conclusions



# Summary & Conclusions

## Investing in the future: supporting students by supporting teachers

There is now widespread agreement that of all the factors inside the school that affect young people's learning and achievement, the most important is the teacher. Teachers are the professional capital in our education system. All the evidence shows that the most successful education systems rely on teachers to drive improvement, support innovation and sustain students' well-being. New entrants to the teaching profession are particularly important because they will shape the future of the profession. Ireland, as many international observers have noted, is fortunate in the high quality of its teaching profession. However, as the ASTI campaign *Equal Pay for Equal Work* has demonstrated, we cannot take that quality for granted. Differentiated salary scales, insecure employment and barriers to professional learning opportunities are increasingly undermining the attractiveness of teaching as a career.

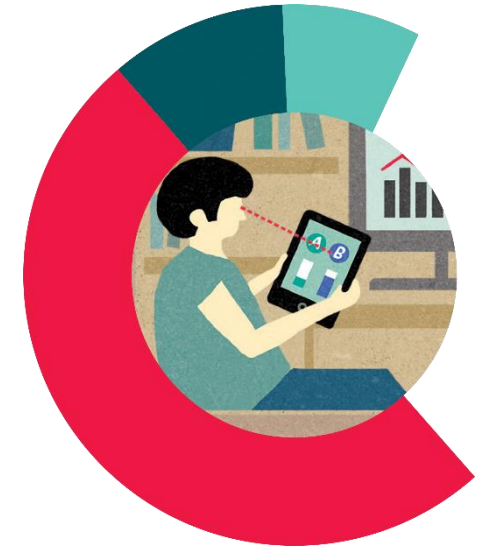
The ASTI/RED C research provides strong evidence of this trend. On the one hand, we have a well-educated and highly motivated cohort of young teachers. On the other, unequal pay and lack of job security are the predominant experiences. The results of the survey demonstrate a tension amongst recently qualified teachers between their commitment to enhancing young people's lives and the frustrations of being a precarious worker with inferior terms and conditions compared to other colleagues. These outstanding issues must be addressed if we want to ensure that teaching in Ireland remains a sustainable career for our best graduates.

## Key findings from the 2017 ASTI/RED C survey

Our recent entrants to teaching are rich in knowledge and are highly motivated. They are engaged in a wide range of professional and extra-curricular activities within schools. They demonstrate strong commitment to lifelong learning.

- ✓ **Rich in knowledge:** Over 3 in 5 recent entrants to teaching – 62% - have educational qualifications in addition to their teaching qualification\*. 29% have a Master's degree; 30% have a post-graduate diploma; 2% have a doctoral degree and 14% have other qualifications.
- ✓ **Highly motivated:** The vast majority of teachers entered teaching because they are interested in working with young people. This *vocational* orientation is central to a quality teaching profession. Intrinsic motivations such as “*teaching a subject I love*” or “*making a difference to society*” strongly outweigh extrinsic motivations such as working conditions or social status.

*\*Since 2014, entry to second-level teaching normally requires a Master's qualification.*



# Summary & Conclusions

- ✓ **Wide range of professional activities:** In addition to teaching the subjects they qualified in, new entrant teachers are widely deployed to provide resource/learning support (51%); teaching additional subjects (46%); language support (6%); supervision and substitution duties (86%). 90% of recently qualified teachers are involved in extra-curricular activities in their schools. The latter are a vital and unique source of learning and enjoyment for our students.
- ✓ **Lifelong learners:** The vast majority of new entrants – 87% - have taken part in professional development activities since they started teaching. Most of their learning is focused on curriculum but also includes professional networking in their subject associations and online learning.

However, notwithstanding these positive attributes, recently qualified teachers' actual employment experiences tend towards the negative. The majority are in non-permanent jobs. Pay and lack of job security are the main sources of job dissatisfaction. Difficulties securing enough teaching work/ hours is a key obstacle to getting registered as a teacher. The abolition of qualification allowances clearly inhibits professional learning.

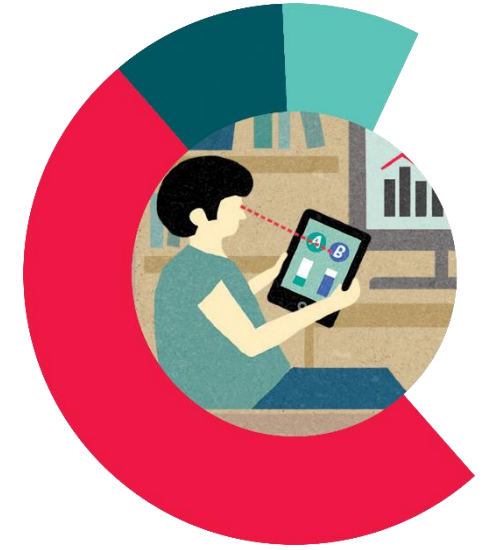
- ✓ **Insecure employment:** The majority of respondents (66%) are in temporary and/ or part-time teaching positions. Twenty seven per cent do not have full teaching hours. Only 34% of teachers qualified since 2011 have fulltime permanent contracts. The most precarious form of work is that of the casual part-time teacher. These teachers are paid by the hour.
- ✓ **Job dissatisfaction:** Level of pay and lack of job security are the two top sources of job dissatisfaction as is feeling that their work is not valued by society. These employment-related sources of dissatisfaction far outweigh in-school factors such as insufficient resources, large class size or negative student behaviour.
- ✓ **First teaching post:** Recent entrants had mixed experience of their first teaching post. While they received support from colleagues, they had little opportunity or time to engage in important learning activities such as team teaching, observing experienced teachers or time to reflect on their daily work. Of particular concern is the fact that barely half of the new entrants – 49% – received adequate mentoring support. The latter is an essential part of their induction experience. Almost 40% stated that they found it difficult to obtain sufficient hours to meet the requirements for full registration with the Teaching Council. The latter underlines the fractured nature of entry to the second-level teaching profession.
- ✓ **Abolition of qualification allowances:** While the majority of recently qualified teachers have engaged in short course learning with the curriculum support services, it is clear that the abolition of the Master's degree allowance post-February 2012 is a disincentive to post-graduate studies. Over a quarter – 29% - stated that this is the case. Workload is also a barrier to professional learning which, in turn, has implications for the development of the professional capital of the teaching profession.



# Summary & Conclusions

## Conclusion: job insecurity and unequal pay are the dominant negative experiences

Recently qualified teachers represent the future of teaching and education. This RED C survey finds that they while they are highly motivated and are investing in their professional development, their working conditions – in particular their unequal pay and lack of job security – pose real threats to their levels of job satisfaction and morale. A dominant thread running through the survey is lack of job security. Teachers want to remain in their current school, where they are widely deployed across teaching and extra-curricular activities but do not have job security. Being able to help young people is the major source of job satisfaction; lack of job security and unequal pay are the biggest sources of job dissatisfaction. These trends have already damaged recruitment and retention in other professions. Like all young workers, recently qualified teachers have extensive financial commitments, in particular, rent, car loans, bank loans and health insurance. Of those surveyed, 18% have to earn income from non-teaching work. If we want to secure a quality teaching profession, we must address the outstanding and acknowledged issues in relation to precarious work and unequal pay.



**THANK  
YOU**

**REDC**