Pedagogical Perspective
for Lifelong Lifewide Guidance

Daniela Frison
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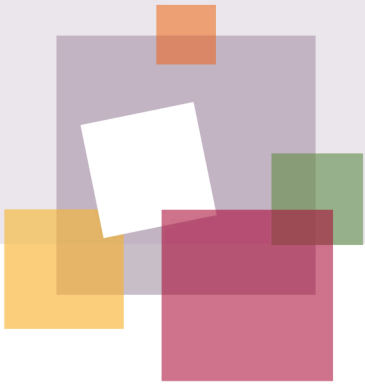
[edited by]

Teaching as a second career

Non-traditional pathways and professional development strategies for teachers



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Pedagogical **P**erspective
for **L**ifelong **L**ifewide **G**uidance

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Teaching as a second career

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Pensa MultiMedia

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Foreword

Giorgia Giovannetti
Head of EUniWell for the University of Florence

I am very happy that the book *Teaching as a second career. Non-traditional pathways and professional development strategies for teachers*, is being published, and that I have been asked to write a preface, since this book is an important output of the seed funding programme of the University Alliance EUniWEll- the Alliance for well-being. The University of Firenze is a founding member of the Alliance, led by Cologne, together with Birmingham, Leiden, Linneaus, Nantes and Semmelweis Universities (in the follow up period, the University of Leiden has left the alliance, but the universities of Konstanz, Inalco, Kiev National KNU, Murcia and Santiago de Compostela have joined).

The purpose of the seed funding projects was to enhance joint research amongst the members of the Alliance over the three years of the pilot project, triggering joint work between researchers, students, teachers, and administrative staff belonging to at least three EUniWell universities. All the financed seed funding projects are in line with EUniWell core mission and linked to the Research Arenas (health, social and individual wellbeing, environment and urbanity, teacher education); they mainly focus on how to enhance well-being within universities and society as a whole, some are more "research oriented", others are more intended to enhance networking amongst faculty and students.

Among the successful proposals for the third (out of five) EUniWell Seed

Funding Call, there was *SecWell,* proposed by the Universities of Florence, Birmingham, and Cologne and focused on *Second-Career Teachers Well-being*.

The question addressed in the project and therefore in the book, which is an output of the project, is complex: the authors explore the topic of "lateral entry" to the teaching profession in order to identify the differences in the education and training needs, as well as the challenges faced by second-career teachers (SCTs). They are deeply concerned about the importance, often not recognized at the government level, of teacher education and especially the shortage of teachers at different school levels and about the peculiarities of the "latecomers" (Second-Career Teachers). As a first step, the authors decided to map the existing situation in order to gain the necessary information (also on heterogeneity) as well as being able to propose "informed" policies. The first task was then to assemble and organize the evidence. The international literature and reports highlight teacher shortage as a serious problem around the world but data are difficult to get, so the standard approach is confined to recognising the increasing scale of the phenomenon of *Second-Career Teachers.* These are in general workers who embrace the teaching profession after spending time in previous careers outside of education. Despite the recognition of the significant contribution of Second-Career Teachers to the educational systems, considering their motivation and their skill set, very little is known about their career transition and how Higher Education Institutions can support them, both at the university level – during their initial education concerning professional development – as well as at the school level – during the induction phase. SecWell investigates the transition to teacher education in depth and fills a gap in the existing literature. The authors performed 54 semi-structured interviews to both students and in-service teachers in Germany, Italy and UK (where the situation of entry in the profession, training, etc. is different). The universities of Florence, Birmingham, and Cologne were involved in the 54 studies, firstly in the exploration of the phenomenon and of related factors in the choice of teaching as a second career, and secondly in the design of support strategies that Higher Education Institutions can address to Second-Career student teachers and in-service Second-Career Teachers to support their well-being during the career change and transition.

Despite the different regulations and the variability of programmes to access the teaching profession, Second-Career Teachers emerge in all Countries as non-traditional students who access the pathway to achieve the qualifications required to become a teacher late in their life with an important background in terms of knowledge and skills acquired outside the educational sector and a high level of awareness about the contribution to the educational system. However, the Second-Career Teachers face many challenges related to the work-life-study balance, and due to a lack of recognition of their previously acquired competencies. Furthermore, the challenges and the skills required are likely to be different from those of students starting their careers as teachers. They are also likely to be different in different fields and subjects (also the needs are different, since some subjects are lacking teachers while in others there is an excess supply, but "changes" are difficult to implement because of the specificities of most subjects).

Based on the findings and results of the 54 "case studies", SecWell can support Second-Career Teachers pathways for other partners (as well as other Universities in Europe and elsewhere) and provide important inputs for the design of training and solve mismatch problems.

I believe that an important contribution of this volume is that authors are guided by knowledge yet have no prejudices: they "use" results from the semi-structured interviews to draw conclusions.

In closing, this is an important book where the concern about the past transition to a new job as a teacher is also a project for the future and for the young generations.

Introduction

Daniela Frison (University of Florence)
Donna J. Dawkins (University of Birmingham)
André Bresges (University of Cologne)

This volume is the result of a one-year research project entitled *SecWell – Second Career Teachers Well-being: toward non-traditional professional development strategies.*

SecWell was funded by the EUniWell Seed Funding Programme, which aimed to promote collaborative projects initiated by researchers, students, teachers and administrative staff belonging to the EUniWell Universities Alliance. A consortium of three Universities who are members of the alliance (Florence, Birmingham and Cologne) conducted the research involving university students and school teachers starting in May 2022 and ending in April 2023.

The topic of teacher shortages and the phenomenon of Second-Career Teachers was identified by the applicant research team as a relevant topic within the Teacher Education field, characterised by variability and country-based dimensions worthy of exploration and analysis. Exploratory document analysis and literature overview guided the research team in the definition of the proposal to the Seed Funding Programme with the aim of identifying the extent of the phenomenon of Second-Career Teachers in the partner countries and identifying possible strategies to support those students who decide to access the teaching profession later in life.

The research team involved colleagues belonging to the partner universities (Giovanna Del Gobbo, University of Florence and Daniel Kramp,

University of Cologne) and junior researchers actively involved in implementing the empirical phase of the research project (Chiara Funari, University of Florence, Paul Schultheiss, University of Cologne, and Ruth Till, University of Birmingham).

The research process will be presented in the next sections of the book.

Part 1 presents an overview of the phenomenon of teacher shortages and Second-Career Teachers in the partner countries. The first chapter reports the relevant literature related to the factors of choice of teaching as a second career and motivational factors toward the teaching profession after a previous background outside of education. The second chapter provides a specific focus on regulations, reports and documents to identify the current state of the art about Second-Career Teachers and lateral entry programmes in England, Germany, and Italy.

Part 2 presents the research design, the sample definition and the data collection process. In line with a qualitative approach, the data analysis and a focus on findings in England, Germany and Italy follow with a presentation of code groups and codes emerging from the qualitative data analysis of interviews conducted with a convenience sample of in-service Second-Career Teachers and Second-Career Teacher students. The research team decided to present the findings with reference to the three countries involved, reporting a descriptive analysis of code frequency and illustrative verbatim quotes.

Furthermore, a chapter is devoted to SecWell as an example of international research cooperation, identifying factors which facilitated this collaboration and challenges that were met to bring the project to a successful conclusion at the individual, institutional, and national levels across partner universities.

A final chapter is devoted to proposals and strategies to facilitate the career change toward the teaching profession, based on the discussion of the preliminary results with students and SCTs. They have often a high motivation to change careers, but false assumptions, skills gap and administrative hurdles have a serious impact on their well-being. Chapter 3 discusses possible strategies to address these issues.

As a final comment in this introduction, we may trust that such exploratory research could be of interest to policymakers, higher education

institutions, and in general institutions responsible for initial teacher education and those providing professional development opportunities for teachers. We intend to shine a light on the phenomenon of teaching as a second career, identifying possible benefits SCTs can bring to school systems, and possible strategies to support their career change and retention in the profession.

Part I*

* Part 1 updates and enlarges the paper Frison, D., Del Gobbo, G., Bresges, A., & Dawkins, D. J. (2023). Second-Career Teachers: First reflections on non-traditional pathways toward the teaching profession. *Formazione & insegnamento, 21*(1), 210–218. https://doi.org/10.7346/-fei-XXI-01-23_26

I.1
Teacher shortage and Second-Career Teachers: a growing phenomenon

Daniela Frison

1. Teacher shortage and Second-Career Teachers: an overview

The teaching profession is widely recognised for its crucial role in the education and learning of new generations. The ability of teachers and schools to rapidly switch from face-to-face to distance learning during the Covid-19 pandemic has further highlighted how teachers are central in ensuring the provision to students of all ages and school levels with equal access to learning.

Despite the significance of the teachers' role, many countries are facing teacher shortages and problems in recruiting the required number of qualified teachers. To deal with this challenge, most of the European and International school systems are exploring solutions to ensure a high quality of education with qualified teachers equipped with the skills necessary to support the students of the 21st century.

As the report *Teaching Careers in Europe: Access, Progression and Support* highlights, challenges related to the shortage of teachers are mentioned by more than half of European education systems (European Commission/EACEA/Eurydice, 2018). They have to deal with problems in terms of balancing teacher supply and demand, with teacher shortages for some subject areas and oversupply for others. Specific subjects, such as science, technology, engineering and mathematics, and foreign languages

are particularly affected by shortages, as well as specific geographical areas characterised by remoteness, socioeconomic disadvantage, high costs of living, or conflictive social environment (European Commission/EACEA/Eurydice, 2018, 2021). At the same time, other subjects and geographical areas suffer from oversupply, meaning there are too many qualified teachers in relation to the available posts. Other countries and regions suffer simultaneously both teacher shortages and oversupply in different curriculum areas (e.g., Germany, Greece, Spain, Italy, Lithuania, Liechtenstein, and Montenegro) (European Commission/EACEA/Eurydice, 2018).

The field of Teacher Education is also affected by an ageing teacher population, problems of teacher retention, and challenges related to Initial Teacher Education (ITE) enrolment and student retention as well (European Commission/EACEA/Eurydice, 2018; McInerney, Ganotice, King, Marsh, & Morin, 2015).

Despite these challenges and the urgency of mitigating their impact on the school system quality, the path toward tenure-track employment as a fully qualified teacher remains a lengthy and rigid process (European Commission/EACEA/Eurydice, 2018, 2021).

To deal with this common and complex scenario, many countries are looking at developing lateral entry programmes, defined also in terms of Alternative Certification Programmes (ACPs) to access the teaching profession by providing wider access to pathways to obtain teaching qualifications (Ruitenburg, & Tigchelaar, 2021). Alternative pathways refer to "education and/or training programmes that have been introduced alongside regular ITE programmes as an alternative entry point to a teaching qualification. Compared to mainstream ITE, these programmes are usually characterised by a high degree of flexibility, a shorter duration and being partly or entirely employment-based" (European Commission/EACEA/Eurydice, 2021, p. 72). Across Europe, 18 education systems report the introduction of alternative pathways to teaching qualification to respond to the shortage of teachers, especially in the STEM area (Hazzan, Heyd-Metzuyanim, Even-Zahav, Tal, & Dori, 2018; Shwartz & Dori, 2020). Their common purpose is to attract high-quality graduates and/or professionals from shortage subjects as well as those who have established careers in sectors outside of education and decide to embrace the teaching profession later in their working

life (European Commission/EACEA/Eurydice, 2021; Ingersoll, Merrill, & May, 2014).

It is an established fact that, typically, individuals enter the teaching profession after successfully completing a well-established pathway of academic qualification. In this most common pathway, people are referred to as First-Career Teachers (FCTs). On the other hand, those who seek an alternative fast-track programme are often so-called Second-Career Teachers (SCTs): non-teaching professionals joining the classrooms after spending time in different career backgrounds (Castro & Bauml, 2009) and after working within a prior profession often unrelated to education (Hunter-Johnson, 2015). In their study, Paniagua and S'anchez-Martín (2018) highlight the growing importance of second-career teachers and refer to the Teaching and Learning International Survey (TALIS) which shows that 24 out of 34 OECD countries appear to have teachers with two to ten years of experience outside teaching.

Nevertheless, many countries do not have alternative pathways into the teaching profession despite having a shortage of teachers (European Commission/EACEA/Eurydice, 2021).

Furthermore, as underlined by Darling-Hammond (2001) there are several factors that contribute to a significant number of teachers leaving the teaching profession within the first three years of teaching, such as limited training and education to address the demands within the learning environment, poor salary, lack of mentoring, sink-or-swim mentality, and administrative workload.

That is why the literature on the teaching profession addressed the three main phases of "teacher life": Initial Teacher Education and related programmes, first year(s) of teaching and induction programmes, the teacher career and continuous professional development programmes. Concerning these three main phases, SCTs are almost always not considered separately (Ruitenburg & Tigchelaar, 2021). Furthermore, there is limited recent research on SCTs' professional development, perspectives related to their career transition, and the identification of factors for choosing teaching as a second career (Nielsen, 2016). Despite researchers agreeing that intrinsic motivational factors predominate and are related to specific reasons such as burnout syndrome, as well as the benefits of a new job and more free time

(Berger & D'Ascoli, 2012; Chambers, 2002), there is a gap in the literature as most studies either focused on the United States, United Kingdom or Australia (Hunter-Johnson, 2015).

Studies on motivation to teach and factors of choice identify intrinsic and extrinsic motivational factors. The first includes family-friendly working conditions, job security, and flexibility (Richardson & Watt, 2006). The desire to make a change for future generations and to pursue meaningful work are also mentioned by SCTs. Extended holidays and free time, and the status of the teaching profession are identified in the literature as extrinsic motivational factors (Hobson, et al., 2004).

The literature distinguishes factors influencing the decision to make a career change into teaching among personal and social ones. Social factors are related to an unplanned life change, the impossibility of finding a suitable position in the first career, or the displacement from their previous career (Anthony & Ord, 2008; Raggi & Troman, 2008). A career change can be pushed also by the economic scenario and the provision of retirement and healthcare benefits in the teaching profession (Bunn & Wake, 2015). Among the personal factors, the literature mentions the self-perception of teaching ability or having had positive teaching experiences in other contexts (Watt & Richardson, 2007).

Other inputs, offered by the international literature, focus on skills learned by SCTs during their previous career (Lee, 2011). These studies underline that the reliance on previously acquired skills is important for teachers' self-esteem, especially during the induction phase and the first years of teaching (Anthony & Ord, 2008).

Despite these studies, little is known about SCTs' initial education and induction experiences, and when studies focused on SCTs are provided, they are limited to the countries that offer alternative pathways for SCTs (Skilbeck & Connell, 2004). Therefore, the extent of the phenomenon is not clearly defined in countries where lateral entry or fast-track programmes are not provided, and further research is needed also to clarify factors of choice of teaching as a second career and the value of support strategies in countries where lateral entry is undertaken.

2. The SecWell project: from factors of choice of teaching as a second career toward the definition of non-traditional professional development strategies

Aiming to explore the phenomenon of SCTs, the *SecWell Project - Second Career Teachers Well-being: toward non-traditional professional development strategies* has been proposed by the University of Florence, Birmingham, and Cologne and funded by the Seed Funding Call 3 launched by the *EUniWell - European University of Well-being Universities Alliance*[1].

SecWell intended to define the state of the art on the topic of lateral entry to the teaching profession focusing on frameworks and strategies of alternative pathways or fast-track programmes that involved "non-traditional" students such as adult students that start or complete an Initial Teacher Education programme later in life after previous academic background and/or careers or working students that access ITE during their first career.

SecWell focuses on the partner countries - England, Germany, and Italy – where ITE and access to the teaching profession are based on different regulations and programmes. As shown by the next chapter, in England different routes are available for entering teacher training and a range of support strategies for future teachers is provided (see next contribution by D. J. Dawkins). In Germany, a wide variability in approaches will be explained, due to the federal structure of German teacher education, with some states having educational systems based on teaching provided by teachers without specific qualifications and without support measures (see next contribution by A. Bresges and D. Kramp). In Italy, where lateral entry programmes do not exist, no specific support strategies are in place for second-career teachers

1 EUniWell is one of 44 European Alliances selected for funding by the European Commission under the ERASMUS+ programme in 2020. EUniWell is formed by the eleven universities of Birmingham (UK), Cologne (Germany), Florence (Italy), Inalco (France), Konstanz (Germany), Linnaeus (Sweden), Murcia (Spain), Nantes (France), Santiago de Compostela (Spain), Semmelweis (Hungary), and Taras Shevchenko National University of Kyiv (Ukraine) (https://www.euniwell.eu/about/our-alliance). The EUniWell Seed Funding Programme - that supported SecWell - aims to promote collaborative, grassroots projects initiated by researchers, students, teachers and administrative staff from our universities (https://www.euniwell.eu/what-we-offer/seed-funding-programme).

who participate in Initial Teacher Education programmes and there is no distinction between first-career and second-career teachers either during their training programme nor during the induction phase in schools (see next contribution by G. Del Gobbo).

Under this scenario, SecWell aimed to explore motivations and factors of choice of the changing career involving a sample of English, German, and Italian SCTs and students who shared their experience as in-service or future SCTs helping the research team to identify key dimensions of their transition experience. In particular, SecWell intended to identify possible training and support needs of SCTs based on challenges faced in the career change process. The purpose of SecWell was also to figure out strategies and actions addressed to SCTs and non-traditional students to offer during the ITE and the induction phase.

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I.2
Second-Career Teachers and lateral entry programmes: the state of the art in England, Germany, and Italy*

André Bresges, Donna J. Dawkins, Giovanna Del Gobbo, Daniel Kramp

1. Second-Career Teachers: the state of the art in England

Teacher training for teachers in England is set out in the Initial Teacher Training (ITT) *Criteria and Supporting Advice* guidance and *The Early Career Framework* as a 3-year postgraduate programme. It comprises a one-year (FTE) initial teacher training programme leading to Qualified Teacher Status (QTS), followed by a two-year induction programme underpinned by the *Early Career Framework* (ECF) (Department for Education, 2019).

Prior to commencing postgraduate ITT all candidates must hold an undergraduate degree awarded by a higher education provider or a recognised equivalent qualification. Some undergraduate degree courses have the award of QTS integrated into their degree pathway. The aim of this criterion is to ensure the graduate status of teaching, so that candidates demonstrate the level of knowledge, understanding and transferable intellectual skills asso-

* The study has been elaborated jointly by the Authors within the project *SecWell - Second Career Teachers Well-being: toward nontraditional professional development strategies*: paragraph 1 Second-Career Teachers: the state of the art in England by D. J. Dawkins, Paragraph 2 Second-Career Teachers: the state of the art in Germany by A. Bresges, D. Kramp, Paragraph 3 Second-Career Teachers: the state of the art in Italy by G. Del Gobbo.

ciated with graduate status. Legislation does not specify that teachers must have a degree in a particular subject or discipline to teach a subject or phase as long as they meet all of the Teachers' Standards, including those that relate to subject and curriculum knowledge, by the end of their training. Of the 500,800 teachers (headcount) in service in 2019/20 (most recent data publicly available), almost all (477,700, 95%) were qualified to degree, Bachelor of Education, PGCE or higher (Department for Education, 2021a). QTS status is not available from this data set.

Candidates must also show a standard equivalent to grade C/4 or above in the GCSE examinations in English and mathematics for both primary and secondary teacher training. For primary ITT there is an additional requirement of a grade C/4 or above in a GCSE science subject examination. These academic conditions must be met by all candidates training to teach, including career changers. They can be evidenced by academic awards or suitable equivalency testing.

Pathways into teaching

There are several routes into teacher training in England - via Higher Education Institutions such as universities; school-centered initial teacher training programs (SCITTs), or School Direct or Salaried School Direct routes. From the outset, providers are expected to take account of prior experiences relevant to teaching. For candidates with extensive prior classroom experiences such as those working as unqualified teachers or teaching assistants there is the opportunity to obtain QTS through an Assessment-Only route to QTS whilst employed in school. On this pathway trainees will need to show how they meet the training requirements for ITT already (e.g. have a degree or equivalent and other academic qualifications, meet the Teacher Standards and have gained experience in at least two schools).

Unqualified vs qualified teachers

There is a requirement for all teachers in state funded schools to hold QTS. However, academies and independent (fee-paying) schools can employ teaching staff who they believe to be suitably qualified without the au-

tomatic requirement for them to have qualified teacher status. This flexibility is intended to enable schools to hire specialists, particularly in shortage subjects, who have not worked in schools before. By its nature, it is very likely to include career-changers. There are no formal requirements for training these individuals on the job, rather it is up to the individual schools and Academy Trusts to ensure their suitability to teach and to provide appropriate support and training which may or may not include a route to QTS. Recognising the specialist nature of the roles, SEN (Special Educational Needs) Coordinators and designated teachers for looked-after children are required to have QTS whatever the setting and all teachers in special academies also need QTS.

Overall, approximately 3% of teachers, as measured by the Full Time Equivalent number of teachers, did not possess QTS in the 2022-23 Census. The majority of unqualified teachers were teaching in the secondary sector. Approximately 3% (1,649) had a non-UK teaching qualification in 2022-23 census (most recent data publicly available).

Mature vs Second Career teachers

Careers changers are not defined as a separate category in census data for initial teacher training in England, so it is not possible to identify those students who fit precisely in this category. Mature students are categorized as 25 or over and it is likely that many of these mature students fit our criteria as second-career teachers as a subset of the mature student category. Numbers of mature students entering ITT by all routes have been declining slowly from 50 % in 19/20 to 48% of the total in 21/22 (latest publicly available data). The majority of the teacher workforce in England is aged between 30-49 (Department for Education, 2022).

As noted in the earlier sections, there are a number of standard entry requirements for candidates entering initial teacher training, including those coming from previous careers. England's approach to recognizing alternative prior experiences and needs is to offer a range of support, both professional and practical, during ITT and into the induction period rather than alternative pathways.

Additional Support to Second-Career Teachers in England

Financial support at the point of recruitment is a major lever used to support recruitment into teaching in England. Other approaches include structured, ongoing teacher development activities particularly for early and mid-career teachers. The type of support available varies with an individual's circumstances, previous education and the phase and subject in which they intend to teach. Some of these are particular to career changers but most are generic and available to all trainee teachers regardless of prior experience. A range of financial incentives have been trialed to support recruitment and retention in teaching, particularly in shortage subject areas. These have included incentives for completion a number of years in teaching, entry into the profession after completion of teacher training, as well as bursaries to support study during teaching training programmes. A recent comprehensive systematic review of the most promising interventions to support teacher recruitment and retention indicated that the link between financial incentives and successful recruitment and retention in the profession is far from causally related and its success varies with gender, subject and the type of school and societal context in which teachers will ultimately be employed (See, et al. 2020).

Bursaries related to teacher supply modelling

Training bursaries are a tax-free financial incentive to attract high-quality graduates into the teaching profession. Bursaries are available for a range of shortage subject areas and the bursary amount varies according to the subject which they train to teach rather than the subject of their degree or academic qualification. The amount of bursary paid also varies based on the grade of their highest academic qualification. The subjects eligible for bursaries and the amount paid are reviewed annually based on predicted teacher supply in subjects and sufficiency. Bursaries are non-repayable.

In England, there are no contracted requirements to enter the teacher profession tied to the payment of bursaries, instead candidates are asked to demonstrate intent to enter the profession on commencing initial teacher education programmes. Whilst bursaries are available to all candidates meet-

ing the criteria, having access to a bursary may act as an enabler for individuals changing careers, thereby providing the opportunity to access funded training.

Financial support related to personal circumstances

Individuals who have children, caring responsibilities or disabilities are entitled to a range of grants to support their learning and facilitate their engagement in teacher training. These are non-repayable and in addition to any other bursary entitlement, tuition fee or maintenance loans they may be eligible for (Department for Education, 2023).

Teacher Pay

In order to attract more entrants to the teaching professions the government in England has committed to deliver £30,000 starting salaries for teachers by 2024. In 2023-24 teacher starting salaries are expected to be 2% lower than 2010 real term salaries. This pay uplift is intended to make teaching a more attractive graduate entry profession and will be implemented for all phases and subjects. Some recent research suggests that targeted pay supplementation for shortage subjects e.g. MFL and STEM subjects might be more impactful in supporting retention in subjects where graduates have the potential to earn more outside teaching e.g. those with degrees in Maths or Physics (Sims, & Benhenda, 2022).

