Further Education Lecturers' early career development and identity: policy, practice, and discourse

Georgia Ann McCrone BA (Hons), PGCE, MA

Thesis submitted for the degree of Doctor of Philosophy
Department of Educational Research
Lancaster University
November 2020

Department of Educational Research,
Lancaster University, UK.

Further Education Lecturers' early career development and identity:

policy, practice, and discourse

Georgia Ann McCrone

This thesis results entirely from my own work and has not been offered previously for any other degree or diploma.

I declare that this thesis does not exceed the word limit of 87,500 words.

Signature ....

Abstract

This thesis focuses on policy and practice around professional development of Further Education (FE) lecturers. It situates the lived experience of recently qualified Early Career Lecturers (ECLs), employed across a range of institutions within North-West England, in the 2010-2018 FE policy environment.

Mismatches between Government policy priorities are shown to shape elements of ECL development and practice, presenting barriers to acquisition of secure professional identities. Longstanding, deep-seated, systemic and structural factors are also argued to contribute to these barriers.

Policy and practice around professional development are viewed through a Bourdieusian theoretical framework. A Critical Discourse Analysis (CDA) of the Education and Training Foundation (ETF) Professional Standards and Guidance documents (as disseminated policy) is compared with CDA of ECL interview discourse. This discourse, observed practice, and material artefact data are analysed within themes of professional development, pedagogic practices, social practices, and identity formation. Elements of Vygotsky's Social Activity Theory, and Material Cultural Studies/Theory (MCS/T) (from the field of Archaeology) are used as part of an explanatory framework, with insights from Le Grand's metaphorical knights, pawns, and knaves illuminating ECL development.

The thesis argues that failure to acquire a secure professional identity makes pre-existing identities, *habitus,* and *capital* important to ECLs' ability to exercise agency in the *field.* However, neither precarious new identities, nor pre-existing attributes, protect from performative and managerialist pressures or conflicting policy priorities. Despite some subject areas being afforded higher cultural capital, through training bursaries and favourable terms of employment, retention of ECLs is fragile. This is particularly relevant to retaining Science, Technology, Engineering and Maths (STEM) specialists with authentic industry experience required by the current policy intentions for new T-levels qualifications.

A homogeneity in pedagogic practice with creativity thwarted by bureaucratic pressures and an embattled fledgling professional identity is shown to be the current paradigm for ECLs.

Contents

List of Figures and Tables

Acknowledgements

Chapter 1 Introduction and Background

This thesis was conceived in, and is focussed on, the field of Further Education (FE) in England and Wales in the period between 2010 and 2018. The three main areas of interest in this thesis are the development of FE lecturers in their early career period, the policy environment around their development and the theoretical and methodological approaches employed to understand these developments. The research subjects, Early Career Lecturers (ECLs) and FE policy that relate to their development are understood through the analysis of intangibles like discourse, social practice and lived experience. These intangibles are manifested through human actors and concrete objects such as documents and material artefacts. Research questions, focussing on where these subjects and intangibles intersect, are answered using a combination of a theoretical lens from social theory and analytical approaches from different academic fields.

Research Questions

1.   How do the policy agendas around Further Education in England during the period 2010-2018 compare with the values, expectations, practices and lived experience of early career lecturers?

2.   How do early career lecturers develop their professional, social, and pedagogic practices and identity after qualification?

3.   In what ways can interdisciplinary approaches to social theories and tools assist in understanding and describing the field of Further Education and the development of early career lecturers?

Rationale for the research

When I became a teacher educator in 2009, a far more prescribed approach to teacher education, professional development and practice was in place than when I completed my teacher training in 2001. New trainees on completing mandatory qualification, worked towards professional formation, status, and membership of a professional body, all of which were statutory. They had a clear understanding of the requirements of the sector and although prescriptive, and arguably constraining, it afforded them a degree of confidence that their study would result in employment opportunities and career progression potentially leading to managerial positions in the sector. For the next eighteen months my personal assumption prevailed, that this was part of a progression towards an increasingly professionalised sector. This attitude changed not overnight, but in an afternoon. The day after the 2010 General Election, I allocated a guided research task to a class of trainees which required them to gather information from selected Government websites. To their bemusement the trainees found that these sites were being archived and shutdown as they searched. The resulting ad-hoc discussion session was the first of many in which the implications of these rapid changes for the trainees' professional futures was explored, and the rationale for this thesis was formed. As the future pathways for trainees became increasingly fluid, my interest in how their career trajectories might be altered grew, as did curiosity and concern about what form professional development and change might take for them.

