

An Analysis Of Agricultural Teachers Experience Of Their Role As Educators And Identification Of Improvements To Better Prepare Them For Their Role



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Rationale

- Teagasc is the main provider of further education in agriculture, food, horticulture and equine studies.
- Agricultural education assists farmers in accessing and utilising information more efficiently, adopting new technologies, enhancing problem solving and helping them make more efficient use of their farm resources.
- Agriculture has developed from once traditional farming practices to more scientific, labour intensive farming industries resulting in a greater need to provide education that adopts both a philosophical and pedagogical approach to teaching.

Aim

To analyse Agricultural Teachers’ experience in their role as educators and identify possible improvements to better prepare them for their role

Objectives

1. To determine the knowledge and attitudes of agricultural teachers towards teaching and learning.
2. To critically assess current In-Service Training received by agricultural educators.
3. To identify best practice guidelines in teaching and learning.

Methodology



Literature Review

Completed extensive review of the literature

- ✓ Pedagogy
- ✓ Theories and Practice
- ✓ Agricultural Education



Immersion Period

Compilation of a reflective journal based on personal experiences

- ✓ Description
- ✓ Feelings
- ✓ Evaluation
- ✓ Analysis
- ✓ Conclusion
- ✓ Action Plan



National Survey

Including all Agricultural Teachers within Irish Agricultural Colleges

- ✓ Demographic Information
- ✓ Training of Educators
- ✓ Knowledge and Attitudes
- ✓ Teaching Methods



Focus Groups

Consisting of a cohort of Agricultural Teachers

- FG1: Preliminary Focus Group
- FG2: Teachers ≤ 2 Years Experience
- FG3: Teachers ≥ 5 Years Experience

Key Findings to Date

Findings to date have highlighted challenges across Irish Agricultural Colleges in how educators are trained to teach, in their motivations for the role, and their long-term desire to remain teaching. The research identifies that agricultural educators have not received sufficient pedagogical training and require stronger supports when recruited, and throughout their career for development and progression.

