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| Name of organisations making this submission | ASTI/INTO/TUI |
| Contact details | Kieran Christie kchristie@asti.i Shiela Nunan snunan@into.ie John MacGabhann jmacgabhann@tui.ie |
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Introduction

Ireland has an internationally acknowledged, high-performing education system. The National Action Plan for Education states that education is central to many of our ambitions as a nation:

“Excellent and innovative education and training are the pivot around which personal fulfilment, a fair society and a successful nation should revolve. It is central to sustaining economic success and in converting economic success into building a strong community.”(DES, 2016)

Excellent and innovative education require a high quality teaching profession. The research evidence is unequivocal: the quality of teaching in schools is the single most important school-level variable in student achievement and the promotion of quality schooling.

The quality of teaching is determined by a range of factors: recruitment into, and retention within, the profession; attractiveness of teaching as a profession; status of teaching in society and, especially, the pay and conditions for teachers, upon which status and attractiveness of the profession are significantly dependent – and increasingly so in a labour market in which alternative graduate entry opportunities are better paid than teaching. (*Appendices 13, 20, 21, 22 and 24*)

Until relatively recently, Ireland was one of a handful of countries in the OECD which did not face pronounced recruitment and retention problems in teaching. That situation has now changed. The introduction, since 2011, of reduced pay scales for all new entrants to the public service has been exacerbated in the case of teachers by the simultaneous cessation (2011) of incremental recognition for pre-service training and the abolition of qualification allowances for those first appointed on or after 1st February 2012. This combination of cuts in the pay rates available to teachers has inexorably created a recruitment and retention crisis.

Part 1:1: Are there currently recruitment issues for the education sector? Please indicate which grades are experiencing the most significant difficulties.

Yes, there are recruitment issues in the education sector at all levels - primary, post-primary, further and adult education and higher education.

The problem is pervasive in relation to the recruitment of teachers at primary and post-primary levels. It is manifested every day in the widespread inability of school management to obtain substitute teachers for casual and part-time vacancies and, increasingly, for vacancies arising from the absence of teachers on approved leave, on assignment to Home School Community Liaison and Behavioural Support Service positions or on maternity leave. It is further manifested in the inability of school management to fill employment posts, including posts that are full-time and, in some instances, permanent.

Recruitment trends in teaching are best measured by examining data on entry into the profession – trends in applications for third level teacher education programmes – and data on exit from teaching in Ireland. Data on entry into primary teaching indicate significant drops in applications from 2009/2010 to primary teacher training, especially in years when and since significant pay cuts were imposed on new entrants. Figures at primary level have stabilised but at the reduced level.

Data on entry into post-primary teaching is provided from the Central Applications Office (CAO) for under-graduate degree programmes and the Post-Graduate Applications Centre (PAC) for post-graduate programmes, such as the Professional Master of Education (PME). Entry trends since 2011

indicate a dramatic collapse in applications. (*Appendices 6 and 7: Applications to CAO and PAC for teacher training programmes*)

It is also worth noting that during a time of high unemployment in the Irish economy generally, the attractiveness of and applications for teaching fell dramatically in spite of the fact that, due to demographics and the allocation metric of the Pupil/Teacher ratio, there was a sharp increase in the number of teachers (i.e. in employment opportunities in teaching). We contend that the primary deterrent was pay inequality, clear evidence that the profession was being downgraded by government in spite of rhetoric about the centrality of education to the nation's well-being.

Evidence of recruitment issues in all sectors is set out below.

Part I - 2 - Please provide evidence to support the recruitment difficulties identified?

There are multiple sources of evidence of recruitment difficulties across the education sector. Authoritative sources include school management bodies, the Teaching Council, the Department of Education and Skills, the Higher Education Institutions and the Higher Education Authority (HEA).

School management bodies, which are representative of all the primary and post-primary schools as well as the further and adult education centres, are very well placed to provide information on recruitment problems.