In 2013, I embarked on a PhD in Educational Research with a clear idea that I wanted to research my former students' early career paths, but with some

rather vague research questions. They were vague because at that point the direction of future policy was still far from clear and therefore so was the direction of the research. What was clear, however, was that 'interesting times' for the sector would make for an exciting research journey. If it was exciting it was also problematic, after undertaking an initial study with former students as research subjects, it was apparent that I needed to broaden my sample to alumni of other institutions. This broader scope was necessary if I wanted to examine the impact of policy change on career development and practice in the sector rather than in one institution. I was fortunate that funding to undertake the study coincided with being made redundant from my teaching post.

At the outset of this thesis, my own *habitus* was accreted, from amongst other things, my former and current identities, firstly as a rather sketchy undergraduate student historian/literary critic, then an archaeologist/administrator, then a mother and carer, then a GCSE teacher, FE lecturer, teacher educator, mentee and mentor, and finally an HE researcher and lecturer and soi-disant 'policy wonk'.

My field of research was on shifting sands and the rules of the game were in a state of flux, but I had a clear picture of my research as an enquiry into the interplay between the policy macro and practitioner micro of professional development and social practice. As teacher educators, my colleagues and I had been quite isolated, being the only FE college validated by our Higher Education Institution (HEI) and experiencing local pressures that limited meaningful engagement with any of the Centres for Excellence in Teacher Training (CETTs) that had formed at the time. Our social and professional

connections to the wider teacher education community were to a large degree historic apart from some that were made at conferences and sector consultations.

Through these professional connections, and my other life experiences and qualifications, I had acquired some relevant capital that I could draw on. I retained sufficient understanding of the field to be able to engage with it, but now also had freedom to research in a way that might not have been possible had I continued to be employed in the sector.

In broadening my purposive sample, I approached different institutions, sometimes through teacher educator colleagues and sometimes by approaching senior management directly. In the end though, the result was the same, I would be directed to teacher education teams for introduction to their graduates. This was the first unexpected outcome of policy change, very few of the graduates who responded to my research request turned out to be following a straightforward pathway into employment in an FE college. It became increasingly apparent to me that my college background led me to a too narrow definition of FE employment. Many of the employed graduates turned out to be employed in private training providers, some were employed by agencies working across sectors, others had sought employment in the compulsory sector, and one was employed within FE colleges as teaching assistant. In practice, this took my sample from purposive to opportunistic.

Around this time, I undertook some FE teaching observations for an HEI training provider as an associate assessor. This had the double benefit of offering further contacts in the sector and in enabling me to update and maintain my knowledge of the field and developments taking place within it.

The recruitment of the sample gave me very interesting insights into the new diversity of employment pathways for graduates, but I also wanted to have representation from what might be perceived as traditional, vocational, college-based full-time, permanent Further Education lecturers. Taking a different approach and applying to College Heads of Department turned out to be the key to securing participation from this demographic. It also had the added, and not unexpected, benefit of redressing the gender imbalance of my initial sample.

Collecting data across different parts of the FE sector, I spent time with both ECLs, their colleagues, line managers and heads of department. The validity of my curiosity has become increasingly apparent, and my concerns have been shown to be both warranted and unimaginative. Warranted because an unregulated sector has brought a lot of uncertainty for ECLs and unimaginative because this uncertainty has also brought opportunities for customised career paths on which some of the participants in this study appear to have thrived.

It should however be noted that these career paths lack security and a clear progression, but this is not unusual in any career at the time of writing. It should also be noted that those who attempt to follow more traditional pathways seem more vulnerable to managerialist approaches unless they have attributes beyond their qualification. These changes in career development opportunities will be explored in this thesis as an outcome of both recent policy developments, but also the current global economy and ideological zeitgeist. The way that ECLs develop their identity, practice, and

undergo the process of professional formation will be discussed against this backdrop.

I should also clarify my own affiliations in the sector. When I started teaching in FE, I was a member of the National Association of Teachers in Further and Higher Education (NATFHE) trade union. Over time, it became part of the University and Colleges Union (UCU), and therefore so did I. When it became mandatory to join a professional body, I joined the Institute for Learning (IfL), ultimately becoming a Fellow and acquiring Qualified Teacher Learning and Skills (QTLS) status, primarily to be able to support my learners in their own professional formation. After the demise of the IfL, I became a union officer until I left employment in FE. At the time of the thesis submission, I am no longer a member of UCU, and I am a lapsed Fellow of the Society for Education and Training (SET). There has been no formal or informal consultation with either party during this research and they are in no way involved in it, beyond a couple of conversations on social media. As a member of the SET, I have however had access to some documents pertaining to the way in which the Professional Standards could be used to demonstrate professional development and to the old procedures for undertaking QTLS both as an applicant and as a sponsor.

