

Webinar

Organized by the Australasian Services Care Network

Moderator: Robert Lippiatt

Speakers:

Mr David Mather

Mr Leigh Pickard-Morrish

Mr Kevin Lloyd

Mr Bruce Morrison

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Military Voices: The Experiences of Those Who Train to Teach as Part of Their Service to Civilian Pathway

RESPECT

In this presentation Mr David Mather from the University of Portsmouth, Mr Leigh Pickard-Morrish, Mr Kevin Lloyd and Mr Bruce Morrison who are Graduates from the Further Forces Teacher Training Program at the University of Portsmouth share from their work, research and lived experience on the transformative role of Teacher Training and Higher Education as part of their military to civilian transition.

To (re)-see this webinar:

https://www.youtube.com/watch?v=kYyzxLV-TFM&ab_channel=VeteranTransitionandWellbeingWebinarSeries

Context

The dominant public discourse regarding the recruitment and retention of teachers (in England) is one that is often framed in terms such as “crisis”. Data from the Department of Education, The National Audit Office, etc. highlight challenges in filling vacancies across each part of the education sector. What we want to try to do is make sure that we utilize service members in a way that enables our young people to be able to benefit from that experience.

However, this is not new. We have got a long history with regards to trying to take service personnel and enable them to transfer to civilian context in terms of teaching. Service leavers “bring significant transferable skills and related values” (Price, 2019) to children and young people in relation to their studies.

The Further Forces Program

The Further Forces Programme was created in 2017. The FFP was a scheme to recruit and retain Armed Forces Service Leavers to teach technical subjects including Science, Engineering and Technology in the Further Education and Skills Sector (www.et-foundation.co.uk).

Commonality:

Narrative presented by military sources is often sequenced in a manner that implies commonality between military service and the work of the Further Education sector. There is this whole idea about teachers serving their communities and their students become powerful in the context of what we describe. Teachers who transition from military settings into civilian contexts are very much there in an element of servitude that goes with that idea that we need to do right by our learners.

Reflection:

The Service to Civilian Pathway is about people: those who have served, their families, and the life-chances of those whom they subsequently teach. The transition of identities from military service to civilian teaching is misunderstood in wider educational and public discourse. The skill set of those who have served is immense ... but should not just be framed in practical terms anchored in pragmatism; empathy, compassion and wellbeing are core components of service identity that are not widely discussed in broader public contexts. It is also important we do not only recognize the areas for development, but we also recognize what practitioners do and what we are doing well.