Primary sector:

The **Catholic Primary Schools Management Association (CPSMA)** represents 2,800 primary schools. It conducted a survey of school principals in late September 2017. Key findings:

- I. 90% of principals experienced difficulty sourcing a substitute teacher
- II. 83% of principals stated that recruiting substitute teachers this year was more difficult than in previous years
- III. between 1st September and 27th October, their schools had experienced approximately 15,552 days of substitutable absences of which only 10,328 (66%) were covered by a registered teacher. (*Appendix 15: CPSMA 2017 Survey*)

The INTO 'sub-search' service demonstrates the persistent demand for substitutes in the primary sector. (*Appendix 16: INTO sub-search November 2017*)

A number of principals have provided examples of how this crisis situation is manifested in their own schools. A principal in County Meath, with 8 mainstream classes, stated that, in response to a maternity post advertised on 31st of October:

"We have had zero applicants for this position. I have not received a single reply from Text-a-Sub this year and INTO Subsearch. Nearest sub I have seen is 35+km away. I am filling the position on a day-by-day basis using a retired teacher and a Hibernia student. There have been approximately 8-10 days where I had no sub. To ensure continuity for the class I have moved a full-time Learning Support teacher into 1st since midterm. This was a big ask 2 months into the school year. She will take this class for the rest of the year. The subs are now covering Learning Support".

"We have had lots of the now standard splitting classes. Also and in a developing school, that narrowly missed out on our second Developing Schools Post, our already super-sized classes can have 35+ pupils on split days! Principal, learning support teachers and Infant teachers once their Infants go home are now regularly standing in (piecemeal) to cover classes and fill the gaps".

“We are clustered with another local school for 10 hours Learning Support per week. The shared teacher comes for 2 hours every afternoon. We have had to make do without this on 8-10 afternoons this year already as she was covering classes in her base school and could not be released to us. In-class station teaching has become near impossible to organise”.

The problem is widespread. Another school in County Westmeath advertised for cover for a maternity leave, starting after Christmas 2016. The principal revealed that:

“Only 2 applications were received. One was offered a post before the interview. The other applicant has been retired 2 years so will be limited by the number of days she can work before her pension is affected. My pregnant member of staff went off on Health and safety grounds from Tuesday this week. No subs on Subsearch. 18 texts went out on Text a Sub but no response whatsoever. Only subs I can get are my deputy who retired 2 years ago and my predecessor who retired 6 years ago.”

Another school in the Meath area reported details of posts not being filled this year. These include - one maternity leave position unoccupied since September 2016; one sick leave cover unoccupied since October mid-term; 2 days GAM/ EAL from another school not covered since September as the other school is also short-staffed:

“In spite of every effort to fill these positions, they remain unoccupied. This is of great concern to our school community.”

Primary level: Entry trend

Commencing in 2000 and continuing until 2009, CAO statistics showed a consistent increase in both the overall number of applicants to undergraduate teaching programmes and in the percentage who chose such programmes as their first preference. This trend changed in 2010 when applications dropped sharply. (*Appendix 6: Applications to CAO*).

Post-Primary sector:

The **Association of Community and Comprehensive Schools (ACCS)** represents 96 community and comprehensive schools. An ACCS survey in early 2017 showed an under-supply of teachers in Irish, Modern Languages, Home Economics, Maths, Science, resource and guidance counselling. 96% of schools that responded to the survey reported *“difficulties in recruiting part-time or temporary teaching cover”*. The difficulty was most acute in Irish (67% of respondent schools), Modern Languages (51%), Maths (30%), Home Economics (26%) and Science (20%). Initial findings of a later ACCS survey (*Appendix 11: ACCS Survey*) confirm the significant shortages in teachers of Modern Foreign Languages, Irish and Home Economics. However, shortages are not confined simply to these areas, with reported shortages now beginning to appear in all subject areas but most notably the Sciences and Maths. As part of the survey, schools identified where, following advertising and re-advertising, there were no applicants for positions. Schools are now engaging unqualified personnel to teach subject specialisms. There are a number of vacancies that have not been filled since September 2017.