ITT Subject Knowledge Enhancement (SKE)

In England, legislation does not specify that teachers must have a degree in a particular subject or discipline in order to train to teach a particular subject. However, the Teachers' Standards specify the level of subject knowledge required for the award of QTS in the phase and subject in which they are trained. All trainee teachers must meet the Teachers' Standards by the time they complete their initial training programme.

For those individuals who would benefit from developing their subject knowledge prior to starting an ITT course for example if they have a differ-

ent but related degree to the subject they want to teach; if they have studied the subject at A level but not degree level; if they have an unrelated degree but relevant professional knowledge in the subject; studied for a languages degree but need a second language at an acceptable level for teaching in schools; if they have a degree in the subject but have not used their degree knowledge for many years then there is the option for accredited providers of teacher training to recommend, as a condition of starting teacher training, completion of a subject knowledge enhancement course ranging from 8-28 weeks in duration, depending on need. These SKE courses are funded by the DfE and provide a bursary to support engagement and accessibility. There are conditions attached to offering an SKE for providers and offering these places is subject to auditing.

The availability of the type and range of SKE courses is reviewed on an annual basis and provision is linked to predictions on supply in shortage subjects and sufficiency. For example, in the academic year 22/23, SKE funding is available in nine secondary subjects: mathematics (including primary mathematics), physics, chemistry, computing, biology, languages, English, design and technology and religious education, as well as Primary maths specialists (Department for Education, 2021b).

Early career support

All trainee teachers are entitled to a minimum reduction in teaching and training timetable compared to main scale teachers in their school. Guidance is set out in the Initial Teacher Training (ITT) Criteria and Supporting Advice for salaried/school/ HEI ITT programmes. Teaching timetable reductions of 10 % in Y1 post QTS and 5% in Y2 are mandated via the Early Career Framework induction requirements to support early career teacher development and retention. All teachers are given extra support during their first two years in teaching though Early Career Framework CPD opportunities. These CPD opportunities are supported by expert mentoring in school.

Targeted professions

To support teacher recruitment there are a small number of targeted initiatives for individuals previously engaged in other careers. These pathways are exclusively focused on recruitment into teacher shortage areas, for example STEM subjects and languages. Some provide a pathway to degree level and then into teacher training whereas others provide supplementary support to those holding degrees in related but not directly applicable subjects e.g. Engineers Teach Physics. The newly launched Engineers Teach Physics programme provides supplementary subject knowledge enhancement and specific networking opportunities for graduate engineers. These graduates may come directly from engineering studies or from prior employment. There is no enhancement to the physics bursary for these trainees. It is not yet clear whether these recruits are in addition to engineers that would have been recruited onto the standard physics ITT pathways.

Some learned societies e.g. Royal Society of Chemistry and the Institute of Physics support recruitment into Chemistry and Physics teaching by offering additional professional development opportunities and an enhanced bursary by providing scholarships for a limited number of high-quality candidates entering Chemistry and Physics ITT pathways.

Recognizing the transferable skills that come from military service there is a training bursary under the initiative "Troops to Teachers" worth £40,000 available to undergraduate veterans who have left full-time employment from the British Army, Royal Air Force and Royal Navy. The bursary is available to undergraduate trainees who enrol on an eligible ITT course that leads to QTS in biology, physics, chemistry, computing, secondary mathematics, or languages (including ancient languages), and is paid for the final two years of the course, with £20,000 payable in each year. They must have left employment in the military no more than 5 years before the start of their course. These courses are administered through local providers e.g. HEIs.

For service personnel who do not already have a degree there are a range of learning opportunities, including apprenticeships up to level 7, which can support individuals to achieve the degree level requirement needed to embark on ITT.

Targeted support for career changers

Since 2017, the Department for Education (along with other benefactors) have funded a charitable organization called Now Teach which is directly aimed at supporting career changers into teaching. The two-year programme complements all initial teacher training routes and supports career changers into their first year as an Early Career Teacher (ECT). The organisation provides advice in applying for teacher training and then 1-1 career change support, events with education experts, and a networked community of career changers. Importantly, this brings together people starting out in teaching as a second career. Participation is fully funded and voluntary (opt in). The cohort represents a small but growing proportion of career changers entering teaching (cohort = 168 in 2021).

Given the significant and ongoing challenges for recruitment into teacher training with a predicted shortfall of approximately 20% for 23-24, poor retention in the profession and the impacts on schools and pupils it is timely to consider the experiences and needs of second career teachers as an additional pool of high-quality graduates into the teaching profession.

2. Second-Career Teachers: the state of the art in Germany

German state governments are responding to the lack of qualified teachers by recruiting lateral entrants and substitute teachers. Due to the federal structure of German teacher education and organization, it is hard to find a common description of the different states' strategies. The German Teachers Union (GEW) has compiled a comparison of the programmes (https://www.gew.de/aktuelles/detailseite/schwieriger-weg). The following overview is derived from this source.

The state of Hessen relies almost exclusively on substitute teachers. They work immediately in the school service without the corresponding training, usually on a temporary basis and without accompanying measures.

In Berlin, about 1,000 people are employed as "teachers without full teaching qualifications". Examples include travel agents who work as geography teachers, or people who have not completed their teaching degree.

In most states, many teachers are qualified for the teaching profession

through *lateral* and *cross-entry programmes*. In the case of lateral entry, the preparatory service is completed despite the absence of a teaching degree, and the corresponding teaching qualification is then acquired through the state examination. The prerequisite, however, is that the student must have completed a course of study in a subject from which two teaching subjects can be derived. The lateral entry also requires a degree – but in contrast to the lateral entry, these people teach immediately at the school. Educational and subject-related didactic content is completed while working, and in some cases the preparatory service is also completed parallel to teaching.

However, this distinction is not observed in the designation of the federal states for their respective programmes. In Berlin, the education administration now refers to teachers without a full teaching qualification as "lateral entrants" (Eicker-Wolf, 2020).

Since 2016, there has been a sizeable increase in the number of lateral entrants; the rate rose from 8.4 to 13.3%, according to data from the Standing Conference of the Ministers of Education and Cultural Affairs (KMK). The differences between the federal states are sizeable. In Bavaria, for example, the proportion of lateral entrants in 2020 was just 0.4%, while in Berlin more than one in two new teachers (60%) had no undergraduate teacher training in the same period. In 2018, more than 1,000 lateral entrants were hired in each of Berlin, Saxony and North Rhine-Westphalia, and nearly 500 in Lower Saxony (Eicker-Wolf, 2020).

As a rule, the prerequisite for lateral entry at general education schools is a university degree (master's, diploma, magister). During the training phase, there are reduced hours, which means that the full number of compulsory hours do not have to be taught. In addition, it is usually possible to reduce working hours to a certain extent in exchange for a corresponding loss of salary. However, that is where the similarities end – the programmes in the four states with the most lateral entrants already vary widely.

In Saxony, teachers from outside the profession begin with a three-month introductory training programme. The practical school training lasts twelve months. The situation is different in Berlin: if a subject has to be made up here, a part-time "study programme" takes place in the study centre of the Senate Administration StEPS before the traineeship. This is not a university course, but an in-service training course.

North Rhine-Westphalia[1] offers two programmes: the first is in accordance with the regulations for in-service training of lateral entrants and the state examination (OBAS); the second is the pedagogical introduction. The prerequisite for this lateral entry is a non-teaching-related university degree and the educational ability in two subjects that can be derived from this. This must be followed by at least two years of professional activity or at least two years of childcare.

The so-called *Pedagogical Introduction* is intended for all general education schools, including elementary schools. The prerequisite is a university degree or a degree from a university of applied sciences. The qualification to be acquired through the *Pedagogical Introduction* is the teaching permit for one subject (without acquiring the teaching qualification). It is divided into a two- to three-month orientation phase and a nine-month intensive phase.

In Lower Saxony, the programme for teachers who do not have an undergraduate degree is called "direct lateral entry". Here, too, a Master's degree is required. The academic training must be assigned to at least one teaching subject as a teaching qualification subject (Standing Conference of the Ministers of Education and Cultural Affairs, 2019). For the second teaching qualification subject, subject-related content must be proven at least by partial examination. According to Laura Pooth, president of the GEW in Lower Saxony, the programme is far from attractive in her state, with half of the participants dropping out again.

A closer look: Secondary Careers in the Teaching Profession in Germany

In order to take a closer look at lateral entry in Germany, the rules, re-

1 In the 2020/2021 school year, 178.749 teachers worked at general education schools in North Rhine-Westphalia. The University of Cologne trains around 13.000 students for the teaching profession in this federal state. Nevertheless, it is estimated that only one-third of the demand for teachers in STEM subjects can be met by 2025 (https://www.uni-heidelberg.de/md/journal/2015/04/mint_lehrerbedarf_studie_gesamt.pdf and own graduate figures). Lateral entry into the teaching profession in North Rhine-Westphalia is clearly regulated by the regulations for the in-service training of lateral entrants and the state examination (https://www.schulministerium.nrw.de/BP/LEOTexte/Erlasse/OBAS.pdf)

quirements and documents of lateral entry in the German state of North Rhine-Westphalia are considered. Alongside Bavaria, North Rhine-Westphalia is Germany's most populous state. In the 2020/2021 school year, 178,749 teachers worked at general education schools in North Rhine-Westphalia. The EuniWell University of Cologne trains around 13,000 students for the teaching profession in this federal state.

According to the KMK's forecast, the number of pupils is expected to increase by an additional 1 million pupils until 2035. Especially in the West German states and the city states, the number of pupils is expected to rise by 10.2% and 11.7% respectively. Refugee children and young people who are admitted to schools from Ukraine are not included in the model calculation now (Standing Conference of the Ministers of Education and Cultural Affairs, 2022). At the same time, there are not enough trained teachers. According to Education Minister Dorothee Feller, 79,000 teachers will be needed in North Rhine-Westphalia over the next ten years. It is expected that only 75,400 undergraduate teachers will be available during this period (Anders, 2022). According to a study by the Deutsche Telekom Foundation, STEM subjects are most affected by the shortage of teachers, especially the subjects Technology, Computer Science and Physics are most affected by this problem (Klemm, 2020). That's why SCTs are the main focus. The last resolution of the KMK dated 17.03.2023 states:

"The states are enhancing opportunities for students to switch from a subject-specific or artistic degree programme to teacher training programmes and are implementing special measures to recruit individuals from other fields of study or with different academic degrees as so-called lateral or alternative entries into the teaching profession. [...] The states are providing appropriate qualification for these lateral or alternative entrants. The goal is to make them fully capable teacher" (Standing Conference of the Ministers of Education and Cultural Affairs, 2023).

Therefore, the percentage of SCT recruits is expected to continue to increase in the coming years (Standing Conference of the Ministers of Education and Cultural Affairs, 2023).

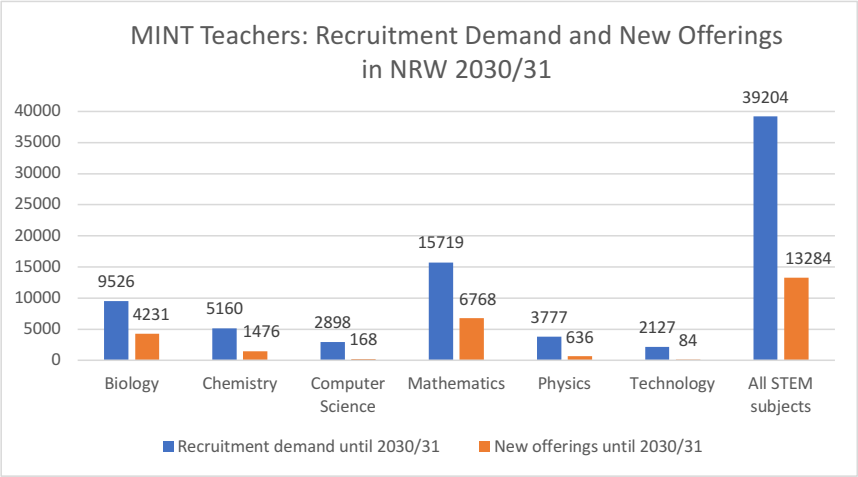

Table 1. MINT Teachers: Recruitment Demand and New Offerings in NRW 2030/31. Source: https://www.telekom-stiftung.de/sites/default/files/mint-lehrkraeftebedarf-2020-ergebnisbericht.pdf

Lateral entry into the teaching profession in North Rhine-Westphalia is clearly regulated by the regulations for the in-service training of lateral entrants and the state examination (Ordnung zur berufsbegleitenden Ausbildung von Seiteneinsteigerinnen und Seiteneinsteigern und der Staatsprufung - OBAS https://www.schulministerium.nrw.de/BP/LEO-Texte/Erlasse/OBAS.pdf). Interested applicants are informed and advertised by a brochure of the Ministry of Education of North-Rhine Westphalia (2016). As noted above in the Overview by the GEW, applications are open to persons:

1. who can provide evidence of a non-teaching degree from a university, art college, college of music or the German Sport University in Cologne or a university of applied sciences (master's degree), which is based on a standard period of study of at least seven semesters (§ 2 Para. 1 No. 1 of the regulations for the in-service training of lateral entrants and the state examination (OBAS) and which permits employment in the advertised subjects;
2. who can demonstrate at least two years of professional activity or at

least two years of caring for a minor child after completing their university degree programme;
3. who possess the German language skills required for teaching and educational work.

There is no age restriction. The training takes place on the basis of an employment relationship with the state of North Rhine-Westphalia as a teacher in a tariff employment relationship within the framework of a training relationship under public law. The brochure advises applicants carefully about the tasks that await them:

> Significant for the teaching profession is the enjoyment of pedagogical work with children and adolescents or young adults. At the same time, lateral entrants must stimulate and expertly accompany educational processes in the subjects or professional specialties they represent in order to achieve learning progress and knowledge growth for the students. To do this, they need comprehensive knowledge in their subject areas and must want to pass this on with enthusiasm. At the same time, they are interested in the developments in their field and are willing to take part in further training in order to keep their teaching up-to-date and relevant to life at all times (Ministry for schools and education of the state of North Rhine-Westphalia, 2022, p. 5).

To avoid false assumptions, the brochure notes: "Lateral entrants must be aware that schools in North Rhine-Westphalia are increasingly developing into all-day schools. One third of all schools are now all-day. This has an impact on the tasks and attendance times of teachers in schools" (Ministry for schools and education of the state of North Rhine-Westphalia, 2022, p. 5). Applicants apply directly at a school with an open position. This is different from the standard practice for university graduates with a teacher degree, which apply directly at the county government and are appointed to a centre for Teacher Education in Schools, as regulated by the *Ordnung für den Vorbereitungsdienst und die Prüfung (OVP).*

By contrast, lateral entry candidates work to support their school, from the beginning, with 22 hours teaching per week. This is remarkably different

from university graduates with a teacher degree, who usually teach around 10 hours per week.

Training of Second Career Teachers On-the Job in North Rhine Westphalia

Training takes place in the two subjects for which the lateral entrant has been hired and which have been specified in the hiring process. The subjects of the training must be listed in the *Teacher Access Ordinance* (Lehramtszugangsverordnung, LZV) for the respective teaching post and must be taught at the hiring school (Ministry of Interior North Rhine-Westphalia, 2016).

Teaching in subjects of voluntary work groups that are not subjects in the curricula of the respective type of school does not satisfy the requirements for an in-service preparatory service. For each subject, at least one trained teacher must already be teaching at the school as a training teacher and be prepared to take on the task of training support in the classroom under supervision.

The teaching of additional subjects should be avoided during training. The principal is responsible for the training at the school and the head of the *Center for Practical Teacher Training* (ZfsL) is responsible for the training at the ZfsL. Together with the teacher-in-training, the *Center for Practical Teacher Training* (ZfsL) develops a standard- and competence-oriented training plan related to the fields of action in the school. For this purpose, a training planning meeting takes place within the first six weeks of the in-service teacher training under the direction of the ZfsL, in which representatives of the school-based training participate. The starting point for the discussion is a lesson planned and carried out by the teacher in training in each subject at the training school. The interview serves to take stock of existing practical and subject-related competencies and to agree on an individual training plan. The result of the interview is documented by the teacher-in-training. The agreements are continuously updated during the training.

The teacher-in-training is responsible for building up the necessary academic competencies. Instructors of the ZfsL conduct weekly training events. They visit the teacher-in-training in their classroom and provide professional support in the development of competencies in all areas of activity. They support the professionalisation process through interdisciplinary training

events in which the teachers-in-training learn together. Training events are also held for the subjects.

They receive advisory support from trainers, and they are entitled to at least 20 consultations (visits to the classroom and other areas of activity of the teacher-in-training and consultations following training services received). The consultations explicitly refer to all fields of action of the respective school form. In addition to teaching, these activities include, for example: break-time supervision; accompanying school trips or school excursions; supporting individual students in conflict situations; and parent meetings and conferences. Teachers in training are advised by the trainers of the ZfsL, who lead their professional and interdisciplinary training.

Furthermore, in the first stage of training, teachers-in-training take a 40-hour course in educational sciences, taking into account their relation to the subjects of the training. The course concludes with an examination consisting of a colloquium lasting 60 minutes. The examination considers the level of education in school practice, especially in the subjects. This examination can be repeated once within three months if the candidate fails. Passing the examination in educational science is a prerequisite for continuing the in-service training and for admission to the state examination. The state examination is identical to the examination of trainee teachers at the end of the preparatory service (it currently consists of two written plans for the two practical teaching examinations and two practical teaching examinations, and a colloquium).

The identity of the requirements for state examination is remarkable because, unlike trainee teachers, lateral entrants work full-time during their training period. For participating in the training provided by the *Center for Practical Teacher Training*, the teachers-in-training at all of the above-mentioned types of schools receive an average of six credit hours on their teaching obligations during the entire training period, facing an extraordinarily high workload which adds to the fact that many of the seasoned workers struggle with the adaption to work with adolescents instead of adults. As a result of this, the trainer concedes that his influence on the lateral entry candidate was limited. Quote: “most of them struggle to survive in classroom, and only look forward to get the added workload of being supervised by the trainers behind them”.

3. Second-Career Teachers: the state of the art in Italy

The Eurydice's 2021 report on *Teachers in Europe. Careers, Development and Well-being* shows that both shortages and oversupply seem to co-exist in many Countries and Italy is among them, together with Spain, Greece, Lithuania, Portugal, Liechtenstein, Montenegro and Serbia. These countries present an uneven distribution of teachers across subjects and geographical areas.

Furthermore, Italy has to face the phenomenon of an ageing teacher population. In 2017, Eurostat data showed that in primary and secondary schools more than half of teachers were 50 years old or over and 18 % of teachers were over 60 years old. This means that Italy will have to renew about one out of two members of its teaching workforce over the next decade or so (European Commission/EACEA/Eurydice, 2021). The issue of ageing teachers in Italy could be defined as "historical". In a 2001 OECD Report, Italy was the country with the highest number of older teachers, a "primacy" intertwined with another characteristic of the Italian system, a strong prevalence of female teachers (OECD, 2001; Siniscalco, 2002).

Ageing and gender, shortage and oversupply represent some aspects characterizing the population of Italian teachers, with potential critical effects on the educational system. Multiple factors can be responsible for this scenario. For example, the prevalence of temporary employment is a structural problem in the school sector in Italy. The path to achieving permanent employment and fully qualified status is laborious and time-consuming. This forces younger people to look elsewhere, falling back on other jobs whilst waiting to be employed by schools, contributing to the problem of an older workforce. According to OECD data, there are more than 200,000 temporary teachers in Italy. That is why the *National Recovery and Resilience Plan* includes an action aimed at stabilizing and hiring temporary teachers. Therefore, with action 2.1 "teacher recruitment system", the Plan aims to establish a new recruitment model, starting from the revision of the Initial Teacher Education and of the whole career. The aim is to bring about a significant improvement in the quality of the country's education system, closely linked to an increase in the professionalism of the school staff. This will be ensured through teacher training and the simplification of current public competi-

tion procedures. For this reform, the EU Commission has set the goal of recruiting 70,000 teachers by 2024, using the new method. The new recruitment methods have already been defined in Decree Law 73 of 2021, while as regards the initial teacher education, the National regulations are not yet totally defined.

3.1 *A glance at initial training and recruitment methods*

A brief description of Initial Teacher Education (ITE) and recruitment methods in Italy is provided below. Up until the 1990s, the ITE process of I and II grade secondary school teachers did not require any specific path for teaching and was almost exclusively addressed to the acquisition of specific disciplinary knowledge. This knowledge was verified on admission to the role through a national qualifying competition based on written and oral tests. With Law 341/1990 (Reform of university didactic systems), Specialization Schools (SSIS) were established (art. 4) as well as ones focused on the training of secondary school teachers. The law emphasized the centrality of educational disciplines to teaching and the need to link to disciplinary knowledge in teachers. The requirement to professionalise teaching is underlined by the mandatory nature of the didactic internship.

Although the standards were established in 1990, the SSIS came into effect in the academic year 1999-2000 and, with their nine cycles, are, to date, the longest-lasting training experience for secondary school teachers in Italy. The curricular and organizational structure has been drawn from an original model from which subsequent experiences have never been completely detached (Anceschi & Scaglioni, 2010; Balduzzi & Vannini, 2008; Margiotta, 2003). In 2008, the SSIS experience was concluded and was followed by an absence of any path directing the training of secondary school teachers. This gap in training lasted two years. In the academic year 2011-2012, the Active Training Internship (TFA) was established in the Ministerial Decree 249/210. The TFA remained operational until 2015-2016.

Legislative Decree 59/2017 defines the current path for ITE and recruitment for secondary school teachers in Italy. The qualification required for future secondary education teachers was both a master's degree and 24 cred-

its in pedagogical disciplines (PF24). The requirement to gain 24 credits in pedagogical, psychological and anthropological subjects (PF24) also marked a discontinuity in the professional training of teachers, which in Italy has always been consecutive, i.e., with specific paths after graduation. In fact, the legislation made it possible to acquire the PF24 in conjunction with regular graduate studies. This way, aspiring teachers could earn a master's degree and 24 credits for access to teaching, even if not fully "qualified". These aspiring teachers are included in a list exclusively for fixed-term positions. In Italy, candidate lists are used in addition to competitive examinations. After the competition, candidates with the highest scores are appointed to permanent positions. Aspiring teachers who succeed in the competition but are not recruited are placed on other candidate lists that are set at the provincial level and include prospective teachers who hold a teaching qualification. These candidates are usually employed on contracts of variable duration within the limit of 50% of vacant teaching posts annually available or on short-term contracts by schools. All teachers in permanent positions are appointed to their posts by the education authority. Schools can call on suitable candidates from the candidate list only to fulfill unmet vacancies and only for fixed-term contracts (Eurydice, 2018).

This is the training necessary to acquire the criteria to access the competition to enter the profession permanently.

Candidates who succeed in the competition join a school and begin the induction. During the induction phase, National regulations require peer support in schools, provided by qualified teachers (tutors) and school heads. Teacher self-evaluation, classroom observation, and an interview with the evaluation committee are mandatory for appraisal at the end of the probationary period, at the end of induction.

A further form of entry to school teaching is completed by reference to another list of teaching candidates, made up of graduates who have no other specific training, but are willing to fill vacant teaching positions. This list is explained by the definition of "making available" (MAD – Messa A Disposizione) and anyone with a master's degree can be included[2]. Given the

2 A private platform for professionals (https://www.voglioinsegnare.it/messa-a-disposizione/stati-

shortage of teaching staff, many people teach for long periods, without specific training and coming from different careers, not always related to the teaching or educational field.

To date, a reform is now underway to increase the requirement to 60 credits (instead of 24). A qualifying university pathway of ITE (corresponding to 60 university credits) with a final exam will be necessary to apply to an annual national public competition. Once you "become" a teacher, a one-year in-service probatory period with a final test and final evaluation will be part of the induction phase. As for the PF24, the qualifying training course can be carried out after graduation, or during the study pathway, in addition to a master's programme related to the teaching subject area. An internship period in schools is foreseen. The final test will include a simulated lesson, to verify teaching ability in addition to knowledge of the disciplinary contents. The training course will be organised and managed by universities in cooperation with Regional Offices of the Ministry of Education (https://www.miur.gov.it).

3.2 *What about lateral entry to the teaching profession?*

The path to becoming a teacher is complex and variable with reference to the career development. In Italy, there are probably many "non-traditional" paths of transition from a previous career to that of teacher. Furthermore, teachers may carry out other jobs in parallel or as alternative careers during years of precariousness.