Insider membership of the UCU and IfL will become important when discussing the policy changes identified in this thesis. Not least because of what will be referred to later in the thesis as almost a 'cold war' between the UCU and the IfL (both believing that they represented the best interests of their sometimes-overlapping memberships), that was instrumental in the outcome of a review which led to the demolition of statutory professional

13

development requirements for FE lecturers and initiating these interesting times. This thesis will attempt to take a balanced approach to these organisations and their role in the changes to the sector and in supporting ECLs. While I am not unbiased, I aim to be fair in my account of events.

Towards the end of this thesis, I gained permanent employment as an HE lecturer in Education Studies, in the same HEI where I had been employed as an associate assessor. This was my final step away from the FE sector, losing all elements of insider research. I have, however, retained my interest in the sector and my desire to see a more equitable and democratic future for its ECLs.

The Scope of the research in this thesis

The scope of the research covers the period of the Conservative/ Liberal Democrat Coalition to the subsequent Conservative government in the period 2010-2018, The context for the research in Chapter 2, however, starts by exploring the history of professional development policy from the point at which it has had a formative effect on the policy environment in the period.

The research is restricted to qualified lecturers, while recognising that the policy environment has had as great an effect on unqualified lecturers. It is focussed on qualified lecturers' early career period, specifically the first three years of employment in the sector. Research sites cover FE Colleges and private training providers across the North-West of England. One participant left the sector during the period of the research, but at the time of interview was between employment in an FE college and a private training provider.

The Research Design

The research design is a two-part qualitative study, providing data answering the first research question (RQ1). It comprises a Critical Discourse Analysis (CDA) of two documents, the Education and Training Foundation (ETF Professional Standards (2014a) and the accompanying guidance document (ETF, 2014b). It also provides comparative data answering RQ1 and primary data answering the second research question (RQ2). Data collected from a purposive sample of 16 ECLs with a teaching qualification at level five or above, and within three years of first employment in the sector, spanning the period 2015 to 2017, includes interviews, observations, and artefact data.

The dataset comprises seventeen semi-structured interviews, eight observations and 43 artefacts. Interviews include discourse around the artefacts, and range in length between 40 minutes and 2 hours, depending on the number and scale of the artefacts present. Over 50 hours of observations record the participant practices throughout an individual working day varying between three and eight hours, depending on the nature of employment. Observed practices include planning, meetings, delivery, assessment, and social communications.

Participant recruitment was through direct contact with organisations or through ITE departments. Interviews were conducted either at the institution where the ECL trained or at their place of employment, with the permission of their employer. The participant who was between employment was interviewed at a public location agreed with the interviewee. Research locations include five FE Colleges, two HEIs (initial teacher training providers) and two public training providers across the North-West of England. Ethical

considerations were paramount throughout and are discussed further in Chapter 5, as is the rationale for the research design. Recordings of interview data, transcriptions, observation field notes, photographs (as an aide memoire) as electronic files were stored using encryption software.

Interviews were analysed using CDA (Fairclough, 2003, 2010) and thematic approaches (Braun and Clarke, 2006). Observation and artefact data analysis follow the same thematic approaches with some elements of CDA.

Thesis Structure

Chapter 2 investigates the evolution of the policy context and situates the research in it. It explains the theoretical context of the research, through macro level analysis of the field and the utility of theory in the thesis. It provides a visual explanation of the structure of the field, from the macro to micro, situating the first research question in the former and the second in the meso and micro levels.

The literature review in Chapter 3 focuses on the first two research questions, while Chapter 4 provides a theoretical and analytical framework and literature review for the research, expanding the ontological, theoretical and analytical underpinnings of the research and the approach to data analysis.

Chapter 5 describes how an initial study shaped the research before describing and justifying the research design and how it contributes to answering the research questions.

Chapters 6 and 7 present the analysis of the documentary and empirical data, illustrating how the explanatory framework is applied to the analysis to answer the research questions and summarising the findings made through the analysis.

Chapter 8 provides a discussion of findings in relation to the research questions and evaluates their significance in relation to the literature, applying elements of theory to illuminate and account for inequalities in ECL development. It makes suggestions for how small, cost-effective, changes to practice, Continuing Professional Development (CPD), the physical environment, and quality systems might address some of the deficits identified by ECLs in their professional and pedagogic development. Using a visual model, the chapter argues that ECLs are unable to participate in or contribute to decisions about wider issues relating to their development and that the only sphere of development in which they have influence outside their immediate practice is the social. The chapter concludes in considering the third research question (RQ3). It evaluates the utility of the theoretical and analytical lenses deployed to answer the first two research questions.