The survey also identifies problems in recruiting for Pro-Rata Part-Time contracts which run for the full year or for extended cover periods such as maternity leave etc. It is increasingly difficult for schools to have subject-specific substitute teachers available for casual substitution. Critical state services such as the State Examinations are being impacted by the absence of qualified substitutes to provide subject-specific cover for the Leaving Certificate Oral and Practical Examinations. It is also

extremely difficult to find cover for mandatory Continuing Professional Development (CPD) provision for the implementation of key public policy initiatives such as Junior Cycle Reform.

Education and Training Boards Ireland (ETBI) represents 241 vocational schools and community colleges and several hundred further and adult education centres. It also conducted research in 2017 on teacher shortages. The findings of this ETBI Survey (May 2017), which measures the relative scale of difficulty in filling teacher positions, echo the finding of the ACCS survey. (*Appendix 5: ETBI Teacher Supply Survey, May 2017*).

In its Budget 2017 submission and also in its submission to the DES Statement of Strategy 2016-2018, ETBI stated that:

“Currently there are serious shortages of second-level teachers in a range of subjects, in particular: Home Economics, Irish, Physics, French, German and teachers capable of teaching through the medium of Irish. In the case of Home Economics, where it is virtually impossible to recruit a qualified teacher to cover maternity leave, the situation will be further and very seriously exacerbated in a few years’ time because there will be no graduates in one year because the four-year course is being extended to a five-year course.

The shortage of qualified teachers in some subject areas has resulted in students in their Leaving Certificate year, for example, being left without a qualified teacher in specific subjects for months on end. Quite naturally, students and their parents are alarmed by this and, of course, they blame the school management authority for something that is totally outside its control.”

The **Joint Managerial Body (JMB)** - represents 374 voluntary secondary schools. It produced a report on teacher supply problems in May 2017, following a similar exercise in 2016. (*Appendix 4: JMB 2017 Survey*)

Top ten Most Challenging Subject Areas to Fill (in order of reported difficulty)

| <u>2016</u> | <u>2017</u> |
|-----------------------|--------------------|
| 1. Irish | 1. Irish |
| 2. French | 2. French |
| 3. Home Economics | 3. Maths |
| 4. German | 4. Home Economics |
| 5. Maths | 5. German |
| 6. Physics | 6. Physics |
| 7. Spanish | 7. Science |
| 8. Physical Education | 8. Spanish |
| 9. Science | 9. Career Guidance |
| 10. Career Guidance | 10. English |

The **National Association of Principals and Deputy Principals (NAPD)** is a professional body for school leaders. It provides the www.subteacher.ie service for schools and teachers. The most common subjects for which substitutes are sought are Irish, Mathematics, Science and French. The sixth most common search was for ‘Any’ subject teacher. Users of [subteacher.ie](http://www.subteacher.ie) usually use the ‘Any’ search category when they can’t find a qualified substitute in a particular subject and are simply then trying

to find any qualified teacher to essentially just supervise a class rather than teaching it. This is especially troubling when it is possible that the classes being supervised rather than being taught may actually be preparing for State Certificate examinations. (*Appendix 1: NAPD 2017 Survey*)

Post-Primary: Entry trend

The majority of applications for post-primary teaching are processed via PAC. Since 2011, there has been an alarming and unprecedented decline of 62% in applications. The output of graduates from these programmes has also declined by 27%. Those who apply for initial teacher education through the PAC have already completed a three/four year primary degree in, for example, arts/science/business.

Upon graduating from their undergraduate specialism, they will make a hard-nosed decision about what career they would like to pursue, but also what career is likely to provide them with financial security.

A frequently overlooked aspect of the drastic salary cuts imposed on new entrants in 2011 and 2012 was the fear that it could happen again. It is hardly surprising that that sense of fear, combined with a sense of injustice at being on a different salary scale to their colleague teachers, led many to decide not to apply for initial teacher education. (*Appendix 7: Applications to PAC*)

Observations

It is clear from the above that there are serious difficulties in recruiting graduates to the teaching profession. It is clear that differential and discriminatory pay scales for those who entered the profession since 2011 is the single most important contributory factor to these difficulties. One can reasonably surmise that the difficulties are exacerbated by the actual and the opportunity cost created by the longer period of teacher training (now two years for the PME) and by the absence of full-time and permanent posts (despite implementation of the Ward Report recommendations and Circular Letter 59/16). The combination of factors has made the teaching profession unattractive.