Sufficient Pedagogical Training

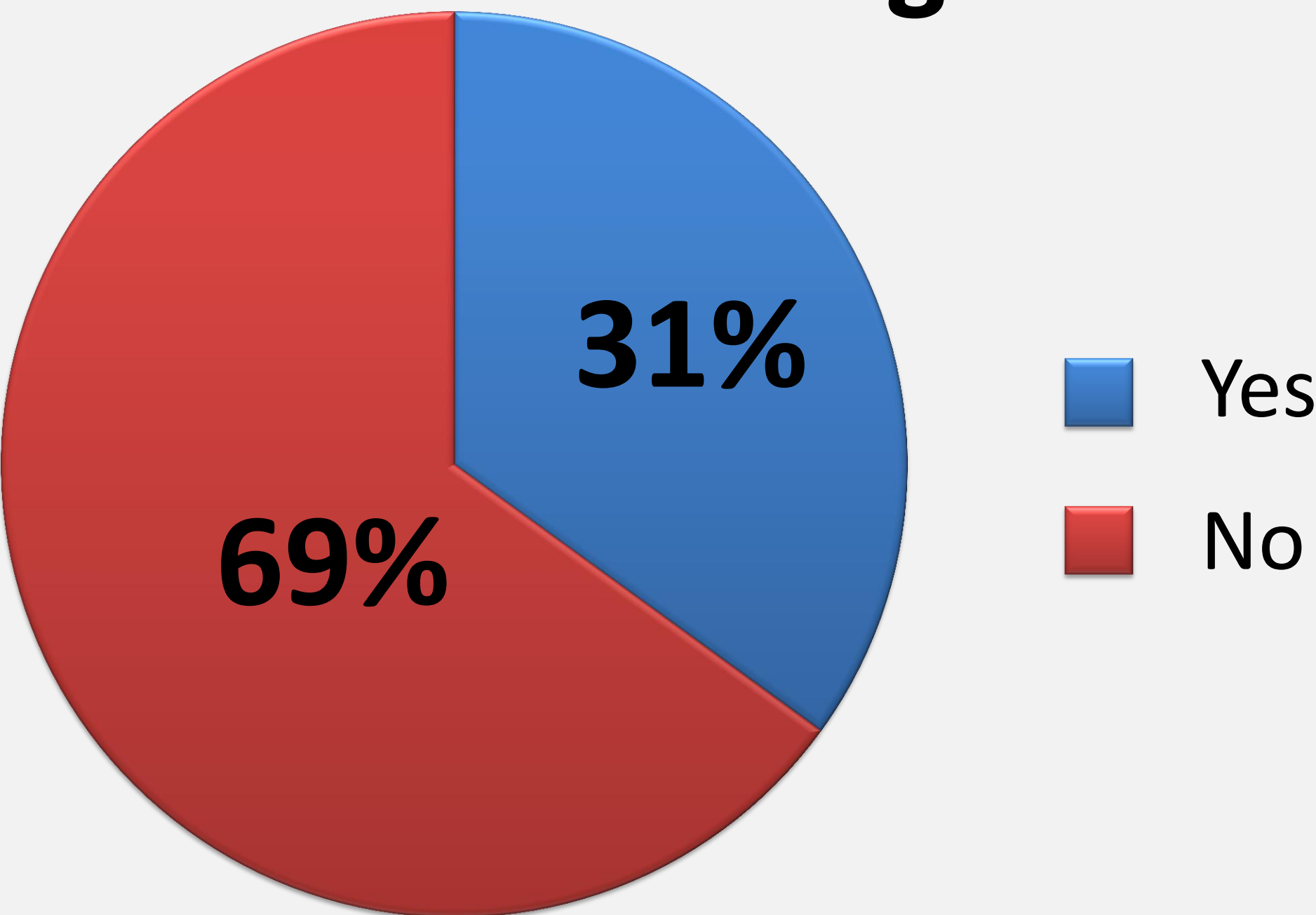


Fig.1. Have teachers received sufficient pedagogical training?

Satisfaction with Technical Content IST

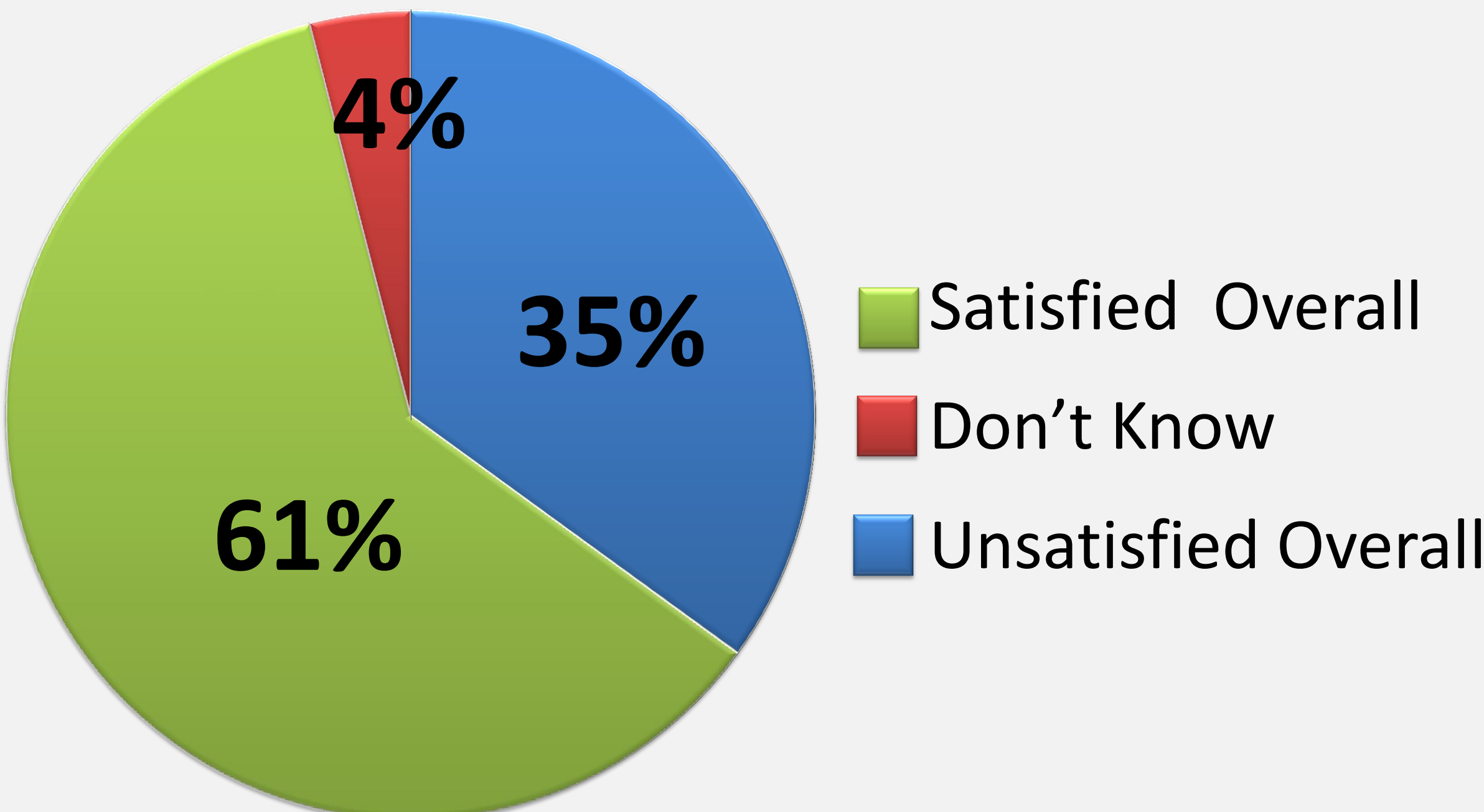


Fig.2. Teachers’ overall level of satisfaction with current Technical Content IST received