Chapter 9, summarises the themes emerging from the thesis, answers the research questions, explains claims for original contribution to knowledge and identifies avenues of possible future enquiry. Finally, it asks questions about, makes suggestions for, and draws conclusions about the nature of professional development for ECLs.

Chapter 2 Contextualisation

Evolution of policy on Professional Development of FE lecturers

Policy around professional development in this sector has been a contested area since at least the late 1990s (Lucas, 2004, Atkins, 2011). Professional Standards were first introduced by Further Education National Training Organisation (FENTO) in 1999, which aimed to provide an agreed set of standards which would inform the design of teaching qualifications for FE teachers within a national framework; would provide standards to inform professional development programs in FE and would support institutional recruitment, appraisal, and identification of training needs. The Standards were aimed at providers and accreditors of FE teacher training qualifications, and at those responsible for the professional development of teachers. They were also intended to support professional teachers in planning their own development (FENTO, 1999). The Standards were introduced in part due to pressure from within the sector for recognition of FE teaching as a profession, existing qualifications were viewed as inappropriate in furthering this goal and as being unfit for purpose. (Lucas, 2004). Following re-election in 2001 the New Labour government moved towards regulation of teaching qualifications for the first time. The Further Education Teachers' Qualifications (England) Regulations (2007) made it mandatory for FE lecturers to obtain a teaching qualification with the FENTO Standards embedded, against which trainees' competency would be assessed. However, the National Training Organisation (NTO) and the Standards were widely criticised as being employer-led and imposed on the sector rather than being derived in consultation with practising professionals (Lucas, 2004).

Responding to this criticism, and by Ofsted, the white paper *Equipping our Teachers for the Future* (2007) proposed changes to the regulations with new standards, a new qualification framework based on the new standards, new standards agencies – Lifelong Learning UK (LLUK) and its subsidiary, Standards Verification UK (SVUK), a professional body – the Institute for Learning (IfL), qualified teacher status – QTLS, and new Centres for Excellence (CETTS) (IfL, 2009). These proposals were made statutory by *The Further Education Teachers' Continuing Professional Development and Registration* (England) Regulations 2007, and *The Further Education Teachers' Qualifications (England) Regulations* 2007. They made it mandatory that newly qualified lecturers should achieve QTLS within two years of employment and five years of qualification and that all lecturers should belong to the IfL, undertaking a minimum of 30 hours CPD a year. (IfL, 2009)

LLUK started a consultation on new teaching qualifications, but this was abruptly halted after the 2010 election of the Conservative/ Liberal Democrat coalition government when both LLUK and SVUK became were consumed in the "*bonfire of the quangos*" (The Guardian, 2012).

Coalition Government Further Education Reforms

The Coalition government immediately focussed their attention on the perceived shortcomings of the teaching profession, with the FE sector as their initial target. Michael Gove's (2010) speech to the National Annual Conference was a warning shot across the bows of the status quo in the profession and the report which he commissioned by Professor Alison Woolf (2011) was the opening salvo, followed by Lord Robert Lingfield's interim

report (2012a) sounding the death knell for the statutory framework built by the New Labour government. The Lingfield report was supported by representations from employers, unions, and professional bodies (Lingfield, 2012a).

The Woolf report (2011) found the sector unfit for purpose, the interim Lingfield report roundly criticised current arrangements, argued for rescinding the 2007 regulations in their entirety (Lingfield 2012a).

After further consultation with, amongst others, a professional body (IfL) and a union (UCU) that were effectively fighting a cold war over who would represent the interests of Further Education practitioners (Daley et al, 2015), both Woolf and Lingfield supported the suggestion that QTLS be given parity with Qualified Teacher Status (QTS) enabling holders to teach in the compulsory sector without undertaking further qualifications or a Newly Qualified Teacher (NQT) year (Woolf 2011, Lingfield 2012a). Responding to these reports the government undertook a consultation on the revocation of the 2007 regulations (DfE 2012) later in 2012.

After a year-long hiatus, during which the future of the sector as a profession was very unclear, the Learning and Skills Information Service (LSIS) produced a new qualification framework for FE Lecturers (LSIS 2013 a). This broke the established pattern, in that previously new standards were introduced first and the new qualifications were mapped to them. The 2013 qualification framework was mapped to the existing 2007 Standards (LSIS 2013 a).