The everyday difficulties of recruiting teachers and of sourcing substitute teachers is frequently cited by the Principals' and Deputy Principals' Association of the TUI (PDA), and by the Principals' and Deputy Principals' Committees of both the INTO and the ASTI. Examples include:

- One ETB is struggling to find both German and Irish teachers with one school saying that only one of the four teachers currently teaching Irish is qualified to teach Irish. This individual is developing department plans, Junior Cycle plans and assisting the other teachers as they carry out their teaching responsibilities.
- Another ETB is having difficulties filling posts in Home Economics, Irish, Maths and languages.
- A Comprehensive School in Dublin was finding it so hard to attract applicants for a post in Home Economics that it offered accommodation to any successful applicant.
- A Youthreach Centre hasn't been able to recruit a woodwork teacher since September.

The number of retired teachers returning to the classroom has increased dramatically in recent months as principals struggle to cover brief absences. This led to the Minister for Education and Skills encouraging retired teachers to maintain their registration with the Teaching Council. A report in the Irish Times on November 27th 2017 cites a spokesperson for Minister Bruton as acknowledging that "*schools have reported shortages of teachers*".

Further and Adult Education

Further education cannot recruit suitably qualified teachers for certain modules; for example, social care, digital media and the STEM disciplines. Because of the specialist nature of their disciplines, which are typically vocationally oriented, a teacher working in further education will often have had extensive practical and industry experience in addition to their teaching qualifications. The pay cuts and the removal of qualification allowances has made it significantly more difficult to recruit teachers with the requisite industry/vocational background.

Because of the resultant shortages, schools and centres are increasingly reluctant to release teachers to engage in Quality and Qualifications Ireland (QQI) external authentication, which is a mandatory part of the QQI assessment processes, as management is unable to get qualified substitution cover.

Third-Level

Problems are also emerging in the Institute of Technology sector. For example, some Institutes of Technology have reported difficulties in recruiting staff at Assistant Lecturer level – the entry grade. In a number of cases, advertisements have not attracted any applications and the posts have had to be re-advertised.

The cuts applied and the lengthening of the pay scale of the Assistant Lecturer grade in 2011 have had the effect of deterring the qualified and expert practitioners currently working in the private sector from considering a career in the third-level sector.

Part 1: 3 – Please provide evidence of any relevant initiatives to address these difficulties.

Initiatives to alleviate difficulties in the recruitment of teachers include:

- NAPD and the Irish Primary Principals' Network (IPPN) established online substitute service for teachers and schools
- Minister for Education and Skills published the Report of the Technical Working Group on Teacher Supply in June, 2017. (*Appendix 2: Teaching Council Report 2015*)
- Minister for Education and Skills announced short-term measures in June and October, 2017 (*Appendix 23: Parliamentary Questions*). They include:
 - encouraging retired teachers to stay on the Teaching Council Register
 - increasing limits for employment for teachers on career break
 - informing schools that student teachers may be employed in schools for up to 5 consecutive days

The problem, however, is that short-term measures will not rectify the situation.

In September 2016, there was explicit recognition that pay is at the heart of the problem, when the TUI, INTO, DES and DPER reached an Agreement to incorporate the value of the Honours Primary Degree allowance into the salary scale for teachers appointed since 2011 – the allowance had been withdrawn in 2012. This was recognised as an interim measure. (*Appendix 12: September 2016 Agreement*)

Part 1:4 - Please provide evidence of the outcomes of the initiatives described in Part 1:3 above.

There has been a marked absence of effective measures other than the Agreement of September 2016 (see 1.3). The crisis will continue if considered and agreed measures are not implemented. As indicated, measures must include establishing pay parity. Pay inequality, which discriminates against those appointed since 2011, is a significant and continuing factor in the fall-off in applications for initial teacher education.

Part 1:5 - Please supply any relevant data that you may have; such as trends in staff numbers, turnover rates, staff vacancies, age profiles and details of recruitment campaigns, etc.