Despite this scenario, in Italy, the phenomenon of lateral entry to the teacher profession is not formally (or explicitly) considered, so far. Many studies, both at an international and Italian level, are focused on the individual characteristics of those who choose the teaching profession, but re-

stiche) notes that young graduates or graduates between the ages of 24 and 39, who were excluded from updating the graduation and competitions, are the majority. The case of candidates over 40 (25.5%) and 50 (8.44%) is significant, which include freelancers looking for new opportunities.

search aimed at describing non-traditional forms of entry into the school sector are sparse (Argentin, 2018; Cavalli & Argentin, 2010; Romano, et al., 2021). At the same time, there are no targeted and specific paths to guarantee the quality of ITE for those who decide, after previous careers, to pursue teaching.

The ITE process is the same for both first- and second-career teachers. Even after entering school, there are no differences in access to continuous professional development offered. Continuing education is also the same for all entrants and it must also be considered that in Italy, the in-school offerings for continuous professional development depends on the individual school. The school institution decides *if* and *how* to provide professional support, but with no differences or particular provision for "lateral entry teachers".

However, various indicators –described here - suggest that Italy is also affected by the phenomenon of lateral entry to the profession. This is expected to grow over the next few years due to an economic crisis in a range of employment sectors and in the face of critical issues in meeting the demand for teachers.

If we consider, for example, the data related to the participants in the 2020 selection aimed at recruiting teaching staff for upper secondary school, 430,585 applications were submitted for 33,000 places (64% women, 36% men). Clearly the process of entry is competitive and oversubscribed. Most were younger candidates (30.4% of applicants up to 30 years of age, equal to 131,040 applications), 24.1% aged between 41 and 50 (103,804) while the 6.2% were over 50 (26,884). Just three out of 10 candidates were over 40 (https://www.miur.gov.it/concorso-ordinario-scuola-secondaria). One interpretation assumes that many of the candidates already have teaching experience as substitute teachers, but it may also be that many candidates have done other jobs before deciding to attempt entry into teaching.

Teaching was cited as the first-choice career for 65% of teachers in Italy and for 67% in OECD countries. In terms of why they joined the profession, at least 79% of teachers in Italy cite the opportunity to influence children's development or contribute to society as a major motivation (TALIS, 2018), even if for many of them teaching is a second choice.

In this scenario, the research area of the SecWell project aims to better

understand the relation between professionalisation paths with motivations and factors of choice to become teachers. This exploration is particularly interesting for Italy, where lateral entry programmes are not provided and where, as above mentioned, the phenomenon of lateral entry and teaching as a second career has not be considered, so far, neither from a quantitative dimension (we have no data about how many SCTs are teaching in Italy) nor from a "scientific" point of view (no studies on this phenomenon have been produced to date).

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Part II

II.1
SecWell: an exploratory study on teaching as a second career

Daniela Frison

1. Overview: research design, sample, and data collection

The *SecWell Project – Second-Career Teachers Well-being: toward non-traditional professional development strategies* intended to define the state of the art on the topic of lateral entry to the teaching profession focusing on frameworks and strategies of alternative pathways or fast-track programmes with a specific focus on the partner countries (England, Germany, and Italy). The purpose was to identify programmes and strategies that can be offered by Higher Education institutions in the field of initial teacher education, for second-career teacher students, and the professional development of second-career teachers.

Specifically, the research questions were formulated as follows: to what extent did the phenomenon of SCTs occur within the SecWell countries (England, Germany, and Italy)? What are the main factors of choice and motivations in selecting teaching as a second career? What strategies could support future SCTs and in-service SCTs well-being during the Initial Teacher Education as well as the induction phase?

The research design started with the above-mentioned literature overview and documental analysis based on regulations and reports referred to the partner countries as well as the reference to teaching careers in Europe concerning access, progression, and support (European Commission/-

EACEA/Eurydice, 2018) to define the state of the art of educational research on the topic of "lateral entry" to the teaching profession (see Part 1) (Frison et al., 2023). As previously underlined, despite some research regarding SCTs, most international literature addresses first-career teachers, and conceptual or empirical studies on SCTs are limited to the countries that offer alternative programmes to access teaching (Skilbeck & Connell, 2004). Therefore, the scale of the second-career teachers' phenomenon is not particularly easy to define. Based on this research gap on SCTs, a qualitative design has been considered appropriate in order to study an emerging topic that has been little explored so far.

After the literature overview and documental analysis, semi-structured interviews with in-service SCTs and second-career teacher students characterised the further phase of the research.

The research group followed a semi-structured interview guide, identifying questions relevant and suitable for the purpose of our study. An interview protocol was defined to gain an in-depth understanding of the issues of interest, taking into account the following dimensions, defined according with the literature overview:

- Factors of choice of teaching as a second career
- Personal motivations
- Background that SCTs perceived as valuable in the teaching field
- Transition and professional identity
- Perceived advantages and disadvantages in the teaching field as an SCT and second-career teacher student
- Support strategies experienced during the Initial Teacher Education and the induction phase
- Proposals of strategies to support in-service SCTs and second-career teacher students during the Initial Teacher Education and the induction phase.

Data gathering procedures

The research team identified a convenience sample of in-service SCTs and second-career teacher students that are non-traditional students intending to approach teaching as a second career.

Interviews were addressed to non-traditional students (Italy and England), students involved in lateral entry programmes (Germany), and in-service second-career teachers (all countries involved), identified via a snowball sample technique, one of the most popular methods of sampling in qualitative research. Due to the undefined scale of the phenomenon, above all in Italy, where alternative pathways to access teaching are not provided, the snowball sample technique allowed the researchers to start with a small number of initial contacts (seeds), who fit the defined criteria (SCTs) and are invited, firstly, to be interviewed, and secondly, to recommend other SCTs who potentially might also be willing to take part in the research (Parker, Scott, & Geddes, 2019). The same procedure was followed to reach in-service SCTs and second-career teacher students per country.

The research group guaranteed the anonymity of all participants, and all interviews were conducted between September 2022 and February 2023. All informants were asked for permission to digitally record the interviews for transcription.

The 54 recorded interviews were transcribed verbatim and prepared for computer-assisted analysis.

The characteristics of the informants

27 students and 27 SCTs (England: Students=8, SCTs=6; Germany: Students=11, SCTs=10; Italy: Students=9, SCTs=11) were involved in the study (table 1).

Country	SCTs	Students	Total
England	6	8	14
Germany	10	11	21
Italy	11	8	19
	27	27	54

Table 1. Interviewed SCTs and Students by Country

In England, the convenience sample of in-service SCTs was identified through informal professional contacts and an invitation to participate in interviews. These SCTs taught in a variety of secondary schools and across a range of subjects.

The convenience sample of second-career teacher students was identified by opting-in from one cohort of trainee secondary teachers across a range of subjects (academic year 2022-23) at the University of Birmingham.

Concerning Germany, the convenience sample of in-service SCTs was identified by connecting to the Centers for in-service Teacher Training (ZfsL). In addition, existing professional networks were used to identify in-service SCTs. This helped reach a variety of schools, but led to a dominance of certain subjects, e.g. Music. The convenience sample of non-traditional students was identified in existing teacher training courses of the University of Cologne.

Concerning Italy, the convenience sample of in-service SCTs was identified based on informal contacts of researchers with SCTs, from within previous research or educational projects. As expected by the snowballing procedure, they recommended other SCTs teaching a variety of subjects and belonging to different schools of the Tuscany region. The convenience sample of non-traditional students was identified within the Master's Programme in *Adult Education, Lifelong Learning and Pedagogical Sciences*, at the University of Florence. The study programme trains experts in teaching and learning processes and secondary school teachers in Philosophy, Psychology, and Educational Sciences. Bachelor graduates from other humanistic fields have access to the Master's Programme to acquire ECTSs valuable for the teaching sector.

As reported in table 2, the majority of interviewees, both SCTs (20/27) and students (15/27), were women. SCTs ranged in age from 30 to 65 with an average age between 42 (in England) and 48 (in Italy) as highlighted by table 3. Students ranged in age from 23 to 47 with an average age between 32 (in England) and 38.5 (in Italy) (table 3).

Country	SCTs F	SCTs M	Total		Students F	Students M	Total
England	5	1	6		3	5	8
Germany	7	3	10		6	5	11
Italy	8	3	11		6	2	8
	20	7	27		15	12	27

Table 2. Gender distribution by Country

Country	SCTs (mean)	SCTs Min	SCTs Max		Students (mean)	Students Min	Students Max
England	41.8	35	51		32.25	23	43
Germany	48.1	31	62		36	24	60
Italy	48	30	65		38.5	33	47

Table 3. Age distribution by Country

Interesting data referred to the number of years spent in the first career, or total in other careers, before entering the teaching sector, as in-service SCTs or students. The average number of years in previous careers is 15.3 in Germany (max. 35), and 12.8 in Italy (max. 36). In contrast, for England, the values are lower, with an average of 6.5 years in other careers before commencing teacher training (max. 16).

The number of years in previous careers is lower for students in England and Germany (see Table 4).

The values remain high for Italian students with an average number of years in the first career of 12.9 (maximum 26).

Country	SCTs (mean)	SCTs Min	SCTs Max		Students (mean)	Students Min	Students Max
England	6.5	2	16		7.9	2	16
Germany	15.3	7	35		7.5	3	16
Italy	12.8	2	36		12.9	5	26

Table 4. Number of years in the first career by Country

Country	SCTs Yes	SCTs No		Students Yes	Students No
England	3	3		6	2
Germany	6	4		5	6
Italy	7	4		8	0
	16	11		18	8

Table 5. SCTs and Students with previous experiences related to education

Concerning Italy, where lateral entry programmes are not offered, the status of "working" or non-traditional students was common among in-service SCTs during their study pathway toward the teaching profession (see Table 6).

Relating to the specific Italian situation and due to regulations concerning the national context to access the teaching profession with a tenure track, tables 7 and 8 referred to the SCTs and the number of years they worked with a tenure track (table 7) and the number of years they spent in school untenured (table 8). Precisely, they work an average of 5.9 years as temporary teachers with no guarantee they will have a permanent position, with a maximum of temporary contracts of 15 years.

SCTs status during ITE (Italy)	
Working students	9
Traditional students	2

Table 6. SCTs status during their Initial Teacher Education phase (only Italy)

SCTs – Number of years tenured			
	mean	Min	Max
Italy	3.9	1	14

Table 7. Number of years tenured (only Italy)

SCTs – Number of years untenured			
	mean	Min	Max
Italy	5.9	1	15

Table 8. Number of years untenured (only Italy)

Data analysis

Concerning the 54 interviewees, we used qualitative data analysis to analyse the transcribed interviews using the research software Atlas.ti. First, three authors (one per country) read all transcripts and marked the key passages in the home language, related to SCTs and students.

Secondly, texts translated into English were uploaded into the software

as primary documents (PDocs) made up of 3 different Projects (England, Germany, Italy) and two Document Groups per project (Students and SCTs), which included PDocs, quotations, codes, and code groups. The coding process followed the assignment of codes to the texts and then the aggregation of codes in code groups. Table 9 shows the 14 code groups that embrace the 110 codes and 1115 quotations.

Code groups	Codes (all countries)	Quotations (all countries)
SCTs Background/Background toward SCTs	15	175
Motivations	8	124
Factors of choice	9	123
Advantages as an SCT/Advantages as a future SCT	8	100
Support strategies in the induction phase	8	88
Barriers in accessing the teaching profession	9	83
Skills gap as an SCT/Skills gap as a future SCT	8	79
Proposals	9	77
Disadvantages as a SCT/Disadvantages as a future SCT	6	64
Professional identity	7	50
Support strategies during the ITE	8	47
Crucial events	4	46
Differences between non-traditional students and students	7	32
Transition	4	27

Table 9. Findings from the coding process of PDocs: code groups, codes per code groups, and quotations by all countries

Table 10 shows the most relevant codes which compromise 60% of the total number of quotations.

Codes (all countries)	Quotations (all countries)	Code groups
Relational-communication skills	34	SCT Background/Background toward SCT
Awareness about skills gap	31	Skills gap as an SCT/Skills gap as a future SCT
First career closer to the teaching sector	29	Factors of choice
Experiences out of the school context	28	SCT Background/Background toward SCT
Job dissatisfaction	28	Factors of choice
Desire for transmission of experience to young people	25	Motivations
Meeting relevant people	22	Crucial events
Excessive workload (potential burnout)	21	Disadvantages as an SCT/Disadvantages as a future SCT
Family and friends	21	Motivations
Lack of support	20	Support strategies in the induction phase
Link with the world of work	20	Advantages as an SCT/Advantages as a future SCT
Work-life balance	20	Advantages as an SCT/Advantages as a future SCT
Support by the mentor during the induction phase	20	Support strategies in the induction phase

Table 10. Most relevant codes

Below is a general narrative description of the 14 code groups identified through the PDocs coding process. Code group tables show how many data quotations are associated with each code within the identified code group. Each table shows the most relevant codes that explain at least 60% of quotations related to the code group. Code groups and related tables are presented in order of relevance.

Code group: SCTs Background/Background toward SCTs. The most relevant code group refers to knowledge, skills, and experience that in-service

SCTs or second-career teacher students recognise as a key background skill related to their previous career and also valuable as a teacher. Relational and communication skills are the most commonly highlighted by both SCTs and students, across all countries involved.

Code group: SCTs Background/Background toward SCTs														
Codes	Totals		England SCTs		England Students		Germany SCTs		Germany Students		Italy SCTs		Italy Students	
	Q.	Q. %	Q.	Q. %	Q.	Q. %	Q.	Q. %	Q.	Q. %	Q.	Q. %	Q.	Q. %
Relational-communication skills	34	19.43%	6	17.65%	5	14.71%	5	14.71%	7	20.59%	5	14.71%	6	17.65%
Experiences out of the school context	28	16.00%	3	10.71%	3	10.71%	7	25.00%	6	21.43%	8	28.57%	1	3.57%
Organisational-managerial skills	19	10.86%	3	15.79%	4	21.05%	3	15.79%	3	15.79%	5	26.32%	1	5.26%
Previous experiences related to the teaching sector	14	8.00%	0	0.00%	1	7.14%	1	7.14%	7	50.00%	1	7.14%	4	28.57%
Awareness about the importance of continuous professional development	11	6.29%	2	18.18%	0	0.00%	1	9.09%	0	0.00%	6	54.55%	2	18.18%
Digital skills	11	6.29%	3	27.27%	1	9.09%	2	18.18%	3	27.27%	2	18.18%	0	0.00%
Experiences abroad	11	6.29%	0	0.00%	1	9.09%	3	27.27%	3	27.27%	3	27.27%	1	9.09%
Benefit for the school	10	5.71%	0	0.00%	0	0.00%	4	40.00%	2	20.00%	4	40.00%	0	0.00%
Team working skills	10	5.71%	1	10.00%	2	20.00%	0	0.00%	2	20.00%	2	20.00%	3	30.00%
Acquisition of a working method	9	5.14%	0	0.00%	1	11.11%	1	11.11%	4	44.44%	1	11.11%	2	22.22%

Table 11. Code group: SCTs Background/Background toward SCT

Code group: Motivations. This code group refers in general to the motivation to teach and distinguishes intrinsic motivation toward the teaching profession from factors of choice (see next code group). As Hunter-Johnson (2015) underlines, intrinsic motivational factors can be related to civic duties and responsibilities, personal influence, passion to teach, work-life balance and desire to be a change agent. The codes aggregated into the code group "motivations" refers to these factors.

Code group: Motivations														
Codes	Totals		England SCTs		England Students		Germany SCTs		Germany Students		Italy SCTs		Italy Students	
	Q.	Q. %	Q.	Q. %	Q.	Q. %	Q.	Q. %	Q.	Q. %	Q.	Q. %	Q.	Q. %
Desire for transmission of experience to young people	25	20.16%	2	8.00%	3	12.00%	6	24.00%	7	28.00%	4	16.00%	3	12.00%
Family and friends	21	16.94%	4	19.05%	3	14.29%	6	28.57%	2	9.52%	5	23.81%	1	4.76%
Passion for subject discipline	16	12.90%	1	6.25%	2	12.50%	6	37.50%	5	31.25%	0	0.00%	2	12.50%
Achievement of a goal	15	12.10%	1	6.67%	1	6.67%	5	33.33%	4	26.67%	2	13.33%	2	13.33%
Vocation	15	12.10%	0	0.00%	2	13.33%	5	33.33%	4	26.67%	2	13.33%	2	13.33%

Table 12. Code group: Motivations

Code group: Factors of choice. This code group is specifically devoted to the definition of factors influencing the decision to make a career change into teaching. The literature underlines that the decision can be influenced by social and personal factors. Social factors include a changing economy, changing location or losing one's job (Bauer, Thomas, & Sim, 2017; Raggi & Troman, 2008). Personal factors include, among other aspects, job dissatisfaction, looking for a challenge, and looking for a work-life balance

(Bauer, Thomas, & Sim, 2017). The code group comprises factors specifically identified by interviewees as strongly encouraging or influencing their "career jump".

Code group: Factors of choice														
Codes	Totals		England SCTs		England Students		Germany SCTs		Germany Students		Italy SCTs		Italy Students	
	Q.	Q. %	Q.	Q. %	Q.	Q. %	Q.	Q. %	Q.	Q. %	Q.	Q. %	Q.	Q. %
First career closer to the teaching sector	29	23.58%	0	0.00%	5	17.24%	7	24.14%	8	27.59%	2	6.90%	7	24.14%
Job dissatisfaction	28	22.76%	3	10.71%	5	17.86%	7	25.00%	8	28.57%	5	17.86%	0	0.00%
Family balance/ management (caring for children/ elderly parents)	17	13.82%	5	29.41%	2	11.76%	4	23.53%	2	11.76%	2	11.76%	2	11.76%
Economic stability	16	13.01%	1	6.25%	1	6.25%	5	31.25%	5	31.25%	3	18.75%	1	6.25%

Table 13. Code group: Factors of choice

Code group: Advantages as an SCT/Advantages as a Future SCT. This code group refers to advantages perceived by in-service SCTs or second-career teacher students related to their status as second-career teachers and compared with their previous careers. The most mentioned advantage concerns the *link with the world of work* perceived as a benefit based on previous contacts with the labour market and the factors of the world of work developed during the previous career. A second relevant code is related to *work-life balance*, that is also one of the factors of choice identified by the interviewees as factors influencing the transition to teaching.

Code group: Advantages as an SCT/Advantages as a Future SCT														
Codes	Totals		England SCTs		England Students		Germany SCTs		Germany Students		Italy SCTs		Italy Students	
	Q.	Q. %	Q.	Q. %	Q.	Q. %	Q.	Q. %	Q.	Q. %	Q.	Q. %	Q.	Q. %
Link with the world of work	20	20.00%	5	25.00%	2	10.00%	4	20.00%	5	25.00%	4	20.00%	0	0.00%
Work-life balance	20	20.00%	3	15.00%	1	5.00%	7	35.00%	1	5.00%	5	25.00%	3	15.00%
Theory-practice connection	16	16.00%	0	0.00%	2	12.50%	7	43.75%	3	18.75%	2	12.50%	2	12.50%
Autonomy	14	14.00%	3	21.43%	0	0.00%	5	35.71%	0	0.00%	3	21.43%	3	21.43%

Table 14. Code group: Advantages as an SCT/Advantages as a Future SCT

Code-group: Support strategies during the induction phase. This code group aggregates codes referring to experiences and situations perceived as supportive during the induction phase (post initial teacher education). The most relevant code refers to the support and help received from more experienced colleagues. The *lack of support strategies* appears as the second most relevant code together with *support by a mentor* with a reference to a person devoted to guiding the newly hired teacher in the school setting.

Code group: Support strategies in the induction phase														
Codes	Totals		England SCTs		England Students		Germany SCTs		Germany Students		Italy SCTs		Italy Students	
	Q.	Q. %	Q.	Q. %	Q.	Q. %	Q.	Q. %	Q.	Q. %	Q.	Q. %	Q.	Q. %
Support from more experienced colleagues	27	30.68%	5	18.52%	1	3.70%	4	14.81%	4	14.81%	11	40.74%	2	7.41%
Lack of support	20	22.73%	3	15.00%	1	5.00%	6	30.00%	1	5.00%	6	30.00%	3	15.00%
Support by a mentor during the induction phase	20	22.73%	3	15.00%	5	25.00%	4	20.00%	0	0.00%	6	30.00%	2	10.00%

Table 15. Code group: Support strategies in the induction phase

Code group: Barriers to accessing the teaching profession. This code group aggregates codes related to the barriers perceived in the transition phase to accessing the teaching profession. SCTs underline, as explained by the most relevant code, that career change is not supported by a recognition of prior experiences and required a challenging management of study-work-life balance particularly in the training phase.

Code group: Barriers to accessing the teaching profession														
Codes	Totals		England SCTs		England Students		German SCTs		German Students		Italy SCTs		Italy Students	
	Q.	Q. %	Q.	Q. %	Q.	Q. %	Q.	Q. %	Q.	Q. %	Q.	Q. %	Q.	Q. %
Limited/no recognition of prior experiences	18	21.43%	2	11.11%	0	0.00%	1	5.56%	6	33.33%	4	22.22%	5	27.78%
Difficult management of study-work-life balance	17	20.24%	0	0.00%	0	0.00%	3	17.65%	4	23.53%	3	17.65%	7	41.18%
Doubts about self-efficacy	10	11.90%	1	10.00%	0	0.00%	0	0.00%	1	10.00%	3	30.00%	5	50.00%
Management of bureaucratic aspects	10	11.90%	1	10.00%	0	0.00%	1	10.00%	4	40.00%	3	30.00%	1	10.00%

Table 16. Code group: Barriers in accessing the teaching profession

Code group: Skills gap as an SCT/Skills gap as future SCT. This code group refers to the skills gap perceived by in-service SCTs and students future SCTs compared to first career teachers.

Code group: Skills gap as an SCT/Skills gap as a future SCT														
Codes	Totals		England SCTs		England Students		Germany SCTs		Germany Students		Italy SCTs		Italy Students	
	Q.	Q. %	Q.	Q. %	Q.	Q. %	Q.	Q. %	Q.	Q. %	Q.	Q. %	Q.	Q. %
Awareness about skills gap	31	39.24%	5	16.13%	7	22.58%	6	19.35%	6	19.35%	6	19.35%	1	3.23%

Didactics skills gap	17	21.52%	0	0.00%	0	0.00%	5	29.41%	4	23.53%	5	29.41%	3	17.65%
Pedagogical skills gap	13	16.46%	1	7.69%	0	0.00%	5	38.46%	3	23.08%	4	30.77%	0	0.00%

Table 17. Code group: Skills gap as an SCT/Skills gap as a future SCT

Code group: Proposals. Based on difficulties and challenges faced during the career change process, SCTs and students propose a range of strategies to support the transition and to facilitate access to the teaching profession. These strategies are summarised by the code group *proposals* that mentions above all facilities requested for a better study-work-life management during the preparation phase. These include courses and activities addressed to non-traditional students future SCTs, university guidance for future SCTs, and online courses for non-attending students.

Code group: Proposals														
Codes	Totals (all countries)		England SCTs		England Students		German SCTs		German Students		Italy SCTs		Italy Students	
	Q.	Q. %	Q.	Q. %	Q.	Q. %	Q.	Q. %	Q.	Q. %	Q.	Q. %	Q.	Q. %
Internship focus on secondary school	18	23.38%	3	16.67%	1	5.56%	1	5.56%	4	22.22%	4	22.22%	5	27.78%
Courses and activities addressed to non-traditional students future SCTs	16	20.78%	0	0.00%	0	0.00%	2	12.50%	5	31.25%	4	25.00%	5	31.25%
University guidance for future SCTs	12	15.58%	1	8.33%	1	8.33%	1	8.33%	1	8.33%	6	50.00%	2	16.67%
Online courses for non-attending students	10	12.99%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	4	40.00%	6	60.00%
Recognition of prior knowledge acquired in formal education not related to teaching	7	9.09%	0	0.00%	1	14.29%	3	42.86%	1	14.29%	1	14.29%	1	14.29%

Table 18. Code group: Proposals

Code group: Disadvantages as an SCT/Disadvantages as a future SCT. The code group refers to disadvantages perceived by in-service SCTs or second-career teacher students related to their status of second-career teachers and compared with first career ones and with their previous career. The most frequently mentioned disadvantages concern an *excessive workload* in terms of potential burnout and a lower salary compared to the previous career.