Around the same time the Commission for Adult and Vocational Training (CAVTL) produced a report "*It's about work – excellent adult vocational*

teaching and learning" (LSIS, 2013b), identifying eight features of excellent vocational teaching and learning that can be summarised as: a combination of "*sustained practice*", theoretical understanding and "*occupational expertise*" centred on "*work-related attributes*", *"practical problem solving" and critically reflective practice in "real and simulated settings*", both classroom and workshop, which is "*collaborative and contextualised*" and takes *"place within communities of practice*", involving "different types of 'teacher', *capital*ising on the knowledge and experience of all learners and underpinned by technological and occupational expertise which it considers *"required in any workplace".* It also includes *"a range of assessment and feedback methods that involve both 'teachers' and learners"* reflecting the specific cultural requirement for assessment of different occupations and sectors. It goes on to suggest that occupational standards should be *"dynamic, evolving to reflect advances in work practices*" (LSIS, 2013b, p.9).

This was central to the production of the ETF Professional Standards and to the policy expectations of professional and pedagogic development and practice for ECLs (ETF, 2014b). From a CDA perspective, CAVTL's repeated use of inverted commas around the word teacher, reflects the policy direction around qualified teachers in the sector (LSIS, 2013b).

The IfL lost its ability to regulate its members' practice with the rescinding of the 2007 regulations but retained responsibility for awarding QTLS. A new professional guild was proposed by the government (BIS, 2012) which was intended to take the place of the IfL. The proposed guild was shelved but re-launched a year later as the Education and Training Foundation (ETF or the Foundation) with a subsidiary professional body, the SET, which subsumed

the IfL (ETF, 2013). The ETF were commissioned to produce a new set of professional standards that would be owned by the sector and removed from direct government control in the future (ETF 2014b). Newly validated or endorsed teaching qualifications would now be retrospectively mapped to these Professional Standards and embedded in practice (ETF 2014a Appendix 3).

Thus, at the outset, this thesis was focussed on relatively new Professional Standards which sat within a newly de-regulated sector, nominally outside the influence of government policy changes and owned by the sector.

The context in which lecturers joined the sector was now fundamentally different to the period 1999-2006 or 2007-2010. The qualifications offered to practitioners in the sector were now optional at the discretion of the employer, QTLS and CPD were not mandatory, nor was membership of a professional body (see Table 1 below).

Changing Policy Context

	New Labour Policy 2007-2010	Coalition/Conservative Policy 2010-17
Initial Teacher Training	Mandatory at Level 5 within two years of employment.	Optional at the discretion of the employing organisations.
Professional Membership	Mandatory.	Optional
Professional Status	Mandatory within five years of qualification.	Optional but allows teaching in schools with no further requirement at the discretion of the Head Teacher, Governors and the LEA.
CPD	30 hours/ year minimum	No requirement, but professional body expects 30 hours.
Ability to switch sector	Limited	Easy
Professional Standards	Lengthy document underpinning qualifications, CPD and QTLS.	Succinct document with guidance, 'retrofitted' to qualification framework and QTLS.
Qualification Framework	Level 5, 6 and 7, 150 hours practice requirement	Level 5 and Level 7, 100 hours practice requirement.

Table 1 - the changing policy context

Current Position of Professional Body and Status

Although an exact percentage of new entrants achieving QTLS is not available at the time of writing, it is possible to extrapolate from available data that during the period of this thesis there have been relatively low numbers of both SET membership and QTLS amongst new entrants to the sector. The total for SET membership in 2015/16 was 14000 and the number achieving QTLS by 2016 was 3148. (ETF, 2016). In contrast, an estimate of the new entrants to the sector by 2016 was 12000 based on approximately 3000 a year entering since 2012 and a total workforce of around 96,000 (ETF, 2018). This is reflected in the low uptake amongst participants in this thesis, however their discourse suggests that an initial teaching qualification is still valued by both ECLs and employing organisations. This remains true even though ECLs (including those pursuing an in-service training route) are usually expected to fund it themselves through student loans (UCAS, 2018).

Developments in FE reform since 2014
Maths and English policy reform

The CAVTL report (LSIS,2013b) remarked the continuing deficit in maths and English skills in vocational learners identified by employers and the Woolf report (LSIS 2013 b, p19). They observed that although important in the successful delivery of maths and English, many teachers and trainers in the sector did not have the required skills to teach these subjects. The commission advocated having specialist maths and English tutors available in every college to act as a local resource for education and training providers. (LSIS,2013 b, p.19).

Although this suggestion was not adopted as policy, the deficit in provision for maths and English became a focus of the Government's FE reforms.