The DNM Analytics study shows that the average age of primary school teachers is 37.9 and the average age for post-primary teachers is 41.1. The most stark finding from the DNM study is that over 15% of teachers are over the age of 55 but only 7% are under the age of 25. It is clear that a demographic problem is about to manifest itself in the teaching workforce just as a demographic boom happens in student numbers. The same study shows that the average age of qualification as a post-primary teacher has steadily risen and now stands at over 26 years of age. (*Appendix 3: DNM Analytics Teacher Supply Data*). The current pay rates for new and recent entrants are not sufficient to attract the necessary number of high quality graduates to a profession from which you first derive an income in your late twenties.

Part II - 1 - Are there currently retention issues for this sector?

Yes. There are significant and growing retention issues.

Part II - 2 - Please supply evidence to support the retention difficulties identified?

Exit trends

Data on exit from the teaching profession is provided by the Higher Education Authority Graduate Destination surveys (*Appendices 8 and 9*). These studies indicate sustained increases in emigration to teach abroad for both primary and post-primary teachers.

Primary level: exit trend

Between 2010 and 2014, the emigration rate of primary teachers increased steadily and peaked at 17% in 2013. The emigration rate then declined from this high of 17% but continued to be approximately three times that of newly qualified primary teachers prior to the pay cuts. (*Appendix 8: HEA primary destinations*)

Post-Primary: exit trend

Between 2008 and 2014, the emigration rate of recently qualified post-primary teachers increased steadily, from 4% in 2008 to 18%-21% in 2014. (*Appendix 9: HEA post-primary destinations*).

Observations on exit trends

Evidence has shown that in instances where new entrants (i.e. those on reduced pay rates) have applied for and been refused career breaks, they have opted to resign their positions because the career-average single pension scheme for public servants is such that there is no incentive for them to remain in their positions in Irish schools. In income terms, teachers judge it to be more beneficial to resign their positions, work abroad for a number of years and return to teaching in Ireland, bringing with them incremental credit in respect of relevant teaching service abroad.

There is also growing evidence of teachers being drawn to better paying jobs in industry. This is especially the case for teachers of Science and Home Economics. Another recent trend is the movement of Science, Technology, Engineering and Maths (i.e. STEM) teachers to new careers in relevant areas of the economy or, in some cases, being drawn back to such careers where opportunities collapsed and jobs were lost during the recession.

The most shocking findings of the HEA surveys are the figures for those recently qualified teachers who ended up:

1. teaching abroad;
2. working abroad in a non-teaching role or
3. working in Ireland in a non-teaching role.

The proportion of qualified teachers in the above categories (combined) rose from 5% in 2010 to 20% in 2013 for graduates of primary teacher training. In the case of recently qualified post-primary teachers, the proportion who emigrated after qualification rose fivefold between 2008 and 2013/2014. The only credible explanation for this extraordinary change is the severe pay cut imposed on new entrants in 2011 and 2012.

Part 11:3 – Please provide details of any relevant initiatives to address these difficulties

No initiatives, apart from the Agreement of September 2016. In fact, matters have deteriorated because of a structural change in the qualification requirement for teaching. In 2013, the post-graduate programme (previously a one-year Higher Diploma in Education - HDIP) became a 2-year Masters degree programme (the Professional Master of Education - PME) which vastly increased both the immediate and the opportunity costs of qualifying as a post-primary teacher. (*Appendix 14: Costs of Level 9 Teacher Education Programmes*). Remaining unwaged, on average to the age of 26, is oppressive and has a dramatic, cumulative impact on lifetime earnings. This also then has a 'knock-on' effect on pension values. Without doubt, this has had the effect of accelerating and deepening the crisis in recruitment and retention. The impact is further compounded by the longer incremental scale (27 points) and the career averaging pension scheme which impacts on newer entrants.

Part II:4 - Provide evidence of outcomes of initiatives described in Part11:3

See Part 11-3- above.