Satisfaction With Teaching & Learning IST

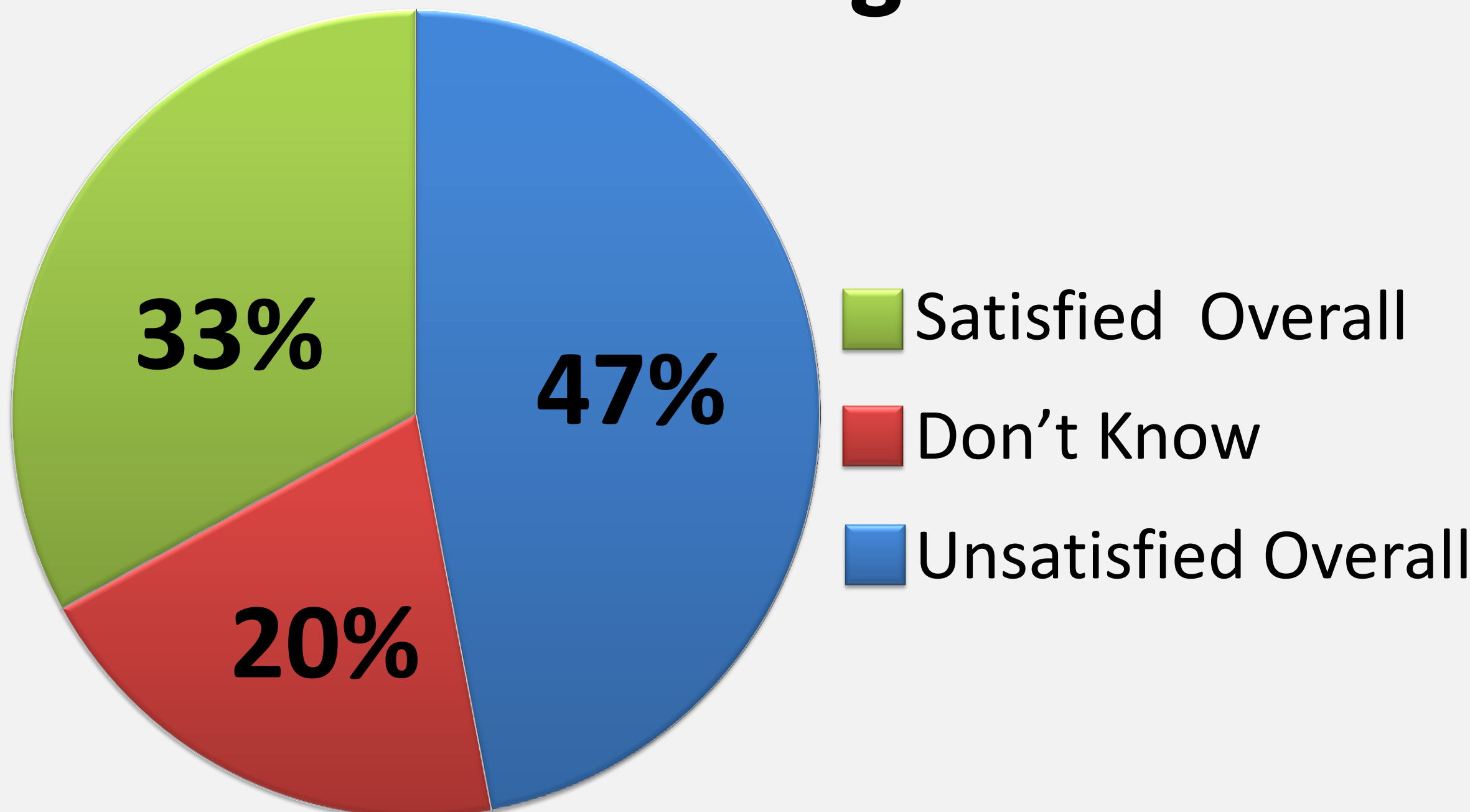


Fig.3. Teachers’ overall level of satisfaction with Teaching & Learning IST received

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