In July 2014, Matt Hancock, Minister of State for Business and Enterprise for the Coalition, introduced reforms to improve maths and Literacy in Post-16 education (BIS and DfE, 2014). He introduced plans to reform GCSE maths and English for teaching by 2015, and the requirement for 16 to 19 students with prior attainment of grade D in English and/or maths to take GCSE, rather than any other qualification in these subjects, for example Functional Skills (BIS and DfE, 2014). Funding mechanisms were set in place to implement this and those who had a grade E or lower must achieve an appropriate level 2 qualification, for example a Functional Skills or GCSE qualification (EFSA, 2014). These reforms would have wide ranging and possibly unanticipated consequences for employment pathways and staff supply issues (Greatbatch and Tate 2018). The ECL discourse in this thesis indicated tension between these policy reforms and the sector's aim for the development of practitioners as '*dual professionals*".

Reform of Technical Education

The Government in 2016 commissioned a panel led by Lord Sainsbury to review the case for post-16 reform. The Report of the Independent Panel on Technical Education (Sainsbury, 2016) made thirty-four recommendations for reform of technical education. None of the recommendations addressed the issue of recruitment and retention of lecturers essential for the effective delivery of the reforms. To deliver the new technical qualifications, apprenticeships/ traineeships, and T-levels in a meaningful way, and to honour the CAVTL expectation of a clear line of sight to employment the

sector needs to recruit and retain professional lecturers with clear connections to the vocational area in which they teach and to have the capacity to bring and maintain connections with industry. Recognising wider structural issues, the review acknowledged that:

> *"Good technical education requires expert teachers and lecturers and access to industry standard facilities. College principals have told us that recruiting technical education teachers with well-developed pedagogical skills, mastery of their field, and up-to-date industry experience can be a significant challenge in the competitive labour market."*
>
> (Sainsbury 2016, p.66)

It also noted that "*high quality professional updating, including industrial updating throughout their teaching career, is essential for technical education teaching staff to remain current.*" but recognised cost implications of "*high quality technical provision*" (Sainsbury 2016, p.66).

It proposed to 'rationalise' "*specialist technical education facilities*" to benefit from economies of scale, also stating an aim of the Government's strategic area review programme was to "*remove curriculum duplication across further education and sixth form colleges within reasonable travel-to-learn areas.*" It sought "greater financial stability" with "perhaps just one (specialist institution) per area." (Sainsbury 2016, p.66).

It suggested that this approach would "*support higher quality teaching, ease issues of staff recruitment and concentrate resources*" without a *"substantial*

overall increase in funding", offering a "*less fragmented landscape for learners, employers and other stakeholders to deal with.*" It failed to make clear how its proposals would achieve this. In turn it suggested that it would make it easier for employers to provide *"work placements and collaborating on curriculum design and teacher training.*" (Sainsbury 2016, p.66).

The Case for Change

Responding to the Sainsbury Review, the Government published a policy paper "Technical Education Reform the Case for Change" (BIS and DFE 2016 a) supporting the findings of the review. It evidenced the need for change referring to Ofsted who "*found that schools are not working well enough with employers to provide direct experience of the world of work*" (BIS and DfE, 2016 a, p 15). The paper acknowledged that attainment for both 16-18s and 19+ was steadily increasing but did not make any link between this and the current quality of teaching in the sector.

Another policy paper the "*Post-16 Skills Plan*" (BIS and DFE 2016 b), published concurrently, recognised this, suggesting that technical education was failing to attract learners "*Despite recent progress, and although there are many examples of excellent teaching*", *(*BIS and DFE 2016 b p 11*).* It was also "*whole-hearted*" in its support of the Sainsbury Review, planning to improve status of the sector, aligning it with academic options, improving uptake of Science, Technology, Engineering and Maths (STEM) subjects by girls and women (BIS and DFE 2016). It did not make a connection to the need to increase the number of women teaching in these subjects to support raising aspirations.

Picking up on the skills deficit in maths and English, the paper reported that the ETF had been 'invited' to reform Functional Skills qualifications for first teaching in September 2018.

The aspiration to improve student outcomes by improving the quality of teaching was also a focus of the paper, stating that the Government would "*work with the sector, Ofsted, the ETF and the Education Endowment Foundation (EEF) to improve teaching for adults yet to achieve level 2 in maths and English,*" (p.30). Importantly the paper indicated that they would be 'trailblazing' a FE learner and skills teacher apprenticeship, reinforcing Michael Gove's insistence on teaching as a "*craft and it is best learnt as an apprentice observing a master craftsman or woman.*" (Gove 2010), which can be seen in opposition to teaching as a profession or an art.