Part III - 1 - Evidence of impact of staff shortages on service provision:

There is strong evidence of the impact of staff shortages on day-to-day service provision in schools, primarily from:

- surveys by school management authorities
- surveys of members by teacher unions
- Oireachtas debates, in particular 6th July and 25th October 2017 (*Appendix 23: Parliamentary Questions*)
- Ministerial statements
- National Parents' Councils

The impact of staff shortages in schools includes:

Primary level:

- Pupils missing out on learning as their class is split and moved into other classes
- Over-crowding in classes creates an environment not conducive to learning, impacting negatively on classes even when their teacher is present
- Teaching-principals unable to avail of their days of administrative leave
- Administrative-principals being deployed as class teachers
- Teachers are reluctant to avail of leave and feel compelled to attend school on days where illness leave may be justified (owing to their concerns regarding disruption to their class)
- Special Education Teachers (SET) being deployed as class teachers; meaning Special Education Needs (SEN) pupils have reduced access to SET teachers
- Student teachers being pressurised to substitute and therefore not attending college
- Teachers/principals being unable to attend CPD due to unavailability of substitutes
- Curtailment of sports, games and other extra-curricular activities

Post-Primary level:

- students missing out on learning as either a teacher with the subject specialism is not available or no teacher is available

- students experiencing fractured service as a consequence of having several different teachers in particular subject areas with resultant problems of lack of continuity, an absence of attention to individual learning needs of students, disruption of the learning culture in the class/school, decreased student motivation and diminished discipline
- Subject loss and/or restriction of subject options for students
- curtailment of out-of-class learning activities, e.g., debates, enterprise education, Transition Year projects and cultural events
- curtailment of sports, games and other extra-curricular activities
- teacher unions have encountered difficulty in securing release of union members to participate on curriculum development groups established by the National Council for Curriculum and Assessment (NCCA). If chronic teacher shortages mean that teachers cannot participate in essential curricular development work then a real danger arises for the integrity and relevance of curriculum at both primary and post-primary
- the absence of subject specialist teachers to cover for colleagues who are engaged in work for agencies related to the Department of Education and Skills (DES) poses great risk to a number of DES initiatives. For example, continuing professional development is provided by agencies such as Junior Cycle for Teachers (JCT), the Professional Development Service for Teachers (PDST) and the Special Education Support Service (SESS). Each of these three agencies is heavily dependent on full-time and part-time secondees. These secondees deliver the essential training to teachers that enables them to provide best service to students. However, it is becoming increasingly difficult for JCT, PDST or SESS to get agreement from schools to release teachers to take up full-time or even part-time roles as the schools fear not being able to find a qualified substitute teacher. Similar problems have been encountered by the National Introduction Programme for Teachers in relation to the mandatory Droichead (teacher induction) programme
- teachers unable to attend Continuing Professional Development as they have to cover for shortages
- student teachers being deployed to teach at too early a stage during their school placement
- student teachers being allocated exam classes
- State Examinations Commission (SEC) having extreme difficulty in recruiting examiners to assess elements of the state certificate exams during school time due to refusal by school management to release teachers owing to lack of substitutes. As a result of the difficulty encountered by the SEC in recruiting examiners, the SEC has had to launch multiple rounds of recruitment. It has encountered particular difficulty in securing release of teachers to act as examiners for State Oral Examinations in languages, or Practical Examinations in, for example, the Technology suite of subjects.
- Teachers unable to engage in QQI external authentication as management is unable to get substitution cover

Across all sectors, staff shortages and teacher churn negatively impact on the overall climate of the school/centre in terms of disrupting the necessary continuity, making collaborative teamwork impossible, increasing pressure on school management regularly to revise timetables and other aspects of the school calendar; increasing teacher workload and associated stress; curtailment of out-

of-class activities for students; reduction of support structures for students and rendering the process of integrating students with special needs and international students very difficult. It must also be stressed that staff shortages undermine the relationships between the school and parents and can lead to unnecessary misunderstandings as to why students had a “free class” or “were sent to other teachers’ classes”.