Code group: Disadvantages as an SCT/Disadvantages as a future SCT														
Codes	**Totals**		**England SCTs**		**England Students**		**Germany SCTs**		**Germany Students**		**Italy SCTs**		**Italy Students**	
	Q.	Q. %	Q.	Q. %	Q.	Q. %	Q.	Q. %	Q.	Q. %	Q.	Q. %	Q.	Q. %
Excessive workload (potential burnout)	21	32.81%	4	19.05%	0	0.00%	6	28.57%	3	14.29%	6	28.57%	2	9.52%
Lower salary	11	17.19%	3	27.27%	1	9.09%	1	9.09%	2	18.18%	2	18.18%	2	18.18%
No disadvantages	11	17.19%	2	18.18%	0	0.00%	0	0.00%	3	27.27%	4	36.36%	2	18.18%
Bureaucracy management at school	9	14.06%	1	11.11%	0	0.00%	5	55.56%	3	33.33%	0	0.00%	0	0.00%

Table 19. Code group Disadvantages as an SCT/Disadvantages as a future SCT

Code group: Professional identity. According with Shwartz and Dori (2020), we explored also the construct of SCTs' professional identity, to investigate the process of becoming a career changer both in attending Initial Teacher Education and in accessing the school system. Literature focused generally on first-career teachers and underlines that the professional identity of pre-service teachers relates to several factors, such as commitment, knowledge, beliefs, values, emotional well-being, and vulnerability as Lasky (2005) identifies. Within the sample of SCTs, the most relevant code refers to the *responsibility in the new role* related to the awareness about the relevance of the new role for students and for the community (see also the codes

design of an educational community and *being a teacher who supports diversity,* both related to beliefs and values associated to the role of the teacher).

Code group: Professional identity														
	Totals		England SCTs		England Students		German SCTs		German Students		Italy SCTs		Italy Students	
Codes	Q.	Q. %	Q.	Q. %	Q.	Q. %	Q.	Q. %	Q.	Q. %	Q.	Q. %	Q.	Q. %
Responsibility in the new role	14	28.00%	2	14.29%	1	7.14%	3	21.43%	6	42.86%	1	7.14%	1	7.14%
Being a teacher who supports diversity	10	20.00%	1	10.00%	2	20.00%	1	10.00%	3	30.00%	0	0.00%	3	30.00%
Design of an educational community	9	18.00%	2	22.22%	0	0.00%	1	11.11%	0	0.00%	4	44.44%	2	22.22%

Table 20. Code group: Professional Identity

Code group: Support strategies during ITE. This code group aggregates codes referring to experiences and situations perceived as supportive during the Initial Teacher Education phase. The most relevant code refers to the crucial role played by a mentor in term of guidance in the teaching sector. The code group refers as well to the lack of support strategies, when mentioned by interviewees, for example with reference to specific university courses focused on secondary school (for Italy and Germany).

Code group: Support strategies during the ITE														
Codes	Totals		England SCTs		England Students		Germany SCTs		Germany Students		Italy SCTs		Italy Students	
	Q.	Q. %	Q.	Q. %	Q.	Q. %	Q.	Q. %	Q.	Q. %	Q.	Q. %	Q.	Q. %
Guidance by the mentor	12	25.53%	1	8.33%	5	41.67%	2	16.67%	0	0.00%	2	16.67%	2	16.67%

Lack of university courses focused on secondary school	12	25.53%	0	0.00%	0	0.00%	1	8.33%	6	50.00%	0	0.00%	5	41.67%
Support from the other student	8	17.02%	0	0.00%	4	50.00%	1	12.50%	0	0.00%	0	0.00%	3	37.50%

Table 21. Code group: Support strategies during the ITE

Code group: Crucial events. This code group aggregates codes referred to crucial events perceived by SCTs and second-career teacher students as "push events" to change career and access the teaching sector and the school system, such as *meeting relevant people* or facing job challenges during the *Covid-19* pandemic.

Code group: Crucial events														
Codes	Totals		England SCTs		England Students		German SCTs		German Students		Italy SCTs		Italy Students	
	Q.	Q. %	Q.	Q. %	Q.	Q. %	Q.	Q. %	Q.	Q. %	Q.	Q. %	Q.	Q. %
Meeting relevant people	22	47.83%	3	13.64%	7	31.82%	2	9.09%	5	22.73%	1	4.55%	4	18.18%
Covid-19	13	28.26%	0	0.00%	5	38.46%	2	15.38%	1	7.69%	2	15.38%	3	23.08%
Lack of job	8	17.39%	0	0.00%	1	12.50%	2	25.00%	3	37.50%	2	25.00%	0	0.00%

Table 22. Code group: Crucial events

Code group: Difference between non-traditional students and students. This code group refers to perceived differences between in-service SCTs or second-career teacher students compared to students or teachers who had not previously pursued an alternative career prior to teaching. German and English students recognized that prior employment had helped them be more prepared for teaching as a career compared to non-SC teachers and students, by preparing them for a teacher's workload and having pre-existing skills. These were not acknowledged as differences between second-career teacher students and teachers compared to traditional students in Italy.

Code group: Difference between non-traditional students and students														
Codes	Totals		England SCTs		England Students		German SCTs		German Students		Italy SCTs		Italy Students	
	Q.	Q. %	Q.	Q. %	Q.	Q. %	Q.	Q. %	Q.	Q. %	Q.	Q. %	Q.	Q. %
More prepared for workload	10	31.25%	0	0.00%	2	20.00%	0	0.00%	8	80.00%	0	0.00%	0	0.00%
Developed a range of skills	8	25.00%	0	0.00%	2	25.00%	0	0.00%	6	75.00%	0	0.00%	0	0.00%
No difference	7	21.88%	0	0.00%	1	14.29%	2	28.57%	4	57.14%	0	0.00%	0	0.00%

Table 23. Code group: Difference between non-traditional students and students.

Code group: Transition. This code group is related to another key topic associated with career changing, i.e. the transition process. SCTs are career switchers who have to adapt to a new career, often in a completely different sector compared to their previous job. That is why the research team explored the transition phase and the code group embraces above all the difficulties encountered during the process of moving from the first career to the second one in the teaching field. Codes refer above all to *difficulties in understanding how to access the teaching sector* with reference to understanding the rules and regulations required to become a teacher and to access fast-track programmes.

Code group: Transition														
Codes	Totals		England SCTs		England Students		German SCTs		German Students		Italy SCTs		Italy Students	
	Q.	Q. %	Q.	Q. %	Q.	Q. %	Q.	Q. %	Q.	Q. %	Q.	Q. %	Q.	Q. %
Difficulties in understanding how to access the teaching sector	9	33.33%	0	0.00%	1	11.11%	1	11.11%	1	11.11%	5	55.56%	1	11.11%
Difficulties as a student-worker	6	22.22%	0	0.00%	0	0.00%	1	16.67%	4	66.67%	0	0.00%	1	16.67%

Difficulty in understanding job placement opportunities related to the first career	6	22.22%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	4	66.67%	2	33.33%
Relevance of guidance figures	6	22.22%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	5	83.33%	1	16.67%

Table 24. Code group: Transition

After this narrative description of code groups, the following section will present code groups and main codes by country, highlighting peculiarities related to the country's rules and regulations in the field of Teacher Education.

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II.2
Data analysis and findings on teaching as a second career in England

Donna J. Dawkins, Ruth Till

In England, education is shaped by government policy and there are regular reviews to education systems, assessment, teacher training, and expectations of teachers and schools. As of 2021, qualifying to teach requires successful completion of an initial one year graduate-entry training programme by meeting the Teacher Standards, followed by a mandatory two year induction programme in an employing school. Details of teachers' entitlements during induction are set out in the early career framework (Department for Education, 2019).

2.1 Reasons for becoming a second career teacher or a second-career teacher student

This section explores the practical reasons why participants decided to become a second career teacher.

There are a number of areas of similarity to other countries, and across SCTs and SC students. Areas of particular interest for students in England, reflect their starting points and prior experiences in education-related contexts e.g. voluntary work or as part of another role e.g. participating in outreach events (25 %). In contrast, job dissatisfaction also played a role in driving the change decision to become a teacher instead (25%). SCTs in teaching roles recognised how the predictability of a teaching role facilitates wider familial responsibilities (33%).

Code group: Factors of choice								
Code	Totals		England SCTs			England Students		
	Q.	Q. %	Q.	Q. % per all countries (raw-relative)	Q. % England (column-relative)	Q.	Q. % per all countries (raw-relative)	Q. % England (column-relative)
First career close to the teaching sector	29	23.58	0	0.00	0.00	5	17.24	25.00
Job dissatisfaction	28	22.76	3	10.71	20.00	5	17.86	25.0
Family balance/management (caring for children/ elderly parents)	17	13.82	5	29.41	33.33	2	11.76	10.00
Economic stability	16	13.01	1	6.25	6.6	1	6.25	5.00

Table 1. Code group: Factors of choice for SCTs and SC students from England

In their previous jobs, some had had opportunities where they gained insight into the teaching profession. Some had worked with young people and really enjoyed it, another had worked with teachers and had got first-hand account of what the job entailed. These experiences were catalysts for choosing to become a teacher.

Exemplar quotations "First-career closer to the teaching sector"
Students (25%)

– I volunteered a lot. I used to work for a university, and a lot of that was outreach work. I got to work a with a lot of teachers. […] I got very inspired by the teachers that I was working with, and who was around me.

Their previous careers had limited career progression, and some felt that they had gone as far as they could in that career. A few commented that although they were paid well in their previous career it was unfulfilling and

they wanted a career where they felt they were having a positive impact and giving something back to their communities and the next generation.

Exemplar quotations "Job dissatisfaction"
Students (25%)

- The thing with doing that kind of work, there's no possibility for career progression at all. […] There's no option to take on any extra responsibilities.
- Disadvantage, for a finance career, the reason I left […] People are less kind. They're more formalised and like ticking boxes and that was the reason I left.
- I just wasn't happy. I was already old, and I was well off, I could afford anything. I could go anywhere, and I just wasn't happy. I thought, okay, something isn't right about this. […] I just wasn't happy full stop!

Some commented that teaching was always something that they had considered but felt like it was something that they could come back to after pursuing other interests or other careers. Others felt that they were not old enough, or mature enough, to go into teaching straight after their undergraduate degree (A Level students are 16–18-year-olds and if you trained to teach straight after a degree you might only be 21 when you qualified to teach).

Teaching became an attractive career decision when SCTs and SC students were considering the future of either starting a family or supporting a young family. The structure and regularity of the job (working Monday-Friday and having school holidays off) was a benefit to those who had worked irregular hours, weekends or had different shift patterns. This was challenging around childcare. For those who were in precarious careers that involved short-term contracts (e.g. university researcher) or inconsistent work (music tutor), teaching provided security.

Exemplar quotations "Family balance/management (caring for children/elderly parents)"

SCTs (33.33%)

- I was at a time in my life where I had got married, I wanted to buy a house and I was thinking about having children and it was sort of quite an unstable career to be in.
- […] having a daughter, a little one, actually working in the school, and not working in the school holidays, was a big factor as well.

An important factor in choosing to train to teach for some in England was the availability of substantial bursaries to support them through their initial teacher training. In this way bursaries may act as an enabler to switch careers in later life. It is important to note that the size and availability of bursaries vary year on year and may not have been available for some subjects as SCTs in the sample.

Exemplar quotations "Funding/bursary"
Students (10%)

- A friend who is a teacher brought up the bursary. I didn't realise that that was there as an option at all. Had that teacher friend of mine not mentioned that it was available I would not have made the switch at all because [...] the idea of having to go back to university and just take on debt. […] This one year is costing me more than that entire degree.
- It is a special circumstance with physics because I am offered the bursary. If it wasn't for that bursary, I wouldn't be able to do this. I have obviously, the house, the bills, the car, there is now this stuff that is tied to me. […] It wouldn't be viable for me to do this without having essentially near enough to a full-time income, at least.

2.2 Motivations for becoming a second-career teacher or a second-career teacher student

This section explores the motivating factors for participants who decided to become a second-career teacher.

There were interconnections between code group *Factors of choice* and code group *Motivations* for both SC students and SCTs particularly in the way participants expressed how they came to their decisions. Many of these motivating factors relate to making positive societal contributions, but also encompass personal achievements and aspirations that could be achieved in the role of a teacher.

There are a number of areas of similarity to other countries, and across SCTs and SC students for example desire for change, passion for subject and goal achievements. The desire for the sharing and transmission of knowledge and prior experiences to young people was a factor acknowledged particularly by SC students (18.75%). This factor was also evident in the code group *Factors of choice*.

Code group: Motivations								
Codes	Totals		England SCTs			England Students		
	Q.	Q. %	Q.	Q. % per all countries (raw-relative)	Q. % England (column-relative)	Q.	Q. % per all countries (raw-relative)	Q. % England (column-relative)
Desire for transmission of experience to young people	25	20.16	2	8.00	16.67	3	12.00	18.75
Family and friends	21	16.94	4	19.05	33.33	3	14.29	18.75
Passion for subject discipline	16	12.90	1	6.25	8.33	2	12.50	12.50
Vocation	15	12.10	0	0.00	0.00	2	13.33	12.50

Table 2. Code group: Motivations for SCTs and SC students from England

Positive, influential role models with first-hand experience of teaching provided insights into what a career in teaching would entail and what participants might gain from teaching as a career. These were valuable sources of information to SCTs and SC students and motivated them to consider teaching as a possible career (see also – *meeting key people*). Data from Code group *Crucial events* and Code group *Motivations* tentatively indicate that these role model influences on participants occur over long periods, whereas particular crucial events can provide turning-point moments in decision-making.

Exemplar quotations "Family and Friends"
SCTs (33.33%)

- My parents are both teachers, I think they were probably my biggest influence.
- I mean my mum definitely played a role because she is a teacher – primary - and she also made the switch later on.

Students (18.75%)

- It was a friend actually. A friend who is a teacher who brought up the bursary. I didn't realise that that was there as an option at all.
- […] A lot of my friends were having similar thoughts about changing careers. They got into one thing, and then they decided, well, actually, maybe I do want to go into teaching.

2.3 Crucial events as a second-career teacher or second-career teacher student

One of the areas of interest in this study was whether particular events had led SCTs and second-career teacher students to move into the teaching profession. Data from this area of the study highlighted that for a significant proportion of SCTs and students there were key events that influenced them in training to teach – meeting key people and the impact of the Covid pandemic which acted on participants in different ways.

Code group: Crucial events								
Codes	Totals		England SCTs			England Students		
	Q.	Q. %	Q.	Q. % per all countries (raw-relative)	Q. % England (column-relative)	Q.	Q. % per all countries (raw-relative)	Q. % England (column-relative)
Meeting relevant people	22	47.83	3	13.64	100.00	7	31.82	53.85
Covid-19	13	28.26	0	0.00	0.00	5	38.46	38.46

Table 3. Code group: Crucial events for SCTs and SC students from England

Key people at key moments played an important role in SCT and SC students deciding to become teachers. These key people were from their own educational experiences and in their professional careers. Teachers from their own educational experiences acted as role models and inspired SCTs so they wanted to model their practice and impact on them. For others, it was opportunities that they had had in their career that made them consider teaching as a profession (e.g. working with students).

Exemplar quotations "Meeting relevant people"
SCTs (100%)

– I started volunteering […] A group of us would go and read to the children, and that was like the best part of my week. I thought, if this is the bit that I enjoy, then really, I should be working in education and not in finance.

Students (53.85%)

– I can think of one teacher that I had probably had more responsibility for putting me on the path that I am on than he realises. In terms of what I studied and the sort of way he carried himself […] and treated the students as human beings. I think I take a

lot from that I think in terms of what I would consider doing my job well to be.
– Teachers would obviously be a big point to influence in my decision. I had teachers when I was younger that I remember to this day […] I always felt that teachers are so pinnacle to the children within a class. It is really important who the teacher is, how the teacher teaches, and what the class can achieve.

The Covid-19 pandemic was the catalyst for some participants to change career and train to teach. For some, the pandemic had highlighted the instability in their own career and teaching was seen as a reliable career going forward. One participant was made redundant, another experienced loss of work due to the pandemic. Access to bursaries meant that students could retrain, without which they would not have been able to make the change. It is important to note that for many SCTs and SC students teaching was regarded as a career that they had considered previously but knew it was something that they could pick up at a later date. Particular events therefore might act as opportunities or catalysts for change.

Exemplar quotations "Covid 19"
Students (38.46%)

– I started to think, you know what, just to make this time productive let me just take some courses, because if I ever decide to go into the University I will need qualifications. […] My maths tutor said I needed to go into maths teaching. You know sometimes somebody says something and it just sticks there. I started to think and just analyse my qualities and my skills that I had. My experience that I had. […] Then I thought that, yeah, it's probably a good idea. So, I finished all my GCSE courses.

2.4 Transferable skills as a second-career teacher or second-career student teacher

Both SCTs and SC students recognised transferable knowledge, skills and behaviours that would be useful in the teaching profession. For the most

part these were similar to those from other countries but both SCTs (30 %) and second-career teacher students (24 %) recognised the importance of relational communication skills as well as those related to being able to explain difficult ideas clearly.

Code group: SCTs Background/ Background toward becoming SCTs								
Codes	Totals		England SCTs			England Students		
	Q.	Q. %	Q.	Q. % per all countries (raw-relative)	Q. % England (column-relative)	Q.	Q. % per all countries (raw-relative)	Q. % England (column-relative)
Relational-Communication skills	34	19.43	6	17.65	30.00	5	14.71	23.81
Experiences outside the school context	28	16.00	3	10.71	15.00	3	10.71	14.29
Organisational-managerial skills	19	10.86	3	15.79	15.00	4	21.05	19.05
Previous experiences related to the teaching sector	14	8.00	0	0.00	0.00	1	7.14	4.76
Digital skills	11	6.29	3	27.27	15.00	1	9.09	4.76

Table 4: Code group: SCTs Background/Background toward becoming SCTs for SCTs and SC students from England

Communication skills were an area that SCTs and SC students felt confident in. By working in teams and with different stakeholders they felt comfortable communicating with colleagues and pupils, and with parents and carers. Some had held leadership and management roles so were comfortable with the pastoral aspect of teaching and developing relationships with pupils. Presenting and speaking to groups was something that most had experience with too, although their previous audiences were predominately adults, not with young people, and they recognised the difference in context, audience and relationships.

Exemplar quotations "Relational-Communication skills"
SCTs (30%)

- So there are a lot of transferable skills like presenting, explaining difficult concepts to people who are not familiar with them. Really being able to explain difficult science things, models […] Then you go to conferences and you talk to other scientists and they are working on something completely different. You have to be able to share your findings […] have lab meetings where you share your research.
- Communication, that has been really beneficial with working with young people, especially in my role as deputy head of sixth form.
- I think it gave me a confidence. It meant that I knew how to interact professionally with the other adults that I was working with. […] There are quite a few things that I've learned practically on computers that have become so useful since. I guess just confidence standing up in front of a group of people and speaking. Although to be honest, teaching has helped me a lot more with that since I stopped my previous job.
- I think there are differences that come just with being just a little bit older, rightly or wrongly. I think the younger you are the more that you're likely to see the older secondary students, close to peers. I felt it a little bit at the beginning of my training.

Students (23.81%)

- I think I'm probably used to fostering one-to-one relationships with children so probably I can see myself bringing that into this career. I don't know if I would say more so than other teachers, but I very much want to get to know the children on a one-to-one basis.
- I think definitely my ability to communicate with people. My confidence in communicating, in standing up and doing public speaking. I managed teams of up to about 64 team members. I have a lot of experience in training sessions and being able to talk to people.

Comparative to non-SCTs, both SCTs and SC students felt their organisational skills were more developed and that they were able to manage the workload and intensity of the course and the role. Even so, they were surprised that some of the skills that were sufficient in their previous career needed further development to cope with the demands of a teaching role (see quote SCTs above). It is interesting to reflect that these additional demands are related to administration rather than effective teaching and learning or CPD.

Exemplar quotations "Organisational-managerial skills"
SCTs (15,00%)

– I thought that I was really organised because I was super-organised to the level that was needed in my previous job. Trying to juggle the papers for so many different classes and the massive volume of emails, I'd never had that in my previous job. That was a new level of organisation that I did not realise that I would have to learn.

Students (19,05%)

– A lot of things about just being organised and meeting deadlines. I think it's a particular advantage because sometimes you work nine to five, sometimes you go outside those hours, and teaching is very much a similar career where you have a fixed set of hours but sometimes it goes past that, depending on commitments.

2.5 Transition to Teaching

This code group explores the difficulties SCTs and students found in the transition to teaching. This was not a significant code group or issue for the England context.

Code group: Transition								
Codes	Totals		England SCTs			England Students		
	Q.	Q. %	Q.	Q. % per all countries (raw-relative)	Q. % England (column-relative)	Q.	Q. % per all countries (raw-relative)	Q. % England (column-relative)
Difficulty in understanding how to access the teaching sector	9	33.33	0	0.00	0.00	1	11.11	100.00

Table 5. Code group Transition: for SCTs and SC students from England

Accessing information to become a teacher for second-career teachers was challenging for some. Friends and family who were in the sector often signposted them to relevant sources of information. The bursaries are set annually, and the amount varies along with which subject qualify for them. The eligibility conditions (such as qualifications) change over time. It is easier for undergraduate students to access this information through their institution's career networks.

Exemplar quotations "Difficulty in understanding how to access the teaching sector"

Students (100%)

– I think it was a little bit hard to transition. […] I think there probably is a lot of potential – you read about how much we are struggling for teachers and I think there is a lot of potential for people who would love to teach that probably don't foresee that they can change career and that there are options out there to change career. I felt it was very difficult for me. […] It is definitely something that people can do and there are definitely things that you can bring from other careers into this.

2.6 Professional identity

These code groups explored aspects of professional identity formation for SCTs and SC students. Aspects relating to the relationships between previous professional identity and that of a teacher, were similar across national contexts and SCTs and SC students.

Code group: Professional identity								
Codes	Totals		England SCTs			England Students		
	Q.	Q. %	Q.	Q. % per all countries (raw-relative)	Q. % England (column-relative)	Q.	Q. % per all countries (raw-relative)	Q. % England (column-relative)
Responsibility in the new role	14	28.00	2	14.29	28.57	1	7.14	16.6
Being a teacher who supports diversity	10	20.00	1	10.00	14.2	2	20.00	33.33
Design of an educational community	9	18.00	2	22.22	28.57	0	0.00	0.0

Table 6. Code group Professional identity for SCTs and SC students from England

Both SCTs and SC students understood the importance of their role as a teacher and that it included more than just teaching their subject, and they were in a position of responsibility. They recognised that their actions were contributing to a team and a wider community.

Exemplar quotations "Responsibility in the new role"
Student (16.6%)

– The level of responsibility of becoming a teacher is incredibly, unspeakably higher than a level of doing anything else. Probably I would compare it with becoming doctors, because you do something wrong and it's going to stick.

Exemplar quotations "Being a teacher who supports diversity"
Student (33%)

– One of the things I was quite keen on when I joined teaching, was making sure that I promote diversity and inclusion, because, even though my school was good on certain subjects, and I've known teachers, that were very good, oftentimes I felt certain bits were lacking with some awareness. I went in thinking, this is something I want to emphasize, and I was pretty pleased to find that actually a lot of that has been ingrained in the ten years since I've left school.

Exemplar quotations "Design of an educational community"
SCTs (28.57%)

– I think what my course leaders did brilliantly was to create a community of learning with everyone that was there.

2.7 Perceived Advantages as an SCT/Advantages as a Future SCT

These code groups explored perceived advantages that teachers coming from other careers may have compared to non-SCTs.

Both SCTs (38%) and SC students (40%) recognised that they brought experiences from other workplaces to teaching. SCTs and SC students felt that they were more 'work-ready' compared to non-SCTs and they understood the expectations and the demands of the working world.