It also stated the expectation that, "*colleges and other training providers to take on more direct responsibility for workforce development, taking advantage of the Standards set and the services provided by the ETF.*" (BIS and DFE 2016 b p.35). Ownership and responsibility of professional development and the variable quality of development opportunities emerged as a key theme in the data and is central to the arguments forwarded in this thesis.

Focussing on new qualifications for technical education the Government's T-level Action Plan (DfE, 2017a), introduced the new Institute for Apprenticeships as independent of government and "*at the heart of employer-led reforms*" and that under the Technical and Further Education Act 2017 its remit would include technical education with functions being transferred from Government to the Institute (DfE 2017a p.12).

The plan stated that,

> *"Critical to the success of T levels will be highly-skilled teachers and leaders. Although there are already clear strengths in the teaching profession within the technical education sector, we know that we need to do more to attract and retain the highly-skilled professionals who are key to realising learners' potential."*
>
> (DfE 2017a p.16).

To achieve this a support package for those teaching in technical education would be introduced which would include a

> *"a new national programme to attract industry experts to work in further education colleges … to work with providers to understand the gap between the current capacity and capability of their teachers and leaders, and what they need in order to deliver T levels."*
>
> (DfE 2017a p.16).

The plan committed to support the development of the new T-level qualifications by undertaking "wider sector development" intended to

> *"enhance the image of the sector as an attractive career opportunity for high-quality tutors and teachers with relevant skills and experience, increasing the number of industry experts working in the sector."* (DfE 2017a, p.16)

To support the sectoral reforms each academic year an FE 16-19 study programme is published setting out principles for programme design and delivery. The 2017-18 study programme principles (DfE 2017 b) reflected the strands of the FE reform begun in 2012 for *"substantial academic, applied or vocational qualifications that stretch students and link clearly to training, employment and/or higher education"* and for mandatory English and maths provision for learners without GCSE at *"legacy' grade C or above, work experience opportunities to develop learners",* with "*character, skills, attitudes and confidence*", and to maximise *"progression to the next stage of education, employment or an apprenticeship."* (DfE 2017 b, p.6)

Evaluation of FE reform

The Department for Education evaluated their FE reform programme in 2017 (DfE 2017c). The evaluation concluded that reductions in funding had impacted on the quality of FE provision. It noted the shift in emphasis to STEM subjects and technical education (DfE 2017c, p. 25).

The evaluation of teaching and learning reported that 72% of FE institutions said that they had introduced "*practices to improve the quality of teaching and learning"* and that institutions also said that they were "*encouraging staff to plan teaching and learning around the needs of learners*" (DfE 2017c, p. 73)

It noted that colleges and providers reported that they reorganised their quality assurance and teaching team structures,

> *"to ensure compliance with Study Programme*
>
> *principles …This drew upon the perceived*
>
> *flexibility of the Study Programme approach and*

> *allowed staff to increasingly incorporate innovative teaching and learning methods."*
>
> (DfE 2017c, p.104)

They felt that funding changes allowed greater flexibility enabling them to make changes to their management strategies. One college reported moving away from "*staff time based on the number of hours that people teach*" to provide incentives to staff to engage with digital and online learning outside of "*traditional contact-hours*", another described giving departments,

> *"freedom to plan individual study programmes: 'we went out to the departments and said everyone is going to be on 540 hours on a programme of study, you bring back to us how you're going to achieve it'."* (DfE 2017c, p.106)

The report also noted that the rate of policy reform and financial constraints on the sector made it *'challenging'* for institutions to reap "*the reward of high-quality teaching and learning provision with the minimising of centrally-led performance management*" with some questioning the '*sustainability*' of the Government's drive to "*continually improve teaching and learning standards*" (DfE 2017c pp. 132-137). The impact of these concerns was felt in ECL discourse around pressures on workload and teaching quality in this study. Improvements in the quality of teaching and learning was seen to be as attributable to "*key drivers such as external inspection*" as much as the FE Reform programme, but that it had at least facilitated moves towards '*excellence*'. Observation teaching grades and survey findings were seen to

be evidence of improvement in teaching and learning and impacts for learners. (DfE 2017c p.160).

Despite this proposed evidence of improvement, unanticipated consequences such as competing priorities of funding constraints and organisation mergers were perceived to be a threat to the retention of "*skilled staff at a time of uncertainty to for the sector*" possibly alluding to the redundancy programmes which have been widespread across the sector (DfE 2017c p.160).

