



EMERALD POINTS

EARLY CAREERS IN EDUCATION

Perspectives for Students
and NQTs

EDITED BY
AIDAN GILLESPIE



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AIDAN GILLESPIE

Northumbria University, UK



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INVESTOR IN PEOPLE

*This book is dedicated to those who are about to or have just entered
a career in education, and to our students and colleagues,
past, present and those we are yet to meet.*

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ABOUT THE EDITOR

Prior to joining the Social Work, Education and Community Wellbeing team at Northumbria University, Aidan Gillespie was Senior Lecturer in Primary Education at Canterbury Christ Church University in Kent. He came to Initial Teacher Education having had a successful career as a Primary School Teacher, teaching in Lincoln, Italy, London and Kent. Now as Initial Teacher Education Subject Lead for Religious Education at Northumbria University, he designs and teaches modules focussed on the role of religion in state education in the UK and the way in which religion, society and values intersect. With a research focus on spirituality, he is deeply interested in the intersection between spirituality and professional identity. Alongside his work in Initial Teacher Education, he also teaches on Masters and Postgraduate programmes in Education as well as working alongside new university colleagues in developing their practice in teaching and learning.

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FOREWORD

Education is one of the most dynamic, professionally demanding and politicised careers one can enter in the UK. This book arose out of the need for a source which provides advice, guidance and information on a range of topics which are of primary concern to those about to enter a career in Education. The chapters are ones which take on the voice of a colleague who wishes to give the reader an insight in to some of the most pertinent and important areas of practice likely to be encountered by an early career practitioner in Education. A career in Education is often automatically thought to be that of a classroom practitioner and indeed many of the chapters are primarily but not exclusively concerned with this. However, the chapters will be of benefit to those entering in to careers which also might include the charity, arts and cultural contexts. Of particular interest (and pride to the editor) is the section provided by Newly Qualified Teachers, some of whom have entered in to careers in mainstream Education provision and others who have taken alternative paths. Their insights in to what to expect during an Initial Teacher Education course are of immense value and should, I hope, provide you with inspiration and reassurance. The book is divided into sections, each of which pertains to an area of educational practice or knowledge. All of the chapters stand on their own and can be read in isolation or as part of the section in which they are situated. The chapters contain discussion and reflection points which should allow you to consider your own experience and opinions on the author's topic.

I and all the Education staff at Northumbria University invite you to critically engage with the book. Challenge the author's position and make the topics your own and we wish you the very best at this, your early steps in a career in Education.