Code group: Advantages as an SCT/Advantages as a Future SCT								
Codes	Totals		England SCTs			England Students		
	Q.	Q. %	Q.	Q. % per all countries (raw-relative)	Q. % England (column-relative)	Q.	Q. % per all countries (raw-relative)	Q. % England (column-relative)
Link with the world of work	20	20.00	5	25.00	35.71	2	10.00	40.00
Work-life balance	20	20.00	3	15.00	21.43	1	5.00	20.00%
Theory-practice connection	16	16.00	0	0.00	0.00%	2	12.50	40.00
Autonomy	14	14.00	3	21.43	21.43	0	0.00	0.00

Table 7. Code group Advantages as an SCT/ Advantages as a future SCT for SCTs and SC students from England

Most felt that being SCTs/ SC students was a benefit to their pupils as they could demonstrate how they used their subject in a "real world" context. It helped them to justify to students why they were being asked to undertake specific activities as well as how their subject was relevant to support further study or future careers. SCTs and students also recognised benefits to work-life balance to teaching compared with other roles e.g. more holidays, regular employment (see also commentary under Section *Reasons for becoming a second career teacher or second career teacher student*). Some SCTs noted the degree of autonomy in teaching was greater compared to previous roles although SCTs said over time this had diminished and was coupled with increased accountability measures (See also commentary under Section *Perceived Disadvantages as an SCT/ Disadvantages as future SCT*).

Exemplar quotations "Link with the world of work"
SCTs (35.71%)

– Obviously, I've experienced a lot: working in industry for a little bit as well and working in academia. I think that really helps with especially A level and choices and helping inspire them (*pupils*)

and show them what options there are open for them.
- It gives you experience to talk to students about other careers. I think you also appreciate the benefits that teaching provides such as the holidays having come from a sector that did not have the holidays.
- So that, I think, has been really useful to open up students' minds to the possibility of studying physics and doing something with it that they'd be interested in. Even if they're not interested in becoming a physicist or becoming a teacher or becoming an engineer which they're already aware of.

Exemplar quotations "Theory-practice connection"
Students (40%)

- […] Working within an environment where you code switch a little, and you have to change things depending on how someone else wants to see it. It's really important. So, me being able to know that from my own career then applying it to why students are learning.

2.8 Perceived Disadvantages as an SCT/ Disadvantages as a future SCT

These code groups explored perceived disadvantages that teachers coming from other careers may have compared to non-SCTs. Many of these were similar across SCTs and students and between countries. Concerns about workload and impact on wellbeing (SCTs 30.77 %) lower salaries (SCTs: 23.08%; Students 25.00%), a negative public perception of teaching as a profession were raised in the data from England.

Code Group: Disadvantages as an SCT/Disadvantages as a future SCT								
Codes	Totals		England SCTs			England Students		
	Q.	Q. %	Q.	Q. % per all countries (raw-relative)	Q. % England (column-relative)	Q.	Q. % per all countries (raw-relative)	Q. % England (column-relative)
Excessive workload (potential burnout)	21	32.81	4	19.05	30.77	0	0.00	0.00
Lower salary	11	17.19	3	27.27	23.08	1	9.0	25.00
No disadvantages	11	17.19	2	18.18	15.38	0	0.00	0.00
Bureaucracy management at school	9	14.06	1	11.11	7.69	0	0.00	0.00
Negative perception of profession	8	12.50	1	12.50	7.69	3	37.50	75.00
Lack of flexibility	4	6.25	2	50.00	15.38	0	0.00	0.00%
Totals	64	100.00	13		100.00	4		100.00

Table 8. Code group: Disadvantages as an SCT/Disadvantages as a future SCT for SCTs and SC students from England

SCTs from England voiced concerns about their workload and in particular that it had increased since entering the teaching profession. SCTs had recent comparisons to their workload in other roles to compare to but additionally they recognised the increased workload and accountability in teaching. This is despite government attention to workload as an issue for teachers and guidance to reduce this within schools (Department for Education, 2018) suggesting that either this initiative is not working in practice or that workload is still not comparable with other professional roles.

Both SCTs and SC students said that although they had wanted to pursue a career in teaching before, the negative perception of the profession from media, family and friends had dissuaded them from initially pursuing it. It was after having first-hand experience that these perceptions were challenged (See also commentary under Section *Crucial events as a second career teacher or second career teacher student* and Section *Reasons for becoming a second career teacher or second career teacher student*).

Exemplar quotations "Excessive workload (potential burnout)"
SCTs (30.77%)

- There was a lot of politics. The marking load was mental back then. It's not the same expectations anymore. […] I felt quite angry and upset about wasting my time doing pointless things which I hadn't really had to do in my training year.
- I think the workload is just massive and the governmental changes that happen on such a regular basis. That creates a huge workload and a knock-on effect to students. […] I am lucky that this is the first year that I am not teaching a non-specialist subject […] The pressure from management I think is bigger than ever. I think there is a lot more pressure than when I started.
- Definitely, you are working outside of your working hours. […] Definitely over the years that's the main difference. You could just go to work and go home and switch off but not in teaching. When I first trained it was really manageable. Work-life balance was good. I think, over the years, though, in teaching it has changed, and you there is a lot more outside of the school day that impacts on your life really. […] It's the thinking about it. It's a big difference to work life before teaching, and then going into teaching.

Exemplar quotations "Negative perception of profession"
Students (75%)

- I wrote off being a teacher because I had this idea that the head of the classroom, had to be completely authoritarian and controlling. I am quite softly spoken, so I thought being quite gentle, softly spoken person, that I would have no chance at all at controlling a classroom.
- I've seen in the news that I think one of the unions had said 75% of teachers, were planning to leave the career in the next five years or something.

In England's data there were a range of comments from SCTs that felt there was a lack of recognition of their previous experience in their pay and

how they were treated during the first few years of their career. Some felt they progressed more quickly into middle and senior management positions due to their previous experience.

SC students from England did not comment on pay gaps as many were in receipt of substantial government bursaries. The bursaries meant that they were able to train to teach; without bursaries they would not have been able to leave their previous careers (see also commentary under "Bursaries", Section *Reasons for becoming a second career teacher or second career teacher student*').

Exemplar quotations "Lower salary"
SCT (23.08%)

- It was a shock to go from the top to the bottom. […] Suddenly being at the bottom of the school, on very low pay, when no one really understands what you have done before. Treat you like you're 21 still when actually you are 30. It was a shock.
- I moved into a school where there were lots of other people who had had lots of careers and different things before. […] I moved up from teacher to subject leader very quickly. I potentially progressed quicker in my career as a teacher because I was more experienced, so I didn't stay very long at the bottom. […] I had managed people before so I had the confidence to go and have a go at those roles, more of managerial role quite quickly.
- Pay was bad, but I don't know what can be done about that. No verbal or pay recognition or any kind of recognition that you've done anything before. That you had had a life before going into teaching and that was quite hard.
- I think I had a little bit more of almost a sense of entitlement of what I was worth in terms of what I deserved to be paid, how I deserved to be treated, those kind of things, rightly or wrongly. […] I was a little bit like, I don't have to do this, I could walk away and like actually be paid good money and work less hard than this.

2.9 Skills gaps as a second-career teacher or second-career teacher student

SCTs and SC students' responses were very similar in their aspirations, expectations, and apprehensions related to perceived skills gaps at the start of their careers.

They were cognisant of real or perceived skills gaps in teacher skills for example managing classrooms and behaviour, and the need for specialist subject knowledge to be able to teach effectively (Table 9).

The most significant difference between SCTs and SC students was that SCTs expectations and aspirations had not been met in their career experiences. Even across just a few years in teaching SCTs commented that the profession had changed since they had joined: there was greater accountability, monitoring and the workload had increased having a negative impact on their work-life balance.

Code group: Skills gap as an SCT/Skills gap as a future SCT								
Codes	Totals		England SCTs			England Students		
	Q.	Q. %	Q.	Q. % per all countries (raw-relative)	Q. % England (column-relative)	Q.	Q. % per all countries (raw-relative)	Q. % England (column-relative)
Awareness about skills gap	31	39.24	5	16.13	55.56	7	22.58	58.33
Didactics skills gap	17	21.52	0	0.00	0.00	0	0.00	0.00
Pedagogical skills gap	13	16.46	1	7.69	11.11	0	0.00	0.00
Emotional-relational skills gap	7	8.86	1	14.29	11.11	2	28.57	16.67
Subject/discipline knowledge skills gap	7	8.86	2	28.57	22.22	3	42.86	25.00

Table 9: Code group Skills gap as an SCT/Skills gap as a future SCT for SCTs and Students from England

Most of the participants (both SC students and SCTs) came from careers where they were not working with young people. They were very aware that they had previously not had to undertake behaviour management in their roles. Even those that had come from leadership or management roles, with who were in charge of teams of adults felt underprepared to manage classroom behaviour confidently.

The specifications for national exams in England tend to change for GCSE (14-16 year olds) and A level (16-18 year olds) around every 5 years. across all subjects. Those who go straight into teaching after their undergraduate degree will probably be teaching specifications that they studied as a student. There are slight variations between exam boards (National exam boards: AQA, Edexcel, OCR and Eduqas) but they may feel more familiar and confident with the content, study approaches and examination styles. SCTs and SC students were aware that those who were not SCTs and SC students were more confident in their subject knowledge.

Some SCTs and SC students had not used their degree in their previous career (e.g. police officer) or had become a specialist in a small aspect of their degree (e.g. university researcher) and found that there were large volumes of content that they had to relearn or learn for the first time in order to be prepared to teach pupils which added an additional subject knowledge development burden to them.

Exemplar quotations "Awareness about skills gap"
SCTs (55.56%)

- That's why I didn't instantly become a teacher like that. […] There were gaps, but that's because they were fundamentally different *(ref to exams*). And I think that was the point.
- For me, I had quite a long time between doing my A levels and my GCSEs to coming back into teaching and obviously the whole curriculum had changed. Stuff that I'd learned at A level had dropped down into GCSEs. […] There were some gaps in my subject knowledge which I needed to work on. ICT as well. […] I probably still haven't got excellent skills in. That was something that takes a lot of time to learn as well.

Students (58.33%)

- I think there are a lot of gaps. I think that level of being able to think like a student, it's really hard. […] I don't think that is something that I have done before. I hope that comes with time.
- I'd say some of the downsides with biology in higher education and publishing and doing research, it means that it gives you a strong understanding of a field that is niche, a very specific thing that only a few people know about. […] The thing that I'm actually finding a little tricky at the moment is that even though GCSE science might seem simple in comparison to what you're doing, it's really broad and it's about refreshing your knowledge on the simple stuff instead of the more complex stuff.

SCTs recognised the need for substantiative, curriculum and assessment knowledge to be able to teach effectively. Professional knowledge gaps particularly relating to managing behaviour were also noted by SCTs and SC student teachers in England.

2.10 Barriers in accessing the teaching profession

Many of the barriers recognised in other contexts are not features of the English training to teach landscape for SCTs and students e.g. competitions. Key barriers relating to the English context centre around the gap between education in initial discipline degree and training to teach (28.57%) and limited or no recognition of prior experience as a SCT (28.57%). These aspects are also discussed in Section *Skills gap as a second career teacher or second career teacher student* and Section *Perceived Disadvantages as an SCT/Disadvantages as a future SCT.*

Code group: Barriers in accessing the teaching profession								
Codes	Totals		England SCTs			England Students		
	Q.	Q. %	Q.	Q. % per all countries (raw-relative)	Q. % England (column-relative)	Q.	Q. % per all countries (raw-relative)	Q. % England (column-relative)
Limited/ no recognition of prior experiences in the teaching field	18	21.43	2	11.11	28.57	0	0.00	0.00
Time gap between initial discipline degree and training to teach	6	7.14	2	33.33	28.57	0	0.00	0,00

Table 10. Code group Barriers for SCTs and SC students from England

2.11 Support strategies during Initial Teacher Education

These code groups explored support strategies and barriers during the initial teacher training phase for SCTs and SC students. Features highlighted in the English context recognised support provided formally by tutors, mentors and other networks. Introductory practice (pre-placement orientation to schools) was also noted as being supportive for SC students.

Code group: Support strategies during initial teacher training								
Codes	Totals		England SCTs			England Students		
	Q.	Q. %	Q.	Q. % per all countries (raw-relative)	Q. % England (column-relative)	Q.	Q. % per all countries (raw-relative)	Q. % England (column-relative)
Guidance by the mentor	12	25.53	1	8.33	50.00	5	41.67%	45.45
Support from the other student	8	17.02	0	0.00	0.00	4	50.00	36.36
Support from family and friends	2	4.26	1	50.0	50.00	0	0.00	0.00

Table 11. Code group: Support strategies during initial teacher education for SCTs and SC students from England

The formal, mandatory provision of mentors in initial training and induction periods was recognised as helpful and supportive. Aspects lacking in other systems were not raised by the participants from England.

See also commentary under Section *Support strategies in the induction phase*.

Exemplar quotations "Guidance by mentor"
Students (45.45%)

- There are fewer people on this course then there were on my undergraduate course so I feel like I know the staff members who are working with us a lot better than most previously. If I have a question or need help with something, I know the person I'm emailing. […] I think that's helpful. They really know their stuff. I feel like I am in safe hands.

2.12 Support strategies during induction

This code group explored practices and experiences which supported SCTs and SC students. Again, most of the responses were similar across SCTs and students and across countries but there are particular features of the mandatory training and induction expectations as well as informal intercations that were noted as supportive by SCTs and SC students in England, for example support from more experienced colleagues (46%) and mentors (27% SCTs and 46% SC students). SCTs benefited from the induction programme undertaken by the employing school. In addition, SC students noted the challenges of more intense or different working patterns than previous careers (46%).

Code group: Support strategies during induction								
Codes	Totals		England SCTs			England Students		
	Q.	Q. %	Q.	Q. % per all countries (raw-relative)	Q. % England (column-relative)	Q.	Q. % per all countries (raw-relative)	Q. % England (column-relative)
Support from more experienced colleagues	27	30.68	5	18.52	45.45	1	3.70	9.09
Lack of support	20	22.73	3	15.00	27.27	1	5.00	9.09
Support by the mentor during the induction phase	20	22.73	3	15.00	27.27	5	25.00	45.45
Intense/different way of working	5	5.68	0	0.00	0.00	3	60.00	27.27

Table 12. Code group: Support strategies for SCTs and SC students from England

A variety of networks and people were identified as the most significant support strategies during Initial Teacher Education (SC students and SCTs) and their induction years (SCTs). Colleagues who were part of their training cohort at their institution, and others at their placement schools were a valued source of informal peer support as they were experiencing similar thoughts and events. The SCTs said that some of the colleagues on their course became friends as well as professional colleagues and they remained in contact post-training. Expert tutors from their training providers and mentors from their placement schools provided very valuable sources of support, knowledge, and expertise. The SCTs remarked that their mentors and tutors still influenced their current practice.

SC students and SCTs draw on a range of peer, near-peer and expert support during their initial teacher training and as qualified SCTs. A lack of access to expert support as SCTs was seen as a negative factor for SCTs in England (27%).

Exemplar quotations "Support from more experienced colleagues" SCTS (45.45%)

- The girls that I trained with became really good friends and we supported each other. Helped each other with resources. That was really helpful.
- I think I was lucky with my school placements as well. There were quite a few newly qualified teachers that were good, and that were very enthusiastic about teaching and luckily, I got placed sort of with them. Their interest, their desire to push the students was passed on to me as well which I think helped a lot.

Exemplar quotations "Support by the mentor during the induction phase" Students (45.45%)

- My subject mentor at the school has been a massive, massive support. I can't thank him enough, if it's just bouncing around ideas for lessons, or being able to say, I haven't had a great day today. He reminds me not to be a perfectionist, which sometimes I need to be reminded of.
- I had a really awesome mentor. She was really supportive. She was really inspiring, outstanding teacher, so having her as my mentor was just brilliant.
- I was really fortunate in my second placement that I had a really good mentor. She was phenomenal. She gave me loads of confidence and loads of ideas and was really amazing and supportive. My first school had a really good induction programme. I was given loads of training.

2.13 Perceived differences between non-traditional students and traditional students in training to teach

These code groups explored perceived differences between non-traditional students and traditional students in training to teach. Students embarking on teacher training thought that they were more prepared for the workload

of training and being a teacher (22.22%) and that they had already developed a range of transferable skills (22.22%) which would be useful as a teacher.

Code group: Difference between non-traditional students and SCT students								
Codes	Totals		England SCTs			England Students		
	Q.	Q. %	Q.	Q. % per all countries (raw-relative)	Q. % England (column-relative)	Q.	Q. % per all countries (raw-relative)	Q. % England (column-relative)
More prepared for workload	10	31.25	0	0.00	0.00	2	20.00	22.22
Developed a range of skills	8	25.00	0	0.00	0.00	2	25.00	22.22

Table 13. Code group: Difference between non-traditional students and traditional students for SCTs and SC students from England

Compared to the non-SCTs, SC students felt their organisational skills were more developed and therefore they were better able to manage to workload and intensity of the training programme. They were surprised that a still further level of organisation was needed than they expected from previous careers. SC students had already developed an understanding of the professional expectations of a work environment and understood that work sometimes had to take place in evenings and weekends. They commented that non-SCTs found this very surprising and resented this expectation more. Some commented that non SCTs/ students wanted to 'reinvent the wheel', and felt they knew better than the ideas and systems already in place in school or training. SCTs and SC students held a greater respect and understanding of the importance of processes and procedures in their training and induction recognising that they were there to support their development and were less likely to challenge them. Other differences are discussed in Section *Transferable skills as a second career teacher or second career student teacher*.

Exemplar quotations "More prepared for workload"
Students (22.00%)

- I think my professional career working outside of teaching built up a lot of resilience in terms of how to deal with situations, how to work with people, and particularly people within management positions. … A lot of things about just being organized and meeting deadlines. I think it's a particular advantage because sometimes you work nine to five, sometimes you go outside those hours, and teaching is very much a similar career where you have a fixed set of hours but sometimes it goes past that, depending on commitments.
- The expectation to be in university or in schools from nine to five, I think, as a second career, I'm like, this is how the world works, and this is what we've got to do. But a lot of people were complaining or not very happy about it and those same people also the ones who just come from the university. … That was the biggest thing I noticed.

Exemplar quotations "Reinventing the wheel"
Student (50%)

- I think the first career teachers are planning to break the mould or reinvent the wheel. Having worked in professional environments and seeing how much work can go into researching boundaries, regulations, rules and systems that are put in place in workplaces, I recognise that there are reasons that the behaviour policies, the uniform policies are there, and I want to use that and understand that.

2.14 Proposals

Some of the coded proposals below relate to other situations which are not features of the English train to teach landscape for SCTs and students e.g. competitions for entry to the profession.

Those which are relevant to the English system are related to availability of internships to find out more about teaching, and more recognition of prior experiences and guidance specifically targeted to SC students during university experiences. These were also raised as issues in other national contexts.

Code group: Proposals								
Codes	Totals		England SCTs			England Students		
	Q.	Q. %	Q.	Q. % per all countries (raw-relative)	Q. % England (column-relative)	Q.	Q. % per all countries (raw-relative)	Q. % England (column-relative)
Internship focus on secondary school	18	23.38	3	16.67	75.00	1	5.56	33.33
University guidance for future SCTs	12	15.58	1	8.33	25.00	1	8.33	33.33
Recognition of prior knowledge acquired in formal education not related to teaching	7	9.09	0	0.00	0.00	1	14.29	33.33

Table 14. Code group Proposals for SCTs and SC students from England

2.15 Reflections on England's findings

A range of practical, economic and affective factors appear to influence SCTs and SC students in making the choice to train to teach. Second career teachers bring a range of beneficial prior experiences to teaching and to pupil experiences. SC teachers and students in England highlighted the importance of a range of support targeted to them during initial teacher education and during the early-career induction phase of teaching for example working with expert colleagues e.g. university tutors, mentors and experienced teachers. Their motivations to enter teaching differed, and the awareness of teaching as an alternative career path came from a range of personal and

professional experiences, and from particular 'push events'. Making use of this data to develop an awareness of factors which are particularly important to those training to teach from a second career may help to retain SCTs in teaching.

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II.3
Data analysis and findings on teaching as a second career in Germany

André Bresges, Paul Schultheiss

Most of the people interviewed from Germany come from North Rhine-Westphalia. Most of the students study at the University of Cologne. SCTs were previously in the OBAS training or came into the teaching profession through the one-year course "Pädagogische Einführung (PE)", an introduction into Pedagogic Knowledge for Schools. Some have been teachers for a very long time. Some of the students are still at the beginning of their studies, while others are just about to complete their master's degree.

We didn't select by type of school: all school types are represented. There was also no bias of specialist subject intended in the selection process, however many participants have the subject specialism of music, which hints to a slight bias in the available population at interview time.

3.1 Reasons for becoming a second career teacher or second career teacher student

Code group: Factors of choice								
Codes	Totals		German SCTs			German Students		
	Q.	Q. %	Q.	Q. % per all countries (raw-relative)	Q. % Germany (column-relative)	Q.	Q. % per all countries (raw-relative)	Q. % Germany(column-relative)
First career closer to the teaching sector	29	23.58%	7	24.14%	25.93%	8	27.59%	25.81%
Job dissatisfaction	28	22.76%	7	25.00%	25.93%	8	28.57%	25.81%
Family balance/management (caring children/elderly parents)	17	13.82%	4	23.53%	14.81%	2	11.76%	6.45%
Economic stability	16	13.01%	5	31.25%	18.52%	5	31.25%	16.13%

Table 1. Code group Factors of choice for SCTs and SC students from Germany

Most important factors of choice were that the first career is closer to the teaching sector and job dissatisfaction (both 25%). But also, the economic stability is an important factor (18%). In Germany teachers are well paid and have many privileges due to the status of a civil servant.

Exemplar quotations "Job dissatisfaction"
Students (25.81%):

– And then I thought to myself, it's not really my dream goal to continue writing documentation and instructions for the next 30 years. And then I thought to myself, I'd better look for another career path that might be a bit more interesting.

3.2 Motivations for becoming a second-career teacher or second-career teacher student

Code group: Motivations								
Codes	Totals		German SCTs			German Students		
	Q.	Q. %	Q.	Q. % per all countries (raw-relative)	Q. % Germany (column-relative)	Q.	Q. % per all countries (raw-relative)	Q. % Germany(column-relative)
Desire for transmission of experience to young people	25	20.16%	6	24.00%	16.67%	7	28.00%	25.00%
Family and friends	21	16.94%	6	28.57%	16.67%	2	9.52%	7.14%
Passion for subject discipline	16	12.90%	6	37.50%	16.67%	5	31.25%	17.86%
Achievement of a goal	15	12.10%	5	33.33%	13.89%	4	26.67%	14.29%
Vocation	15	12.10%	5	33.33%	13.89%	4	26.67%	14.29%

Table 2. Code group Motivations for SCTs and SC students from Germany

The motivation to become a teacher for SCTs and second-career teacher students is their passion for the subject discipline (SCTs 17%; Students 18%). They often said they have a vocation (14%) for this job, or they want to achieve a goal (14%). The desire to transmit experience to young people is important for both groups as well, but this is much more important for second-career teacher students than SCTs (SCTs 17%; Students 25%). Among students, this point was the most frequently mentioned.

Exemplar quotations "Desire for transmission of experience to young people" Students (25.00%)

– I somehow want to pass something on to the students and also […] and give them a second chance at all.

3.3 Transferable skills as a second-career teacher or second-career student teacher

Code group: SCTs Background/Background toward SCTs								
Codes	Totals		German SCTs			German Students		
	Q.	Q. %	Q.	Q. % per all countries (raw-relative)	Q. % Germany (column-relative)	Q.	Q. % per all countries (raw-relative)	Q. % Germany(column-relative)
Relational-Communication skills	34	19.43%	5	14.71%	17.86%	7	20.59%	16.67%
Experiences out of the school context	28	16.00%	7	25.00%	25.00%	6	21.43%	14.29%
Organisational-managerial skills	19	10.86%	3	15.79%	10.71%	3	15.79%	7.14%
Previous experiences related to the teaching sector	14	8.00%	1	7.14%	3.57%	7	50.00%	16.67%

Table 3. Code group SCTs Background/Background toward SCTs for SCTs and SC students from Germany

SCTs and second-career teacher students say that they have good communication skills (SCTs 18%; Students 17%). But SCTs said more often that they have relevant experiences outside of school contexts (25%). German students often said that they already have experiences related to the teaching sector prior to training to teach. This was more frequent in German second-career teacher students than those from other countries. Some students that were interviewed did a voluntary social year or have worked as youth workers in associations before they decided to be an SCT.