There is also a high risk of even more dramatic impacts on schools/centres if teacher shortages persist. For example, the rate of loss of subjects and/or of subject option lines available to students could increase. Programmes such as the Leaving Certificate Applied, which cater for particular cohorts of students, could be dropped by schools. Subjects newly developed may not be available as widely as anticipated. For example, Politics and Society was introduced in 2017 and Computer Science will be introduced in 2018. There is a real risk that such subjects will not be widely available across schools if schools, because of the lack of teachers, are having to reduce subject choice rather than increase it. Furthermore, teacher shortages lead to a degradation of pastoral/student support systems as teachers with pastoral duties have to cover other gaps in provision. There is also a growing concern arising from the ageing of the teacher force in some subjects.

Leading-edge courses, specifically designed to prepare students for today’s and tomorrow’s world are in jeopardy. For example, only eight computer studies teachers registered with the Teaching Council between January 2017 and September 2017. (*Appendix 10: Letter from Teaching Council*)

Danger of de-professionalising teaching

A key element of teaching’s attractiveness is its reputation as a pillar profession. It is losing that reputation. It is now seen by an increasing number of those graduates we need to recruit and retain as a low-status, poorly paid job to which one, if wise, should not commit. Parents, including parents who are teachers, are advising their daughters and sons not to choose teaching as a career. The medium and long-term effects on quality in the education system, and eventually on society, of allowing this trend to develop is truly frightening.

Part 111 -2 – Evidence of labour market pressures from the private sector domestically or international organisations

Refer to Part 2 Question 1.

In addition, there is evidence from the Higher Education Institutes (HEIs) which provide teacher education. Each HEI teacher education provider organises a 'graduate career day' for final year students. The average number of foreign recruiters reported as attending these events is over fifty. These recruiters are primarily from the UK, Middle East states and Australia and aggressively and successfully attract Irish graduates. (*Appendix 19: Trinity College Promotional Material*)

The INTO conducted a survey of newly qualified teachers in 2017. The overriding factor for emigrating was pay. (*Appendix 17: INTO Survey of NQTs*)

A study by a migration expert in Britain on recently arrived Irish teachers showed that 68% sought work in Britain because of the unattractiveness of employment opportunities in teaching in Ireland. What is of note is that over a quarter of these teachers (26%) were already employed as teachers in Ireland while 17% had also worked in another country before coming to Britain.

It is worth noting that part of the attraction of moving to some countries to train as a teacher is that trainee/student teachers are remunerated during their periods of training.

Part 111 – 3 – Other information relevant to submission

The parties to this submission present their evidence in the appendices attached.

The key messages in this submission are;

- the cuts to pay and conditions inflicted on new entrants in 2011 and exacerbated by further cuts in 2012, have had the effect of sharply reducing the attractiveness of teaching as a profession with the result that the number of applicants for initial teacher education has dropped dramatically;
- those same cuts have led to a rapid rise in the number of recently qualified teachers emigrating;
- the scale of the pay differential, which is disproportionately large in the case of teachers, and particularly those in early years of teaching is illustrated by the table in Appendix 18;
- service to students in schools is suffering severe disruption because of timetable changes necessitated by the lack of qualified teachers, including teachers for substitution;
- students are losing out on educational opportunities both inside and outside of school;
- Departmental agencies and support services cannot recruit staff due to teacher shortages and the difficulty in engaging qualified substitutes;
- student numbers are rising rapidly at precisely the same time as the attractiveness of teaching is falling dramatically;
- a crisis point has been reached.

The Department of Education and Skills is projecting that student numbers at post-primary level will rise from 378,000 in 2016 to 450,000 in 2025. That increase in student numbers will require the appointment of over 4,000 additional teachers by 2025. The DES currently receives approximately 1,000 notices of retirement from post-primary teachers per year. Hence, even without taking any

resignations at all from teaching into account, there is a need for some 13,000 new post-primary teachers between 2016 and 2025 i.e. 1500 per year. The Teaching Council has registered 1,500 new entrants to teaching in both 2016 and 2017. Based on these patterns the supply of teachers will be insufficient to match the increased demand generated by demographics alone.

An absolute requirement to address this important issue is the elimination of pay inequality as a matter of priority and urgency.