

Careers and work

Text A

5 steps to starting your teacher training course



So you're interested in becoming a teacher, but how do you get there?

1. Have you got the qualifications?

To be a teacher you need a degree and a GCSE grade B or equivalent in Maths and English – and Science if you want to be a primary teacher. Before you can start teacher training you will need to take the professional skills tests as part of the application process, and ensure you have passed them before the start of the course.

2. Is your knowledge of the profession up-to-date?

If you haven't been in a classroom since you were at school, it's probably a good idea to start speaking to any teacher contacts you may have to find out how the curriculum may have changed and learn from their inside knowledge of the profession. You can also visit online communities to learn about new education policies and changes to the curriculum.

3. What age range do you want to teach?

There's primary, where you'll work with a specific age range of children from age 3–7 or 5–11, or secondary, where you'll teach 11–18 year olds. Getting some classroom experience will help you figure out which age range you'd like to teach.

4. What subject do you want to teach?

If you want to teach at secondary level, your degree should be relevant to the subject you want to teach. If you don't have that then you might have to complete a subject knowledge enhancement course.

5. What teacher training is available?

There are various types of teacher training courses, so you'll be sure to find one that suits your circumstances and personal preferences. Spend some time finding out about each of the different training options and choose the one that suits you best.

Source

Adapted from: <http://www.education.gov.uk/get-into-teaching/about-teaching/where-to-start>
[Accessed 26 May 2015]

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Kate, director of school horse operations

I am an independent contractor for a medium-sized riding stable. I graduated from college with a B.S. in architectural engineering and was working for a large construction firm near the stables where I now work. I knew soon after graduation that my career was absolutely not right for me and was looking for a place to ride to help me connect with something I had always loved to do. After much soul-searching, I decided to apply for the job at Fremont Hills and leave my career behind. I never thought it would last more than a year or two, but through this job, I have really been able to gain confidence in my ability to guide my own fate in a direction that feels right. I have been in this position for just over five years.

I direct the lesson program. My job entails designing and implementing all lesson programs, recruiting clients, teaching lessons, hiring instructors, running two summer camp programs, managing a herd of 12 to 20 school horses (which are owned by the stable manager), scheduling all clients, and book keeping. I also run other programs, including trail rides, a class through a local community college, local horse show, clinics, and barn events.

I love working with all of the amazing variety of people that I meet. I teach people aged 7 to 70. I love teaching and the process of exposing someone to horses who has never been around them before; watching students fall in love with it and improve in their riding is very rewarding. I like making my own schedule and the responsibility of running my own business; my income directly correlates to the effort that I put in.

Probably 75 per cent of my time is spent on tasks that I enjoy. Sometimes actually teaching the lessons can become tedious. I teach 75 to 100 people per week, and I hear myself teaching the same things over and over, which can become dull. I work hard to keep it interesting and new for my students and myself. I also wish I could eliminate the physical risk of working with horses. I am bound to get hurt and beat up sometimes. I often have stepped-on toes, bruises, pulled muscles, and cuts and scrapes, all from daily barn life.

This job is fascinating, meaningful to me (horses have always been a big part of my life), lucrative, provides me with strong relationships, and gives me a feeling of independence and control. I often feel that it lacks a level of intellectual challenge that I crave. I also feel that it lacks an element of growth potential; my role will not change much, no matter how long I stay in the business. I see myself involved in this job in the foreseeable future. I will seek new adventures and challenges in my life, but would love to keep this position on a long-term basis. I usually feel lucky. I am able to make a good living doing something I really enjoy on a flexible schedule.

Source

'Labors of Love' in *On the Page Magazine*, onthepage.org, Issue 11: Work.
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Reading

Read **Text A** and answer the following questions.

1. What is the purpose of this text?
- a. to persuade people to train as teachers
- b. to provide information for people who want to train as teachers
- c. to provide information for teachers
- d. to describe what it is like to be a teacher

This question tests your ability to use deduction skills to identify the purpose of a text.

2. In your own words, summarise **five** issues that people need to consider before applying to train as a teacher. Explain what advice the article gives to help overcome these issues.

*This is a summarising question. You must select information from the text and convey it in your own words. **Do not** just copy from the text.*

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This is a multiple choice question which asks you to choose the best fit meaning for a word or statement based on its use in this passage.

Read **Text B** and answer the following questions.

4. Explain what Kate enjoys about her work.

This question tests your ability to retrieve and summarise information from the text and convey it in your own words.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

5. Identify three drawbacks Kate mentions about her work.

This question tests your ability to retrieve information using deduction and inference skills.

1. _____

2. _____

3. _____

6. What does the sentence 'my income directly correlates to the effort that I put in' mean?

- a. She makes no effort and therefore makes no money. ☐
- b. No matter how much effort she puts in, she can't make any money. ☐
- c. The amount of money she makes depends on how much effort she puts in. ☐
- d. The amount of effort she puts in has no bearing on the amount of money she makes. ☐

This is a context question which asks you to identify the correct meaning of a word by reading and understanding the surrounding text.

Oracy

7. Individual presentation

Describe your 'dream career/job' to a group/class in detail and give reasons for wanting to pursue this career. Explain what the job entails, what training you will have to undertake, what skills you have/are yet to develop and how you will achieve this.

Time: 3-4 minutes

Decide on 'success criteria' for an individual presentation.

8. Group discussion

Choose ten different jobs and note them on post-it notes. (Teacher can choose if desired.)

In a nuclear disaster, only four of these people are allowed a space in the underground safe house which will mean survival. Discuss which people you would choose and why.

Group size: 3-4

Time: 15-20 minutes

Decide on 'success criteria' for group work.

Writing

9. "It is better to pursue a career which will offer you financial security and a good position in society, rather than doing a job you enjoy that doesn't pay as well."

Write an essay to explain the extent to which you agree with this view, giving clear reasons and examples. Write 500-600 words.

Plan carefully before writing.

10. Write a letter to your dream 'work experience' placement persuading them to allow you to spend a period of two weeks at their establishment. Write 500-600 words.

Plan carefully before writing.