3.4 Transition to Teaching

Code group: Transition								
Codes	Totals		German SCTs			German Students		
	Q.	Q. %	Q.	Q. % per all countries (raw-relative)	Q. % Germany (column-relative)	Q.	Q. % per all countries (raw-relative)	Q. % Germany(column-relative)
Difficulty in understanding how to access the teaching sector	9	33.33%	1	11.11%	50.00%	1	11.11%	20.00%
Difficulties as a student-worker	6	22.22%	1	16.67%	50.00%	4	66.67%	80.00%

Table 4. Code group Transitions for SCTs and SC students from Germany

The most significant problem students have is the transition from work to study (80%). This is particularly acute for the practical semester. The practical semester is mandatory and lasts 15 hours a week, for four months and there are accompanying seminars to attend. During this time, the students do not receive any remuneration.

Following codes: Difficulty in understanding how to access the teaching sector; difficulty in understanding job; placement opportunities related to the first career; relevance of guidance figures were not particularly important for SCTs and second-career teacher students in Germany.

Exemplar quotations "Difficulties as a student-worker"
Students (80.00%)

– I'm over 30. I just don't see it, working there for free for four months. Because we have a bachelor's degree. We can easily accept substitute teacher positions and um [...] I mean, of course I don't expect you to be paid so much, so much - maybe not like in, like

in the pre-service teacher training period, although that's still far too little, in my eyes. But not that you get nothing at all because you are simply left alone by the institutions.

3.5 Professional identity

Code group: Professional identity								
Codes	Totals		German SCTs			German Students		
	Q.	Q. %	Q.	Q. % per all countries (raw-relative)	Q. % England (column-relative)	Q.	Q. % per all countries (raw-relative)	Q. % England (column-relative)
Responsibility in the new role	14	28.00%	3	21.43%	50.00%	6	42.86%	50.00%
Being a teacher who supports diversity	10	20.00%	1	10.00%	16.67%	3	30.00%	25.00%
Design of an educational community	9	18.00%	1	11.11%	16.67%	0	0.00%	0.00%

Table 5. Code group Professional Identity for SCTs and SC students from Germany

The most important point regarding the professional identity of the German SCTs and German second-career teacher students is the responsibility in the new role (both 50%). The students show a higher sense of responsibility in their new role. The support of diversity is more important for students than SCTs (Students 25%; SCT 16.67%).

Exemplar quotations "Responsibility in the new role"
Students (50%)

– I think what's true about that is that a lot of people say it's very fulfilling to work with people because you're kind of investing in a resource [...] Yes, investing in people actually always makes sense.

3.6 Barriers in accessing the teaching profession

Code group: Barriers in accessing the teaching profession								
Codes	Totals		German SCTs			German Students		
	Q.	Q. %	Q.	Q. % per all countries (raw-relative)	Q. % Germany (column-relative)	Q.	Q. % per all countries (raw-relative)	Q. % Germany(column-relative)
Difficult access to competitions	5	5.95%	1	20.00%	14.29%	3	60.00%	11.54%
Difficult management of study-work-life balance	17	20.24%	3	17.65%	42.86%	4	23.53%	15.38%
Doubts about self-efficacy	10	11.90%	0	0.00%	0.00%	1	10.00%	3.85%
Lack of guidance	7	8.33%	1	14.29%	14.29%	1	14.29%	3.85%
Lack of recognition of the non-traditional student category	5	5.95%	0	0.00%	0.00%	4	80.00%	15.38%
Limited/ no recognition of prior experiences in the teaching field	18	21.43%	1	5.56%	14.29%	6	33.33%	23.08%
Management of bureaucratic aspects	10	11.90%	1	10.00%	14.29%	4	40.00%	15.38%

Table 6. Code group Barriers in accessing the teaching profession for SCTs and SC students from Germany

SCTs pointed out fewer barriers entering the teaching sector than the second-career teacher students (SCTs 7 quotations; Students 23 quotations). A reason for that could be that the teachers are already in-service. Students reported many problems related to the university component of training. Most of the students said they have problems in that the university didn't recognise prior experiences in the teaching field (23.08%). Some students have also problems in management of study-work-life balance (15.38%), lack of recognition of the non-traditional student categories (15.38%) and the management of bureaucratic aspects (15.38%). For many students who

were previously in a job, the problem is that they are older and then no longer receive many subsidies from the state, but also have additional expenses, since for example the health insurance contributions are higher. In some cases, they have already become accustomed to a higher standard of living. Therefore, they have to work alongside their studies, which is not easy to reconcile.

Exemplar quotations "Limited/ no recognition of prior experiences in the teaching field"
Student (23.08%)

- I just found intellectual development, it was, well, a lot of it was repeated from the training, now things like the concept of disability or the introductory event, well I have to say I've heard most of the things

Exemplar quotations "Difficult management of study-work-life balance"
Students (15.38%)

- Because I worked full-time, I wasn't even able to attend all the getting-to-know you events. Because I worked full-time in the weeks before I officially started my studies, and what I did back then was that while I was preparing for the music aptitude test[...] I leave work a little early every Friday to go to uni at 4pm or 4:30pm this Friday afternoon or whatever, at this class.

3.7 Perceived Advantages as an SCT/Advantages as a Future SCT

Code group: Advantages as a SCTs/Advantages as a Future SCTs								
Codes	Totals		German SCTs			German Students		
	Q.	Q. %	Q.	Q. % per all countries (raw-relative)	Q. % Germany (column-relative)	Q.	Q. % per all countries (raw-relative)	Q. % Germany (column-relative)
Link with the world of work	20	20.00%	4	20.00%	16.00%	5	25.00%	26.32%
Work-life balance	20	20.00%	7	35.00%	28.00%	1	5.00%	5.26%
Theory-practice connection	16	16.00%	7	43.75%	28.00%	3	18.75%	15.79%
Autonomy	14	14.00%	5	35.71%	20.00%	0	0.00%	0.00%
Aware choice	14	14.00%	0	0.00%	0.00%	4	28.57%	21.05%

Table 7. Code group Advantages as an SCT/Advantages as a Future SCT for SCTs and SC students from Germany

Second-career teacher students and SCT also see many benefits from having been in another profession before entering teaching.

Both groups indicate that they have a better connection to the world of work. (Students 26%, SCT 16%). SCTs say they have a better work-life balance (28%) and are able to combine theory and practice (28%). Many SCT feel they have more autonomy (20%). The issue of work-life balance (5.26%) played almost no role for students. Autonomy (0%) doesn't matter at all. However, for many (21.05%), becoming a teacher was a conscious choice.

Exemplar quotations "Autonomy"
SCTs (20%)

– Wow, that's a lot more relaxed than my job as a lecturer, where I just get 10 hours for a specific topic, and that has to be finished

by then, but here it is just like that: You go to the class and you see how far you can get and so you can do a lot more open lessons with small group work and stuff like that. I thought so too, that's more my thing.

3.8 Perceived Disadvantages as an SCT/ Disadvantages as a future SCT

Code Group: Disadvantages as an SCT/Disadvantages as a Future SCT								
Codes	Totals		German SCTs			German Students		
	Q.	Q. %	Q.	Q. % per all countries (raw-relative)	Q. % Germany (column-relative)	Q.	Q. % per all countries (raw-relative)	Q. % Germany(column-relative)
Excessive workload (potential burnout)	21	32.81%	6	28.57%	46.15%	3	14.29%	21.43%
Lower salary	11	17.19%	1	9.09%	7.69%	2	18.18%	14.29%
No disadvantages	11	17.19%	0	0.00%	0.00%	3	27.27%	21.43%
Bureaucracy management at school	9	14.06%	5	55.56%	38.46%	3	33.33%	21.43%

Table 8. Code group Perceived Disadvantages as an SCT/ Disadvantages as a future SCT for SCTs and SC students from Germany

Many SCTs state that they have an excessive workload (potential burnout) (46.15%). SCTs in particular who have completed OBAS training often stated that they suffered from a high workload.

Most of the SCTs who indicated that they had a good work-life balance only worked part-time, were not involved in everyday school tasks, or came from occupations that previously had a heavier workload (e.g. nursing).

One reason for the high workload is the complex bureaucracy in schools (38.46%).

School bureaucracy is also an important factor for second-career teacher students but at 21.43%, it is significantly lower than for the SCTs. As al-

ready described, the recognition of achievements and the associated effort was often a problem for them. Some students stated that they have no disadvantages as SC students (21.43%).

Exemplar quotations "Excessive workload (potential burnout)"
SCTs (46.15%)

– Yes, and then at some point you just reach the limit, that's too much. So I would like the Zfsl to take the subject combination of the OBAS into account, and that simply if you have 2 main subjects, the hours of compulsory teaching are not so high because that is not possible. With the UB [*class attendance*] and with the corrections, that's too much.

Exemplar quotations "Bureaucracy management at school"
SCTs (38.46%)

– We now had the acute case that an excellently suited woman was obviously to be taken on the basis of her professional qualifications. But the district government first got in the way and said: Neh, pro forma the specifications are not correct, we cannot include them in this certificate course and in the subject. Until my boss intervened so harshly and wrote another justification - 'that's nonsense, these process requirements, because she has achieved significantly more skills through her professional requirements and career than would have been possible through her studies'.

Students (21.43%)

– Then I got it called again, which I have to submit for it. Yes, all module handbooks, certificates and so on - in paper form, please. Then someone called again: "Well, it's about digital and you have to discuss it again and she has to have some...". And that was an eternity of correspondence.

3.9 Skills gaps as a second-career teacher or second-career teacher student

Code group: Skills gap as an SCT/Skills gap as a future SCT								
Codes	Totals		German SCTs			German Students		
	Q.	Q. %	Q.	Q. % per all countries (raw-relative)	Q. % Germany (column-relative)	Q.	Q. % per all countries (raw-relative)	Q. % Germany(column-relative)
Awareness about skills gap	31	39.24%	6	19.35%	35.29%	6	19.35%	40.00%
Didactics skills gap	17	21.52%	5	29.41%	29.41%	4	23.53%	26.67%
Pedagogical skills gap	13	16.46%	5	38.46%	29.41%	3	23.08%	20.00%
Subject/discipline knowledge skills gap	7	8.86%	0	0.00%	0.00%	2	28.57%	13.33%

Table 9. Code group Skills gap as an SCT/Skills gap as a future SCT for SCTs and SC students from Germany

In general, the rate of awareness about a skills gap among German SCTs and second-career teacher students is lower compared to other countries (19% per all countries raw relative). Most students and SCT felt that they have a need for didactic and pedagogical skills (SCTs 29%; Students 27% and 20%). For German students, the focus is also on subject/discipline knowledge (13%). The areas of the emotional-relational skills gap, digital skills gap and assessment skills gap seem to be less relevant for SCTs and the students in Germany (0%).

The didactic or pedagogical skills gap among the students can be understood by the fact that the teacher training course is designed to study the subjects taught. Educational sciences only make up a small proportion of the course. The extent to which subject didactics is used in the subjects, depends on the respective institutes, professors, and lecturers.

The SCTs stating that they have a didactic or pedagogical skills gap can be explained by the fact that people who are in the OBAS training have to teach full time and only have a pedagogical/didactic seminar one day a week.

SCTs who enter the teaching profession via other routes usually have fewer or no didactic/educational courses. They only have their subject knowledge to deal with. Compared to the other countries, more SCTs in Germany stated that they had a pedagogical skills gap.

Exemplar quotations "Awareness about skills gap"
Students (40%)

– And that I just learned to reflect on myself too. That was a big part of the training, and it's super practical now that I'm studying, so that I can just recognize it. Ok, what are my needs right now, what do I need, ok, I have to take a break from studying or something like that.

3.10 Support strategies during the Initial Teacher Education

Code group: Support strategies during the ITE								
Codes	Totals		German SCTs			German Students		
	Q.	Q. %	Q.	Q. % per all countries (raw-relative)	Q. % Germany (column-relative)	Q.	Q. % per all countries (raw-relative)	Q. % Germany (column-relative)
Guidance by the mentor	12	25.53%	2	16.67%	40.00%	0	0.00%	0.00%
Lack of university courses focused on the secondary school	12	25.53%	1	8.33%	20.00%	6	50.00%	85.71%
Support from the other student	8	17.02%	1	12.50%	20.00%	0	0.00%	0.00%
Lack of guidance by the mentor	4	8.51%	1	25.00%	20.00%	0	0.00%	0.00%
Lack of seminars/workshops scheduled compatible for non traditional students (worker)	3	6.38%	0	0.00%	0.00%	1	33.33%	14.29%

Table 10. Code group Support strategies during the ITE for SCTs and SC students from Germany

Students also pointed out that they want more university courses focused on the secondary school experiences (86%). Compared to the other countries they request this much more in Germany (50%).

How many didactic courses are at the university depends on the individual chairs and therefore varies greatly. In most federal states you have to take educational science subjects in addition to the two/three main subjects. However, educational science does not have to be related to practice.

Exemplar Quotations "Lack of university courses focused on the secondary school"

Students (85.71%)

– Yes, we want more practice in the course, was completely misunderstood in my opinion with this practical semester. More practice means: We want to be better prepared for our work as teachers. What can I do in class? What should I pay attention to? So, these are the basics actually. And they don't really take up any space in the course.

3.11 Support strategies in the induction phase

Code group: Support strategies in the induction phase								
Codes	Totals		German SCTs			German Students		
	Q.	Q. %	Q.	Q. % per all countries (raw-relative)	Q. % Germany (column-relative)	Q.	Q. % per all countries (raw-relative)	Q. % Germany (column-relative)
Support from more experienced colleagues	27	30.68%	4	14.81%	28.57%	4	14.81%	44.44%
Lack of support	20	22.73%	6	30.00%	42.86%	1	5.00%	11.11%
Support by the mentor during the induction phase	20	22.73%	4	20.00%	28.57%	0	0.00%	0.00%
Intense/different way of working	5	5.68%	0	0.00%	0.00%	2	40.00%	22.22%
Dialogue with students' parents	4	4.55%	0	0.00%	0.00%	2	50.00%	22.22%

Table 11. Code group Support strategies in the induction phase for SCTs and SC students from Germany

Students in general didn't feel a lack of support. Most of the students said, that they got support from more experienced students (44%). Some second-career teacher students said that studying is an intense/different way of working (22%). After years of working, they had to get used to studying and taking exams again.

SCTs said they perceive a lack of support (43%). Compared to the other countries, the rate of support by the mentor during the induction phase is lower (20% per all countries (raw-relative); 29% German relative). Support from more experienced colleagues is also much lower compared to other countries (15% % per all countries (raw-relative); 29% German relation). This is in contrast to the fact that each SCT is assigned a mentor during the OBAS phase.

Exemplar quotations "Support from more experienced colleagues"
Students (44.44%)

- I think you get to know a lot of people during your studies, fellow students, who then tell you what their career has been like or who then tell you what they find particularly cool, in which subject, on which funding focus and stuff. That's how it is for me that I've sometimes gotten so much motivation to keep going.

Exemplar quotations "Lack of support"
SCTs (42.86%)

- I jumped in and I mentioned that there was a lot of chaos at the beginning and ignorance between the main seminar, the specialist seminar and the school. As an OBAStler, you usually start with 25 and a half hours. At the vocational college, that's the full load, I also taught that fully until November, from September to November. Completely Self-employed[...] Alone[...] Without education[...]

3.12 Difference between non-traditional students and SCT students

Code group: Difference between non-traditional students and SCT students								
Codes	Totals		German SCTs			German Students		
	Q.	Q. %	Q.	Q. % per all countries (raw-relative)	Q. % Germany (column-relative)	Q.	Q. % per all countries (raw-relative)	Q. % Germany (column-relative)
Developed a range of skills	8	25.00%	0	0.00%	0.00%	6	75.00%	28.57%
More prepared for workload	10	31.25%	0	0.00%	0.00%	8	80.00%	38.10%
No difference	7	21.88%	2	28.57%	100.00%	4	57.14%	19.05%

Table 12. Code group Difference between non-traditional students and SCT students for SCTs and SC students from Germany

On the other hand, students, because of their previous jobs, said they are more prepared for workload compared to other students (38%). Second-career teacher students and SCTs often said that they have more life experience than other colleagues. Some students and SCTs said that there is no difference between traditional teachers/students and second career teachers/students (SCTs 100%; Students 19%).

Exemplar quotations "Developed a range of skills"
Students (28,57%)

– For me, that also has something to do with life experience and with um[...] Also knowing what kind of society it is for which people are being prepared because um [...]Many teachers actually only move in the academic milieu, all of your life.

3.13 Proposals and suggestions for improvements to experiences for SCTs and students

Code group: Proposals								
Codes	Totals		German SCTs			Germand Students		
	Q.	Q. %	Q.	Q. % per all countries (raw-relative)	Q. % Germany (column-relative)	Q.	Q. % per all countries (raw-relative)	Q. % Germany(column-relative)
Internship focus on secondary school	18	23.38%	1	5.56%	14.29%	4	22.22%	33.33%
Courses and activities addressed to non-traditional students future SCTs	16	20.78%	2	12.50%	28.57%	5	31.25%	41.67%
Recognition of prior knowledge acquired in formal education not related to teaching	7	9.09%	3	42.86%	42.86%	1	14.29%	8.33%

Table13. Code group Proposals for SCTs and SC students from Germany

Students made the suggestion of courses and activities addressed specifically to future SCTs (42%). SCTs also made this suggestion (29%). More important for SCTs was the recognition of prior knowledge acquired in formal education not related to teaching (43%). Of the students, many were in favour of an internship with a focus on secondary school experience (33%). Some said that despite the short internships at the beginning of the course and the practical semester is also good for the Master's study, but the practical semester is situated too late in the programme.

Exemplar quotations "Courses and activities addressed to non-traditional students future SCTs"

Students (41.67%)

– So, how do I plan a series that works, how do I make it theatrical in such a way that people follow me, that is, that arcs of tension

> are recognizable, how do I deal with rejection, how do I motivate children who cannot be motivated, who struggle to access learning, what kind of influences does the modern media have on children's education today, how do I work with parents, how do I work in the college, how do I organize knowledge? [...] All these 1000 questions that make you a good or bad teacher come up, not present in university

3.14 Reflections on Germany's findings

The journey to becoming a second career teacher (SCT) or a student with a focus on teaching in Germany presents a range of experiences, some positive and others negative. Among the positives, SCTs and students noted good communication skills, passion for the subject matter, and the opportunity to bring their past experiences to the table. German students, in particular, were reported to have a significant experience related to teaching. Economic stability was also noted as a benefit for teachers in Germany due to the status of a civil servant.

Furthermore, students have cited receiving good support from more experienced colleagues, and the chance to engage in intense or different ways of working when they returned to their studies. The aspect of gaining life experience and being more prepared for workload is seen as a valuable plus. Also, the opportunity to connect to the world of work, enjoying a better work-life balance, and experiencing autonomy was seen as benefits, particularly by SCTs.

However, on the negative side, SCTs and students pointed out several challenges. Students particularly struggled with university-related issues such as lack of recognition for prior teaching experience, maintaining study-work-life balance, and handling bureaucratic aspects. The mandatory practical semester, without remuneration, posed additional stress for them. Moreover, SCTs reported experiencing less support from mentors during the induction phase compared to their counterparts in other countries.

Both groups also reported some gaps in their skills, particularly in the areas of didactics and pedagogy. The stress of high workload, potential

burnout, and dealing with school bureaucracy was also common among SCTs, a situation exacerbated for those undergoing OBAS training. The lack of courses and activities tailored to future SCTs and the inadequate recognition of prior knowledge acquired in formal education were also cited as challenges.

As a way forward, both students and SCTs have expressed the need for courses and activities tailored to future SCTs, the recognition of prior knowledge, and an earlier focus on internships at secondary schools. These measures may help to address the current challenges and better equip SCTs and students for their roles in the teaching sector.

II.4
Data analysis and findings on teaching as a second career in Italy

Daniela Frison, Chiara Funari

In Italy, all interviewed SCTs (except one who is teaching in primary education) and students belong to the secondary school sector.

At a national level, a university degree in primary school education (Science of Primary Education) is a requirement for obtaining teacher qualification at the primary and pre-primary levels. Since 2010, the university degree courses for pre-primary and primary teachers lasts five years and students who want to become pre-primary or primary teachers follow the same curriculum and obtain a degree which certifies them to teach at both levels.

Conversely, the pathway to becoming a secondary school teacher is under review and related to the reform of the initial training of secondary school teachers approved on 29 June 2022 by the Italian Parliament. Compared to the past (see Del Gobbo, part 1), the main changes are related to the introduction of a qualifying university programme, corresponding to at least 60 ECTS, with traineeship and final assessment included and the provision of national competitive examinations to enrol new teachers held every year (Eurydice Unit Italy, 2022).

Compared to the initial primary school teacher education system, secondary school teacher requirements are in progress and informed by a process of change and updating, so the choice was made to involve secondary school teachers in the research. Secondary school teachers access school systems based on a previous master's degree in the subject they want to teach,

so secondary schools offered a wider variability in terms of university backgrounds and subjects.

The presentation of code groups and code frequency related to Italian SCTs and Italian second-career student teachers follows.

4.1 Reasons for becoming a second career teacher or second career teacher student

Factors of choice, both social and personal, are aligned with the literature on SCTs and are related to the search of *economic stability* (the code explains the 20% of quotations related to SCTs) and *job dissatisfaction* (the code explains the 33% of quotations related to SCTs) in the previous career. Again, previous jobs in sectors close to teaching seem to facilitate the choice of accessing teaching later in life (the code *first career closer to the teaching sector* explains the 47% of quotations related to students) as well as the search for a *professional upgrade* (the code explains the 20% of quotations related to students).

Code group: Factors of choice								
Codes	Totals		Italy SCTs			Italy Students		
	Q.	Q. %	Q.	Q. % per all countries (raw-relative)	Q. % Italy (column-relative)	Q.	Q. % per all countries (raw-relative)	Q. % Italy (column-relative)
First career closer to the teaching sector	29	23.58%	2	6.90%	13.33%	7	24.14%	46.67%
Job dissatisfaction	28	22.76%	5	17.86%	33.33%	0	0.00%	0.00%
Family balance/management (caring for children/elderly parents)	17	13.82%	2	11.76%	13.33%	2	11.76%	13.33%
Economic stability	16	13.01%	3	18.75%	20.00%	1	6.25%	6.67%
Professional upgrade	5	4.07%	0	0.00%	0.00%	3	60.00%	20.00%

Table 1. Code group: Factors of choice for SCTs and students from Italy

Exemplar quotations "First career closer to the teaching sector"
Students (46.67%)

- I have been a support educator for seventeen years and I am on a permanent basis with a cooperative because the role of support educator working within schools is currently only employed by cooperatives.
- I have been working for almost ten years with a social cooperative as a support educator, mainly then I have also been a home educator and a substitute in some replacement in day care centres.

Exemplar quotations "Job dissatisfaction"
SCTs (33.33%)

- Let's say that the struggle of running a VAT number is on an economic level, as a self-employed person.
- And then I went to a bigger company after graduation, but I only lasted six months, it wasn't really my job! I wanted to be a teacher.
- The engineering job made me totally […] dissatisfied, I was very sad actually.

4.2 Motivations for becoming a second-career teacher or second-career teacher student

According to the literature, the code group *motivations* refers to intrinsic motivational factors. The code *desire for transmission of experience to young people* explains the 29% of quotations related to SCTs and the 17% of quotations related to students. *Family and friends* explains the 36 % of quotations referred to SCTs and it is related to a "family tradition" to become a teacher that "push" SCTs toward the teaching profession.

Code group: Motivations								
Codes	Totals		Italy SCTs			Italy Students		
	Q.	Q. %	Q.	Q. % per all countries (raw-relative)	Q. % Italy (column-relative)	Q.	Q. % per all countries (raw-relative)	Q. % Italy (column-relative)
Desire for transmission of experience to young people	25	20.16%	4	16.00%	28.57%	3	12.00%	16.67%
Family and friends	21	16.94%	5	23.81%	35.71%	1	4.76%	5.56%
Achievement of a goal	15	12.10%	2	13.33%	14.29%	2	13.33%	11.11%
Vocation	15	12.10%	2	13.33%	14.29%	2	13.33%	11.11%
Desire for change	14	11.29%	1	7.14%	7.14%	4	28.57%	22.22%
Feeling appreciated	9	7.26%	0	0.00%	0.00%	3	33.33%	16.67%

Table 2. Code group: Motivations for SCTs and students from Italy

Exemplar quotations "Desire for transmission of experience to young people"
SCTs (28.57%)

- …helping young people to have a broader vision.
- The positive aspect can be to be able to broaden horizons in those age groups where perhaps to sow the seeds of the first ideas of what their future could be.

Exemplar quotations "Family and friends"
SCTs (35.71%)

- I come from a family with a tradition as primary school teachers, my mother, my grandmother […] they were teachers!
- My grandmother definitely influenced my decision to pursue this career in some way. I was just saying that it's in my blood.

Exemplar quotations "Desire for change"
Students (22.22%)

- I have been thinking of changing my career perspective.
- Very often I find myself teaching with these children and young people and this has made me think a little more about the possibility of getting back into a new course of study.

4.3 Crucial events as a second-career teacher or second-career teacher student

This code group aggregates codes referred to crucial events perceived by SCTs and second-career teacher students as "push events" to change career and to choose teaching as the second one. *Meeting relevant people* is a code chosen above all by students who mention the crucial role played by passionate teachers met during their study pathway. Even if less relevant, challenges related to the *Covid-19* pandemic or to a *lack of jobs* in the sector of the first career are mentioned by Italian SCTs and second-career teacher students as well.

Code group: Crucial events								
Codes	Totals		Italy SCTs			Italy Students		
	Q.	Q. %	Q.	Q. % per all countries (raw-relative)	Q. % Italy (column-relative)	Q.	Q. % per all countries (raw-relative)	Q. % Italy (column-relative)
Meeting relevant people	22	47.83%	1	4.55%	16.67%	4	18.18%	50.00%
Covid-19	13	28.26%	2	15.38%	33.33%	3	23.08%	37.50%
Lack of job	8	17.39%	2	25.00%	33.33%	0	0.00%	0.00%

Table 3. Code group: Crucial events for SCTs and students from Italy

Exemplar quotations "Meeting relevant people"
Students (50%)

- I met so many really good, passionate teachers, [...] it gave me the feeling that they were leaving a mark on these kids' lives!
- Working in contact with teachers [...] talking to them was definitely crucial to my choice to become a teacher.

4.4 Transferable skills as a second-career teacher or second-career teacher student

Italian interviewees underline skills and previous experiences related to the previous career as valuable to access the teaching profession. *Relational and communicational skills* acquired in the previous jobs are recognised as crucial to ensure students' engagement and manage challenging classes (the code explains the 24% of quotations related to students). Italian SCTs refer also to the centrality of experiences, contacts and relationships developed outside of the school context that support a valuable connection school – world of work (the code 'experiences outside the school context' explains the 21% of quotations related to SCTs). Previous experiences are recognised as important above all when related to the teaching sector. This is a peculiarity of the Italian scenario where educators working at schools (with no teaching role) or within educational services with children or adolescents move to teaching as second career starting from an academic background in the pedagogical area. They already have ECTS acquired in pedagogy, psychology and didactics which are core subjects required to become a secondary school teacher in Italy. Teachers seek the job security and the economic stability offered by public employment[1].

1 As reported by Eurydice "Teachers in State schools are public employees and work under a private-law contract that can be either temporary or permanent. The national collective labour contracts and the integrative contracts signed at school level regulate teachers' conditions of service. […] Under permanent contracts, teachers become part of the permanent teaching staff of the State". https://eurydice.eacea.ec.europa.eu/national-education-systems/italy/conditions-service-teachers-working-early-childhood-and-school

Code group: SCTs Background/Background toward SCTs								
Codes	Totals		Italy SCTs			Italy Students		
	Q.	Q. %	Q.	Q. % per all countries (raw-relative)	Q. % Italy (column-relative)	Q.	Q. % per all countries (raw-relative)	Q. % Italy (column-relative)
Relational-Communication skills	34	19.43%	5	14.71%	12.82%	6	17.65%	24.00%
Experiences outside the school context	28	16.00%	8	28.57%	20.51%	1	3.57%	4.00%
Organisational-managerial skills	19	10.86%	5	26.32%	12.82%	1	5.26%	4.00%
Previous experiences related to the teaching sector	14	8.00%	1	7.14%	2.56%	4	28.57%	16.00%
Awareness of the importance of continuous professional development	11	6.29%	6	54.55%	15.38%	2	18.18%	8.00%
Digital skills	11	6.29%	2	18.18%	5.13%	0	0.00%	0.00%
Experiences abroad	11	6.29%	3	27.27%	7.69%	1	9.09%	4.00%
Benefit for the school	10	5.71%	4	40.00%	10.26%	0	0.00%	0.00%
Totals	175	100.00%	39		100.00%	25		100.00%

Table 4. Code group: SCTs background/Background toward SCTs for SCTs and students from Italy

Exemplar quotations "Relational-Communication skills"
SCTs (12.82%)

– Maybe in the course of a morning, you were forced to work first with six-years old, then with volcanic eight-year old, forced to stand in front of you and listen to you in a museum, and you really invent strategies that come in very handy.

Students (24%)

- Empathy, learning to recognise the emotions of others, I have previously worked a lot on this aspect.
- Para-verbal and non-verbal listening and observation […] that I find most useful at school.

Exemplar quotations "Experiences outside the school context"
SCTs (20.51%)

- we have the opportunity, those who have had other experiences before, to broaden the horizon of the school
- the advantage is definitely to have a link to the world of work.

Exemplar quotations "Awareness of the importance of continuous professional development"
SCTs (15.58%)

- We need continuous improvements, it is impossible to stop!

Exemplar quotations "Previous experiences related to the teaching sector"
Students (16%)

- Although I really like the job of educator at school, I have been thinking of becoming a specialised support teacher […] also because the two professions are very similar and close each other.

4.5 Transition to Teaching

Concerning the code group *Transition*, codes refer above all to *difficulties in understanding how to access the teaching sector* with reference to a difficult understanding of rules and regulations to become a teacher. We can note that on 9 quotations, 6 refer to Italian SCTs (5) and students (1) due to an in-progress regulation about requirements to become a secondary school

teacher but also due to the complex pathway to enter permanently in the school system (see Del Gobbo, part 1). Only Italian SCTs and students report *difficulties in understanding job placement opportunities related to the first career* and finding alternative opportunities to the teaching profession. This code is strongly related to the next one about the *relevance of guidance figures* to support the transition and career change,

Code group: Transition								
Codes	Totals		Italy SCTs			Italy Students		
	Q.	Q. %	Q.	Q. % per all countries (raw-relative)	Q. % Italy (column-relative)	Q.	Q. % per all countries (raw-relative)	Q. % Italy (column-relative)
Difficulty in understanding how to access the teaching sector	9	33.33%	5	55.56%	35.71%	1	11.11%	20.00%
Difficulty in understanding job placement opportunities related to the first career	6	22.22%	4	66.67%	28.57%	2	33.33%	40.00%
Relevance of guidance figures	6	22.22%	5	83.33%	35.71%	1	16.67%	20.00%

Table 5. Code group: Transition for SCTs and students from Italy

Exemplar quotations "Difficulty in understanding how to access the teaching sector"

SCTs (35.71%)

- I tried to figure out exactly how the mechanism worked, what I had to do to get into the school world
- If they had explained better to me what I could do with this degree! «You know what you could do with this degree? This, this, and this!»

Exemplar quotations "Difficulty in understanding job placement opportunities related to the first career"
SCTs (28.57%)

– The other aspect was that a colleague of mine said, the only avenue left for us, because we are starting to get to a certain age to be able to find a more stable position that also gives us satisfaction from an economic point of view, but also from a professional point of view, is teaching.

Exemplar quotations "Relevance of guidance figures"
SCTs (35.71%)

– Nobody tells you "now with this degree you can do this job or another job"!

4.6 Professional identity

Concerning this code group on *professional identity*, Italian SCTs and Italian second-career teacher students seem to feel strongly the responsibility of playing an active role in the *design of an educational community*, from an inclusive perspective (*being a teacher who supports diversity*). This code group is less relevant than others for Italian interviewees, who focused their attention much more on practical and concrete strategies to connect Italian regulations about the school system and Initial Teacher Education to SCTs' and students' needs and challenges.

Code group: Professional identity								
Codes	Totals		Italy SCTs			Italy Students		
	Q.	Q. %	Q.	Q. % per all countries (raw-relative)	Q. % Italy (column-relative)	Q.	Q. % per all countries (raw-relative)	Q. % Italy (column-relative)
Being a teacher who supports diversity	10	20.00%	0	0.00%	0.00%	3	30.00%	33.33%
Design of an educational community	9	18.00%	4	44.44%	40.00%	2	22.22%	22.22%

Table 6. Code group: Professional identify for SCTs and students from Italy

Exemplar quotations "Design of an educational community"
SCTs (40%)

- I believe we have to be collaborative, participative and share our experiences, our knowledge
- And the construction, really, of an educational community.
- I'm talking about support, there's a very, very stable, very inclusive community with teachers as well.

4.7 Barriers in accessing the teaching profession

As noted in part 1, despite educational systems facing challenges related to teacher shortages and the problem of recruiting the required number of qualified teachers, the path toward tenure-track employment as a fully qualified teacher remains lengthy and rigid (European Education and Culture Executive Agency et al., 2018; 2021). That is why Italian SCTs and second-career teacher students report *doubts about their self-efficacy* and the ability to succeed in the teaching qualification process, considering that in addition to providing the full qualification, they must succeed in a competitive examination to access to a permanent teaching position. They complain also about *limited or no recognition of prior experiences* acquired during their pre-

vious career: the school system, according to their perspective, doesn't recognise their non-teaching skills as a benefit for the school.

Lack of guidance and *lack of online courses* are mentioned by both Italian SCTs and students. The first code is related to what was already mentioned about a lack of support during the ITE phase. The second is reported only by Italian interviewees who ask for online courses so as to better manage study-work-life balance. Concerning this code, we have to consider that interviews have been conducted after the Covid-19 phase and after a long period of teaching online at school and at the university: students perceived the positive aspect, in term of management, of asynchronous teaching and learning activities and online classes.

Code group: Barriers in accessing the teaching profession								
Codes	Totals		Italy SCTs			Italy Students		
	Q.	Q. %	Q.	Q. % per all countries (raw-relative)	Q. % Italy (column-relative)	Q.	Q. % per all countries (raw-relative)	Q. % Italy (column-relative)
Limited/ no recognition of prior experiences	18	21.43%	4	22.22%	20.00%	5	27.78%	20.83%
Difficult management of study-work-life balance	17	20.24%	3	17.65%	15.00%	7	41.18%	29.17%
Doubts about self-efficacy	10	11.90%	3	30.00%	15.00%	5	50.00%	20.83%
Management of bureaucratic aspects	10	11.90%	3	30.00%	15.00%	1	10.00%	4.17%
Lack of guidance	7	8.33%	3	42.86%	15.00%	1	14.29%	4.17%
Lack of online courses	6	7.14%	2	33.33%	10.00%	4	66.67%	16.67%

Table 7. Code group: Barriers in accessing the teaching profession for SCTs and students from Italy

Exemplar quotations "Limited/ no recognition of prior experiences in the teaching field"

Students (20.83%)

– Educational work is not recognized, neither for competitions nor for MAD [Messa a Disposizione] nor for GPS [Graduatorie Provinciali di Supplenza]
– I [would have wanted] official recognition [...], your previous experiences are not recognised.

SCTs (20.83%)

– Realizing that I was not being recognized for what I do. I couldn't teach what I actually knew how to do.
– The fact that I came from literature, that I had a cultural background, however, not so really disconnected [...] it was simply reduced to «let's see how many exams we can recognise" then in fact you didn't exist as a person who already had a qualification, a cultural background...

Exemplar quotations "Difficult management of study-work-life balance"
Students (29.17%)

– Starting university at the age of thirty-two again, it was not easy, even from a psychological and let's say personal point of view.
– Reconciling study and work was not easy [...] since I'm also a mother, I have a four-year-old girl, and I must say it was a difficult two years.

Exemplar quotations "Doubts about self-efficacy"
Students (20.83%)

– I didn't even think I had the characteristics to be able to do that…
– The negative expectation [...] whether I was really up to it!
– My fear was that I would not be able to handle such situations, like finding a particularly lively class...

4.8 Perceived advantages as an SCT or future SCT

The code group *advantages as an SCT or as a second-career student teacher* confirms the relevance recognised by Italian SCTs to the *link with the world of work* as part of their background related to their previous career but also mentioned as an advantage in accessing teaching after previous experiences out of the school sector (the code explains the 20% of quotations referred to SCTs). The 25% of quotations transcribed from interviews with Italian SCTs are explained by the code *work-life balance*, perceived as an advantage of the "teacher life". Again, this code is aligned with literature on factors of choice.

Code group: Advantages as SCTs/Advantages as future SCTs								
Codes	Totals		Italy SCTs			Italy Students		
	Q.	Q. %	Q.	Q. % per all countries (raw-relative)	Q. % Italy (column-relative)	Q.	Q. % per all countries (raw-relative)	Q. % Italy (column-relative)
Link with the world of work	20	20.00%	4	20.00%	20.00%	0	0.00%	0.00%
Work-life balance	20	20.00%	5	25.00%	25.00%	3	15.00%	17.65%
Autonomy	14	14.00%	3	21.43%	15.00%	3	21.43%	17.65%
Aware choice	14	14.00%	5	35.71%	25.00%	3	21.43%	17.65%
Prior knowledge of didactics	6	6.00%	0	0.00%	0.00%	5	83.33%	29.41%

Table 8. Code group: Advantages as SCTs/Advantages as future SCTs for SCTs and students from Italy

Exemplar quotations "Link with the world of work"
SCTs (20%)

– Even just talking to a company [for an internship] is useful to understand what they are looking for and what the world of work needs.

– I can say that previous experience is useful to me now because I teach at an ITI (Industrial Technical Institute), especially in the years when students do their internship in a company

Exemplar quotations "Work-life balance"
SCTs (25%)

– I wanted to find the balance between being a professional and my private life!
– Thanks to this new job as a teacher, I am able to devote energy to other areas, like interests and passions, things outside work.

Exemplar quotations "Aware choice"
SCTs (25%)

– Why did I choose this job? Because I like it and I would like to go on to the best of my abilities.

4.9 Perceived Disadvantages as a SCT/ Disadvantages as a future SCT

Concerning disadvantages, an *excessive workload* is mentioned above all by in-service SCTs and the code explains the 50% of quotations followed by the code *no disadvantages* (33%) compared with the previous career. The same code explains the 25% of quotations related to second-career teacher students and the same percentage of quotations is explained by the code *excessive workload,* as for SCTs, and the code *lower salary* compared to the previous career. Checking quotations, SCTs connect the code *excessive workload* to bureaucracy and management of administrative documents and procedures; conversely, students link the same code to the difficulty in managing teaching preparation (exams and university administrative procedures), work (if they are working students) and family.

Code Group: Disadvantages as an SCT/Disadvantages as a future SCT								
Codes	Totals		Italy SCTs			Italy Students		
	Q.	Q. %	Q.	Q. % per all countries (raw-relative)	Q. % Italy (column-relative)	Q.	Q. % per all countries (raw-relative)	Q. % Italy (column-relative)
Excessive workload (potential burnout)	21	32.81%	6	28.57%	50.00%	2	9.52%	25.00%
Lower salary	11	17.19%	2	18.18%	16.67%	2	18.18%	25.00%
No disadvantages	11	17.19%	4	36.36%	33.33%	2	18.18%	25.00%

Table 9. Code group: Disadvantages as an SCT/Disadvantages as a future SCT for SCTs and students from Italy

Exemplar quotations "Excessive workload (potential burnout)"
SCTs (50%)

- It's stressful! Working in a school is demanding, if you add to that the exam load, and attendance at university, you go into burnout!
- We as teachers are sometimes so overwhelmed by bureaucracy.
- We do so many useless things! useless documents to fill out, that nobody reads, that nobody cares about!

Exemplar quotations "No disadvantages"
SCTs (33.33%)

- I can say that I had disadvantages before!

4.10 Skills gaps as a second-career teacher or second-career teacher student

This code group refers to skills gaps perceived by in-service SCTs and second-career teacher students compared to first career teachers. Despite a de-

voted question on skills gaps as a second-career teacher or second-career teacher students, the skills SCTs and students perceive as weak are similar to skills mentioned as well by first-career teachers, such as skills related to *didactics* and teaching and learning methods, *pedagogical* and *digital skills* (Del Gobbo, et al., 2023; Freiberg, 2002; Urbani, Roshandel, Michaels, & Truesdell, 2017). Italian SCTs underline the centrality of continuous professional development based on the awareness of skills to improve (see exemplar quotation 'Awareness about skills gaps').

Code group: Skills gap as an SCT/Skills gap as a future SCT								
Codes	Totals		Italy SCTs			Italy Students		
	Q.	Q. %	Q.	Q. % per all countries (raw-relative)	Q. % Italy (column-relative)	Q.	Q. % per all countries (raw-relative)	Q. % Italy (column-relative)
Awareness about skills gaps	31	39.24%	6	19.35%	31.58%	1	3.23%	14.29%
Didactics skills gap	17	21.52%	5	29.41%	26.32%	3	17.65%	42.86%
Pedagogical skills gap	13	16.46%	4	30.77%	21.05%	0	0.00%	0.00%
Digital skills gap	2	2.53%	0	0.00%	0.00%	2	100.00%	28.57%

Table 10. Code group: Skills gap for SCTs and students from Italy

Exemplar quotations "Awareness about skills gap"
SCTs (31.58%)

– However, continuous training on what you realise you lack or need at that moment, even though you may not have lacked it at other times, but as you progress you need new skills or need to strengthen them.

Exemplar quotations "Didactics skills gap"
SCTs (26.32%)

- In the beginning, perhaps the disadvantage I felt was that I had to totally recalibrate my teaching proposals.
- ...because nobody teaches you how to teach!

Exemplar quotations "Pedagogical skills gap"
SCTs (21.05%)

- Pedagogy, for example, was not one of my skills... I didn't even know what it means!
- That teacher training also involves training from a pedagogical point of view, for example, is something I need.

4.11 Support strategies during the Initial Teacher Education

Concerning support strategies during the Initial Teacher Education phase, Italian students report a lack of university courses focused on secondary school experiences. As indicated in Part 1 by Del Gobbo, at present, the qualification required for future secondary school teachers is both a Master's Degree and 24 credits in pedagogical disciplines (Balduzzi, Del Gobbo, & Perla, 2018). A reform of the requirement to become a qualified secondary school teacher is in progress, but interviewees referred to Legislative Decree 59/2017 and to the related path for initial training and recruitment for secondary school teachers. They report the centrality of support also offered by peers and they complain about a lack of support by mentors, figures provided to primary school teachers during their Initial Teacher Education programme and in-service teachers during the induction phase but not offered to future secondary school teachers.

Code group: Support strategies during the ITE								
Codes	Totals		Italy SCTs			Italy Students		
	Q.	Q. %	Q.	Q. % per all countries (raw-relative)	Q. % Italy (column-relative)	Q.	Q. % per all countries (raw-relative)	Q. % Italy (column-relative)
Guidance by the mentor	12	25.53%	2	16.67%	40.00%	2	16.67%	11.76%
Lack of university courses focused on the secondary school	12	25.53%	0	0.00%	0.00%	5	41.67%	29.41%
Support from the other students	8	17.02%	0	0.00%	0.00%	3	37.50%	17.65%
Lack of guidance by the mentor	4	8.51%	0	0.00%	0.00%	3	75.00%	17.65%
Lack of traineeship on special needs education	4	8.51%	3	75.00%	60.00%	1	25.00%	5.88%

Table 11. Code group: Support strategies during the ITE for SCTs and students from Italy

Exemplar quotations "Lack of university courses focused on the secondary school"

Students (29.41%)

- For example: how about being a class coordinator? You do it and try to understand what your duties are, but no one explains it to you!
- Perhaps teachers should have training and refresh courses, where they are given some insight into the world of secondary school and adolescents.

4.12 Support strategies in the induction phase

As underlined, with reference to support strategies during ITE, SCTs report that the support offered by mentors during the induction phase is an im-

portant strategy, which is also related to help offered by more experienced colleagues. In Italy, during the induction phase, the new teacher is expected to be supported by a mentor who observes skills in action and offers pieces of evidence to an evaluation committee, to confirm the tenure track after the first year of the newly hired teacher (Del Gobbo & Frison, 2022; Del Gobbo, et al., 2023; Del Gobbo, et al., 2023a; MIUR, 2018).

Concerning skills acquired in the previous career, Italian SCTs recognise *previous skills in project management* as supportive in the management of their new role during the induction phase.

Code group: Support strategies in the induction phase								
Codes	Totals		Italy SCTs			Italy Students		
	Q.	Q. %	Q.	Q. % per all countries (raw-relative)	Q. % Italy (column-relative)	Q.	Q. % per all countries (raw-relative)	Q. % Italy (column-relative)
Support from more experienced colleagues	27	30.68%	11	40.74%	32.35%	2	7.41%	22.22%
Lack of support	20	22.73%	6	30.00%	17.65%	3	15.00%	33.33%
Support by the mentor during the induction phase	20	22.73%	6	30.00%	17.65%	2	10.00%	22.22%
Valuing of previous skills in project management	8	9.09%	7	87.50%	20.59%	0	0.00%	0.00%

Table 12. Code group: Support strategies during induction phase for SCTs and students from Italy

Exemplar quotations "Support from more experienced colleagues"
SCTs (32.35%)

- One school head teacher, in particular, was very significant to me
- We would go to the classes of the more experienced teachers, and

they would come to ours for a certain number of hours, and then there was constant support from fellow teachers.
– The biggest support that we had, and still have, are colleagues!

Exemplar quotations "Lack of support"
SCTs (17.65%)

– A guidance figure certainly would have helped me in choosing exams to include in the curriculum toward teaching.
– But in my opinion, the problem is upstream! There is no support, there is not, in my opinion already in the university and it should be guaranteed instead.

Exemplar quotations "Support by the mentor during the induction phase"
SCTs (17.65%)

– Look, for example, I made the transition from middle school to high school, and I was taken in by a tutor [...] the newly inducted teachers, in the various disciplines, were tutored.

Exemplar quotations "Valuing of previous skills in project management"
SCTs (20.59%)

– I was in charge of organizing study trips, and field trips, and having worked within a company helped me a lot !

4.13 Proposals and suggestions for improvements to experiences for SCTs and students

A targeted question was addressed to proposals and suggestions for improvements to experiences for SCTs and students. In line with ideas mentioned concerning *support strategies during the Initial Teacher Education* phase, about a lack of university courses focused on secondary school experiences, both Italian students and SCTs propose internships *focused on secondary school* (this code explains 21 % of quotations of this code group related to SCTs

and 15 % of that one related to students). Again, both SCTs and students referred to specific needs and challenges faced by non-traditional students as adult and/or working students and suggest proposals addressed to this target such as specific *courses and activities addressed to non-traditional students future SCTs, online courses for non-attending student*s and *making lecture recordings available* (again, these points are related to what students experienced during the Covid-19 pandemic and the stoppage of in-person classes and activities).

Code group: Proposals								
Codes	Totals		Italy SCTs			Italy Students		
	Q.	Q. %	Q.	Q. % per all countries (raw-relative)	Q. % Italy (column-relative)	Q.	Q. % per all countries (raw-relative)	Q. % Italy (column-relative)
Internship focused on secondary school	18	23.38%	4	22.22%	21.05%	5	27.78%	15.63%
Courses and activities addressed to non-traditional students future SCTs	16	20.78%	4	25.00%	21.05%	5	31.25%	15.63%
University guidance for future SCTs	12	15.58%	6	50.00%	31.58%	2	16.67%	6.25%
Online courses for non attending students	10	12.99%	4	40.00%	21.05%	6	60.00%	18.75%
Recognition of prior knowledge not related to teaching	7	9.09%	1	14.29%	5.26%	1	14.29%	3.13%
Making lecture recordings available	5	6.49%	0	0.00%	0.00%	5	100.00%	15.63%

Table 13. Code group: Proposals for SCTs and students from Italy

Exemplar quotations "Internship focused on secondary school" SCTs (21.05%)

– The field experience [...] you have to put into practice what you study...

Students (15.63%)

- A kind of internship [...] to perhaps develop a joint project... Simulated classroom lessons...

Exemplar quotations "Courses and activities addressed to non-traditional students future SCTs"
SCTs (21.05%)

- It would be perfect to have courses designed for this purpose, maybe even, and I'm simplifying, even with the availability online, in case I want to access courses remotely, maybe when I'm not in the classroom or I'm not in the office because maybe I'm doing another job in the meantime, but I want to change careers.
- If there were more specific [...] courses that would guide you to what could then be practical application in the classroom
- There is no space for a real working student.

Students (21.05%)

- a course designed for future teachers!

Exemplar quotations "University guidance for future SCTs"
SCTs (31.58%)

- ...a way, for those who already have a professional path, the way to understand that that path can turn into something pedagogical and educational
- A kind of Vademecum of what are the points that you have to go into from a didactic, legislative, pedagogical, training point of view in order to best approach the academic pathway.

Exemplar quotations "Online courses for non-attending students"
SCTs (21.05%)

- I don't know if I would have done it if I had to do it in attendance!
- For example, the DAD [remote education] for a working student.

Students (18.75%)

- Definitely the covid-19 was a big help for us as working students

Exemplar quotations "Making lecture recordings available"
Students (15.63%)

- For example, keeping records of lectures
- … perhaps looking at lectures in the evenings and on Sundays, and that was key!

4.14 Reflections on Italy's findings

Findings related to the Italian SCTs and students included in the convenience sample highlight the peculiarities related to the Italian teacher education system and access to the teaching profession process. As previously mentioned no specific lateral entry programmes are provided in Italy and, often, the pathway to a permanent position is long and difficult.

Two key points emerge from the Italian sample: first, possible benefits provided by first career and previous experiences outside the school context, in terms of links with the world of work as well as an acquired background of skills and competencies that can distinguish SCTs, even if not officially recognised; second, challenges related to the management of the ITE if followed as an adult, non-traditional and working student asking for flexibility in order to manage work-life-study balance (point in common with England and Germany). Proposals and suggestions for improvements to experiences for Italian SCTs and students are strongly related to these main foci: both SCTs and students ask for guidance figures able to support them during the ITE phase as well as to better understand how to access permanently the teaching profession and to facilities to guarantee flexibility and balance during the preparation phase to enter their second career.

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II.5
Working together: International research collaboration in SecWell

Donna J. Dawkins

As we conclude this chapter on data reporting, this section considers the ways of working in the successful international partnership.

Studies on international collaborative research partnerships often focus on disciplines such as science or business rather than education. This may be because these types of research collaborations are less commonplace in education, in part reflecting the diverse approaches to education driven by government policies and established practice in individual countries. It may also reflect the different types of disciplinary and substantive knowledge. Little is known about these international collaborative education partnerships, despite their attractiveness to institutions. Studies on education partnerships are often focused on collaborative teaching approaches or on a particular institution (Amey et al., 2007). Research (e.g. Eddy, 2010) acknowledges that international partnerships and collaborations can solve problems through the ways of working outlined in the aims and values of EUniwell (the parent body which funded the SecWell project): "values - democratic, inclusive, diverse, research and challenge-based, inter- and transdisciplinary, entrepreneurial, and co-creational – we aim to develop an action-oriented response to well-being, grounded in high profile research expertise, educational leadership and civic engagement".

Despite these benefits, simply bringing expert partners together does not necessarily achieve intended outcomes. In this section we reflect on barriers

and facilitating factors at personal, institutional and national levels for the process of partnership working and effective collaboration in this SecWell project.

Personal Experiences

Facilitators

The antecedents of the project brought people together through launch events and meetings to establish common purpose, goals, expectations, and to build relationships (Spencer-Oatey, 2012) and to act as catalyst events (Shore & Groen, 2009). These were followed up with a range of remote, and then hybrid meetings hosted at different partnership institutions. These meetings were held concurrently with other EUniwell events so the common goals were pervasive across activities and added to the efficiency of travel planning. Whilst remote and hybrid contact were useful in keeping the project on track, more beneficial were the in-person events which accelerated progress and generated valuable spin-off developmental activity potentially though the opportunity to develop what Shore and Groen (2009) describe as "personal click" between participants. Local knowledge for these in-person events facilitated travel and designed positive *in situ* experiences for participants, facilitating formal and informal interactions and opportunities to collaborate.

Barriers

The common language of the academic world is English. The requirements of English as an additional language in the partnership working manifested in different ways and at different times during the project. There were considerations of language in formal and informal registers and in spoken and written discourse (Spencer-Oatey, 2012). In order to publish in English there was an additional data translation requirement and workload demand for Germany and Italy as the original transcripts were in German and Italian, plus a translation checking requirement to ensure accuracy.

Institutional

Facilitators

At an institutional level this partnership was committed to bringing together international experts in teacher education to meet the common goals of EUniwell through collaborative, transnational, co-creation of ideas. In this Secwell project, the particular focus was commitment to sharing best practice in teacher education and bringing that expertise to the issue of second career teachers' experiences and the impact of those on their well-being. All the institutions involved were committed to internationalisation by creating funded opportunities for connectivity among staff from different backgrounds.

Barriers

Some of the practical differences (Amey, 2010) experienced during the project included different calendar pressures throughout the year; different working week patterns; different work culture and boundaries in different countries. Being located in similar time zones across the partnership facilitated effective communications and meetings.

The group was able to draw on a range of expertise and experience in approaches to research in education, which was a strength of the partnership. Differences in systems used to process and analyse data across the partnership required additional discussions to support utility and accessibility. This professional dialogue was a powerful opportunity in considering data quality and outputs during the process.

Within the group there were differences in contract types and roles for academic staff in their institutions with variation in emphasis on research or teaching focus. This impacted on the shape of their wider responsibilities as well as their eligibility and accessibility for mobility, despite its benefits and the aims of SecWell. Additionally, there was an awareness that there may have been impacts on other individuals in their own institution not directly involved in research (Amey, 2010) which could constrain mobility and engagement.

During the project there were changes in participation status of two in-

stitutions which altered resource allocation and participatory rights in EUniwell. For one institution this resulted in withdrawal from the study; for the other there were background influences impacting on the future involvement in EUniwell at an institutional level. Fortunately, as the collaborative group was already well-founded as a partnership and there was recognition of the social and resource capital of remaining individuals as partners (Amey et al., 2007) these changes were able to be navigated sustainably and fruitfully.

National/ International

Facilitators

In line with research in the area of collaborative partnerships we found there were a range of cultural and workplace expectations to navigate as we built our partnership. These required "staff to be interculturally aware or sensitive" (Spencer-Oatey, 2012). As mentioned previously, differences in to whom project tasks were assigned, the individuals' roles in the projects, roles and responsibilities in their institutions, and the priority status of the initiative varied across the group.

The initial intended impact was a common goal aligned with EUniwell and the SecWell project outcomes related to the well-being of second career teachers, but the landscape in which these student and teachers existed differed across countries and so the expectations of further influence into system change necessarily varied too.

Barriers

Each researcher in this SecWell project is an expert in their own education systems: no-one in the group is expert across all of the education systems under study. Identifying features which were similar across countries and unique to individual contexts provided learning opportunities for all involved.

We have considered our study outcomes nationally and transnationally. A further challenge will be to take the outcomes that answer the common

agenda for change and recontextualise in their own national contexts. Through this we are contributing to achieving the same goals in the partnership but contributing to different national systems and policies.

Conclusions

This successful international partnership was influenced by individual and institutional engagement, and the wider HE and policy context in which researchers worked. Whilst popular, these partnerships are complex entities which may or may not achieve their intended outcomes (Spencer-Oatey, 2012). These reflections may offer some insights into factors which facilitate or hinder the success of these types of projects.

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II.6
Strategies to facilitate the career change toward the teaching profession

André Bresges

In the context of the SecWell project, University of Cologne hosted an on-site event in March 2023. We had the unique opportunity to present the initial findings of our research to students. The data was met with insightful feedback, which proved instrumental in shaping our recommendations. Following up, we identified frequent answer patterns within the transcripts and derived codes that were systematically counted with two coders per interview. Most frequent codes were compared between the EU Countries, and between the groups of traditional vs. non-traditional students. The outcome was discussed in the research group.

Analysis of the most frequent codes provides us with the following needs:

1. An information campaign should be designed to inform prospective teachers how to access the teaching sector. As an example: in Italy, 35% of second-career teachers reported difficulty in understanding how to access the teaching sector.
2. Prior to choosing a career, SCTs should undertake an internship or work experiences that can help individuals to make more informed and conscious career choices. Additionally, experiential learning, peer education, and group work can contribute to this goal.
3. Burnout prevention must be taken very seriously. In Germany, 46% of

the SCT reported excessive workload and the risk of potential burnout. Bureaucracy and management in schools is a possible factor and is reported by 38% of the SCTs.

4. A desire to transmit experience to young people is a dominant motivation for 25% of SCTs. Training Programmes should centre on the experiences of teaching first, to maintain motivation in the first critical months. SCT Trainees should receive guided experiences in the administrative or management duties that come with the teaching profession, e.g. taking part in school development, involving parents and organizing resources at a later stage of their training. Examples could be professional development courses, where experienced teachers and school administrators act as trainers and coaches and help to form a network for support in administrative duties. One strategy could be to create a Personal Development Plan (PDP) to help students define their goals, optimise demands and manage time commitments. Countries could provide non-traditional students tools and opportunities to create their PDP before entering ITE programmes. This should contain a tutorial or a factsheet for the school environment containing general issues, spaces, tools, and bureaucratic requirements.
5. Awareness of skills gaps is different in different EU countries. Assuming that the demands of teaching in classes are comparable, this hints at different strategies in the EU SCT training systems. For German SCT teachers, 29% are aware of skills gaps in pedagogy, and in the domain of Pedagogical Content Knowledge or Didactics. In England, this knowledge gap is not visible for SCTs, whereas subject/discipline-based skills gaps dominate. It is advisable to organize exchanges between SCTs on a European level e.g. by teacher exchanges, visits, and online coaching offers. SCTs could benefit by better recognizing their own skills gaps and supporting each other in overcoming them. Networks of trained tutors and mentors can raise awareness of skills gaps in the first critical months and assist in overcoming these gaps.
6. SCTs build on strong competencies that they bring in from their first careers, mainly relational communication skills and leadership skills. This is often a good motivation to carry on and thus builds resilience in the SCT workforce. Leadership and communication are also skills

that are very necessary for the teaching profession and may be neglected or assumed as prior knowledge in university teacher education. Recruitment campaigns should identify personnel with leadership backgrounds, and SCT training and onboarding programs should build on those skills, encouraging SCTs to carry them into the faculties of schools.

7. False assumptions about transferable content knowledge seem to exist. Transferable knowledge from prior studies or professions is often specialised and related to a certain niche, whereas teaching a subject requires a very broad knowledge that is, ideally, connected to everyday phenomena in the life of the students. SCT trainees should be informed that continuous professional development will always be a part of their second career and that they cannot rely just on the content knowledge they brought into teaching. There are striking differences between England, Germany, and Italy concerning the perceived importance of continuous professional development.
8. People often have a high motivation to change careers, but this motivation can decrease once they enter school if they lack support or if their priorities shift. Therefore, it is crucial to support teachers at different stages to help them sustain motivation and maintain the values that drove them to change careers. This can be achieved by collaborating with in-service teachers who can provide insights to overcome initial difficulties, co-designing lessons, and building on previous experience. Additionally, it is essential to change the perception of the teaching profession by encouraging teachers to see professionalism from a more holistic point of view. In the expert workshop, teacher training students raised the issue that they need more career advice about teaching and more contact with in-service teachers talking about their own experiences and career trajectories.

Combining the first-hand ideas of the discussion with the most frequent codes of the in-depth data analysis, we crafted proposals on how we could enhance the education of both second-career teachers and traditional teachers. Since both groups have to be served and addressed differently, we divided the proposals accordingly in two parts.

Traditional Students

The education sector has long faced a high attrition rate among aspiring teachers, partly because of an uninformed and unrealistic career choice. To mitigate this, a multi-faceted approach is required, engaging different stakeholders in the education ecosystem.

First-Year University and High School Students

This approach involves direct interaction with teachers discussing their experiences and demonstrating career trajectories. Students benefit from exposure to teachers at varying career stages, developing a more informed understanding of the teaching profession. Expected outcomes include decreased dropout rates due to a more realistic perception of the profession's demands.

In the specific context of Italy, where the education system frequently changes and can be complex, this initiative needs to be reiterated over time, accommodating for evolving education landscapes.

High School Students

Offering high school students internships or work experience placements provides early practical insight into the teaching profession. This involves collaboration between schools, teachers at different stages of their career, and students themselves. The direct experience provides students with a comprehensive understanding of teaching, potentially decreasing the dropout rate.

In-Service Teachers

To alter job perception, teachers and government officials need to collaborate. The profession must be seen as holistic, acknowledging the additional roles teachers undertake, such as promoting inclusivity, pastoral responsibilities and developing creative class structures and learning opportunities. Legislation should allocate time for these duties, recognizing them as part of a teacher's work. Further, experts can guide teachers in these tasks, minimizing their stress and frustration.

Non-traditional Students

Recognition of Previous Experience and Skills

In the English context, non-traditional students (including adult students, in-service teachers, and those attending lateral entry programs) should be guided to leverage their previous experience and expertise. This could involve strategies such as coaching for pay negotiation and educating head-teachers about the value of previous experiences, leading to greater respect and recognition.

Acclimating to School Environments

Non-traditional students may not have recent experience in school environments. Thus, work experience placements before course commencement can help these students understand the current state of schools and education, building their confidence and managing expectations.

Academic Support

Individual support with academic writing can be crucial for non-traditional students who may have been out of the academic environment for a while. Successful completion of assignments boosts their confidence and reduces workload.

Building Professional Networks

Facilitating relationships with tutors, mentors, and peers is essential. Networking opportunities allow non-traditional students to share experiences and support each other. Encouraging membership in professional bodies and associations, like *Now Teach* in England and *MNU* (Association for the fostering of Math and Science Teaching) in Germany can further enhance their professional development.

Subject Knowledge Enhancement

As some students may not have utilized their subject knowledge in their previous careers, subject-specific sessions can help update their understanding and address any misconceptions.

Managing Work Demand

Despite being used to long work hours, non-traditional students often underestimate the demands of teaching. Sessions focusing on health and well-being, time management, and efficient planning can help balance these demands.

Financial Support

Offering financial aid during the training year can significantly impact non-traditional students, many of whom may be transitioning from a full-time salary. This support could incentivize more students to join the teaching profession, bringing their valuable skills and experiences to the workforce.

During Initial Teacher Education (ITE) Programme

Once non-traditional students have begun their ITE programme, strategies should focus on facilitating a comprehensive understanding of the teaching profession's realities. Collaboration with teachers at various career stages and other non-traditional students can provide essential insights. Internships or work experiences, experiential learning, peer education, and group work can help in achieving this objective. Open-day meetings with in-service teachers offer opportunities for dialogue and knowledge exchange.

During the Induction Phase or Training

Involving in-service teachers, mentors, administrative staff, and school governance is crucial during the induction phase or training. Assisting new teachers in overcoming early-career challenges forms the focus of the strategies at this stage. Collaborative lesson design and administering questionnaires for critical reflection can help teachers maintain their motivation and reconnect with the values that initially drew them to teaching.

Role of Mentors and Tutors

Tutors and mentors, in partnership with pre-service and early-career teachers, can create a supportive and encouraging environment. This strategy involves clear communication, focusing on cooperative growth rather than criticism. Additionally, examples of school planning with specific learn-

ing outcomes, competence development strategies, and practical teaching approaches can be discussed. This prepares future teachers before they become overwhelmed by bureaucracy.

Mentors and tutors play a crucial role in supporting non-traditional students at both school and university levels. Providing specific courses that focus on effective communication with in-service, early-career teachers, and non-traditional students can help foster a conducive learning environment.

Despite these strategies, challenges remain, mainly preserving teacher motivation and values throughout the training process. An integrated approach is required, which includes measures like co-working at universities and schools, experiential training, and mentor-led workshops or seminars.

The perception of teaching as a profession also influences motivation significantly. Therefore, self-reflection, cooperative learning, and critical reflection on professionalism should be a central focus during training. Initiatives such as peer-led self-help and learning groups and critical reflection tools can significantly assist in this respect.

Practical Challenges

Challenges related to financial issues, family management, and work-life balance need to be addressed. Offering courses specifically designed for non-traditional students and providing financial aid can significantly reduce these obstacles. A 'Lateral Entry Programme' can further facilitate this transition, mitigating the stress of balancing work and study.

Valuing Previous Experience and Knowledge

Recognizing and valuing the experiences and knowledge gathered during a non-traditional student's previous career is crucial. Creating spaces within schools to enable future teachers to share their competencies, such as through a laboratory or workshop, can be beneficial. A panel that collects their experiences to prepare lessons can be a constructive way to appreciate these prior experiences.

In conclusion, addressing the attrition rate in the education sector demands a broad, interconnected strategy involving multiple stakeholders. For traditional students, it is vital to provide comprehensive insights into

the teaching profession before they commit to it, necessitating interactions with practicing teachers, internships, and a supportive network of tutors and mentors. A concerted effort to transform the perception of the teaching profession is needed, incorporating a holistic understanding of the teacher's role and responsibilities.

For non-traditional students, acknowledgement of prior experiences, subject knowledge enhancement, academic support, and professional network building are essential elements of a comprehensive strategy. Providing financial support, managing work demand, and acclimatizing these students to the school environment are also vital to ease the transition and enhance their confidence.

Continuing support is required during the ITE programme and induction phase, involving in-service teachers, mentors, administrative staff, and school governance in the process. The role of mentors and tutors remains paramount, promoting communication, cooperation, and critical reflection. Recognizing and valuing the previous experiences and knowledge of non-traditional students is crucial to ensuring their successful integration into the teaching profession.

Despite the outlined strategies, challenges persist, especially in maintaining teacher motivation and balancing practical difficulties. Therefore, an integrated, dynamic, and responsive approach is necessary, continually adapting to the evolving needs of aspiring teachers. Addressing these factors will not only aid in reducing the dropout rate among teachers but also enrich the profession by including individuals with a diverse range of skills and experiences, ultimately improving the quality of education.

Afterword

Giovanna Del Gobbo
Coordinator of the EUniWell Teacher Education Arena

The University of Florence, the University of Birmingham and the University of Cologne, partners of the SecWell project, are all members of the EUniWell Alliance, aimed at responding to the Council of the European Union's invitation for member states to pursue a horizontal, cross-sectoral, knowledge-based approach to advancing the economy of well-being. These universities, together with the other members of the Alliance, are working toward an action-oriented response to well-being, grounded in research expertise, educational leadership, and civic engagement to meet the challenge set out by the Council of the European Union and the OECD. Within the EUniWell frame, the Teacher Education Arena (TEA) – of which Florence, Birmingham, and Cologne are active partners – delivers collaborative research by bringing together academics, policymakers, school networks, and students to radically renew the research-education-transfer nexus and boost cutting-edge, inter-, and trans-disciplinary research collaboration. The education and training of future schoolteachers are considered a strategic issue at a global level and the main focus of the TEA's work, research and cooperation.

The recent Organization for Economic Cooperation and Development (OECD) publication *Building the Future of Education* highlights how education has seen massive expansion over the years, with unprecedented growth in participation and attainment levels, developing knowledge, skills, attitudes, and values on which societies rely, forging social cohesion, and

preparing people to become and remain competent workers and active citizens (OECD, 2021). Today more than ever, we are being challenged to reimagine the purposes of education to face an unpredictable future and create a better one.

The United Nations Educational, Scientific and Cultural Organization (UNESCO) report *Reimagining Our Futures Together* highlights how education systems often reproduce and perpetuate conditions that threaten the future, limiting the potential of education to be truly transformative (UNESCO, 2021). These failures underline the need for a new shared vision and renewed principles and commitments that can focus on the crucial role of educational institutions in the transformation of societies. Furthermore, the *2030 Agenda* made a specific reference to the qualification of teaching staff within the 4 Sustainable Development Goal (SDG) *Ensure inclusive and equitable quality education and promote life-long learning opportunities for all* with sub-objective 4.C *Increase the Supply of Qualified Teachers in Developing Countries*, transforming the theme of high-quality teacher training into a goal to be achieved. Therefore, in a new social contract for education, teachers must be at the centre and their profession, revalued and reimagined as a collaborative endeavour that sparks new knowledge to bring about educational and social transformation (UNESCO, 2021).

The mentioned documents clearly identify the need for further professionalisation of in-service teachers and teachers of the future. Teacher training is therefore considered a strategic issue and it requires investing in new teacher generations and developing the necessary skills. This dilemma urges us to consider the professional profile of teachers in terms of both Initial Teacher Education and Continuing Professional Development.

That is why the Arena's work and research are guided by the following questions (Del Gobbo, et al. 2022):

– What are, today and in the future, the global challenges for teachers' training?
– What are, today and in the future, the consistent professional standards teachers are expected to achieve?
– Which are the components of an international curriculum consistent with traditional and innovative standards to face global challenges?

– What are the best methodologies and forms to train, assess, and reward learning outcomes of future teachers in their Initial Teacher Education?

These questions challenge universities through their involvement as the main providers of teacher education and training, but also for the contribution they offer in terms of research to collect evidence for identifying trajectories and defining scenarios for the professionalisation pathways for the teachers of the future.

Based on a plurality of national experiences, the TEA envisages the identification of some areas that synthesise and enhance the plurality of existing frameworks and combine them with the new issues that represent the challenges facing education today. Schools and teachers are seen as change agents of societal challenges in sustainability, globalisation, well-being, inclusiveness, and technology. This also means that these significant societal issues should be addressed in future teacher education and teachers' professional development.

Within this framework, the SecWell project adds a further point to the reflections on teachers' professionalisation process, distinguishing between *First-* and *Second-Career Teachers* and highlighting the importance of a growing phenomenon within the partner countries as well as around Europe and the world.

As the SecWell Project highlights, the presence of international comparative studies on this topic is still limited. Above all, studies based on empirical data, helpful to allow us to reconstruct the career development trajectories of those who enter the teaching profession after previous career paths appear particularly promising, both from a research and a professionalisation point of view.

The research highlights the different forms that the second career teacher can take, both in the direction of opportunities and challenges for school innovation and as a risk factor of de-professionalisation if the phenomenon is not managed.

This scenario can ask schools to face different challenges in terms of professionalisation processes that need to be constantly updated as well as diversified, due to the plurality of problems that emerge and that the education system has to deal with. These problems are linked to the complexity and

heterogeneity of the youth universes of reference for the new generations, to the multifaceted physiognomy of families, to the strong impact of technologies on informal learning processes and many other phenomena.

On the one hand, the possibility of tracking down, training and recruiting professionals who have gained experience in work settings that address these issues from different points of view, could represent an indisputable advantage, allowing the introduction of different and integrated expertise.

On the other hand, some professionals can see the school as a «fallback» after frustrating experiences or the loss of a job, and this issue can cause significant damage for the new generations and, ultimately, a high social cost. The school cannot become or be considered a «refuge»: it is the space for building the common future and it needs the best forces in the field, which must be identified, motivated, selected, evaluated, and put in a position to manage at their best the transition work they have planned.

Having acknowledged that the phenomenon exists in its various facets and that there are many reasons behind the choice of teaching as a second career, research such as the one that SecWell has helped launch therefore appears fundamental for guiding European policies. The teacher of the future must have a solid background and it is possible that adequate policies, based on evidence, can effectively enhance the professional «second choice» making it functional for the transformation that the school requires. Universities, in this framework, must and can play a fundamental role by developing the research necessary to delve deeper into a phenomenon, to account for its consistency and make it emerge, in particular where it is not yet within the awareness of political decision-makers (as in Italy). Furthermore, based on research, universities, in agreement with other institutions and various professional categories, have the task of designing training that can allow everyone to reach the professional standards required in the school setting, without «flattening» and standardizing training, but making it capable of enhancing previous professional skills. Last but not least, universities can contribute to developing mechanisms for the recognition, validation and certification of professional skills precisely through paths incorporated into the work settings «traversed» before «landing» in schools as teachers.

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Despite the importance of the teachers' role, many countries are facing teacher shortages and the problem of recruiting the required number of qualified teachers to meet demand. To deal with this common and complex scenario, several school systems are looking at developing lateral entry programmes to access the teaching profession and obtain teaching qualifications, by attracting high-quality graduates and/or professionals from subject areas affected by shortages. Those who seek an alternative career in teaching, potentially via fast-track programmes, are often so-called Second-Career Teachers (SCTs): non-teaching professionals joining the classrooms after spending time in different previous careers. This Volume presents the research performed within the *SecWell Project - Second Career Teachers Well-being: toward non-traditional professional development strategies*, proposed by the University of Florence, Birmingham, and Cologne to explore the phenomenon of Second Career Teachers in the partner countries.

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