Pedagogy and CPD in Further Education

To support practitioner led CPD the ETF have now provided a wide range of online CPD courses and webinar opportunities free at the point of delivery and self-evaluation tools which enables practitioners to measure their practice against the Professional Standards using sliding scale of how far they are meeting them and to comment on how they are meeting them. Using a strength and deficit model they can generate charts from this intended to help them focus their CPD activity on their self-identified deficits (ETF, 2020). This web-based training approach was also central to the institutional CPD activity observed in practice as well as some of the ITE undertaken by practitioners. In 2017, the ETF also launched an updated and more stringent (and expensive) requirement for QTLS, and the SET introduced Advanced Practitioner status which relies on support by mentors from among the membership (ETF, 2020).

Situating the thesis in the policy context

The first data for this research was collected near the start of implementation of the FE reform programme in 2015 and the final data was collected in 2017 as the reforms to Technical Education were being introduced but before they

were fully implemented. Early participants had qualified under the old policy framework linked to the LLUK Professional Standards, later participants had trained during a period of uncertainty and change as the sector had been deregulated but new measures had not yet been fully introduced, while the final participants were fully engaged in the new framework of ETF Professional Standards. Regardless of when they had trained, all participants were interviewed with questions framed around the ETF Professional Standards.

It might be expected that if the policy reforms were being implemented effectively, ECLs would be fully conversant with changes in the sector and that their developing pedagogy would be informed by the principles of the CAVTL report as well as the new professional Standards. Evidence from the data was compared for engagement with QTLS, awareness and engagement with the Professional Standards to inform CPD, structured CPD activity, membership of the SET and awareness of ETF initiatives. The data was also scrutinised for evidence of the impact of the reforms around maths and English on ECL development, of dual professionalism and engagement with industry.

Theoretical Context
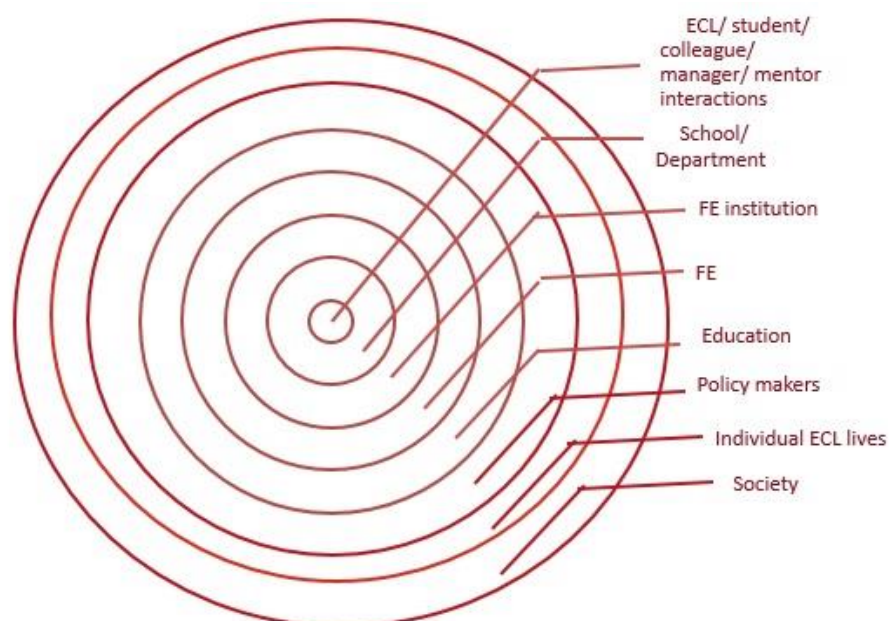
After Grenfell and James (1998), p.166

Figure 1 The basic structure of field of Further Education employment

This chapter has focussed on describing the field of FE development from the perspective of the policy developments which have shaped it. A *field* is used here following Bourdieu and Wacquant (1992*)* which is explained in depth in Chapter 4. The structure of the FE *field* is illustrated in Figure 1 above, from micro at the centre (individual agents), through the meso (organisational level) to the outer macro levels (FE level to Society). This macro level analysis of the *field* provides a context for the Data Analysis chapters which is informed by Bourdieu's other two concepts of *capital (Bourdieu, 1984)* and *habitus (*Bourdieu, 1977, 1990), enabling the Discussion chapter to utilise all three elements in answering the research questions. RQ1 is concerned with the interplay between the outer macro levels and the inner micro levels of the *field*, RQ2 is concerned with the meso/ micro inner circles which pertain to the local and personal experience of the ECLs.

The drive to improve the quality of teaching in the sector is the backdrop to the analysis of how ECLs develop their practices. The related issues around quality improvement and tensions around professionalism in the sector inform the data around identity formation and the developing *habitus* of ECLs.

It is argued that the academic, social, and cultural *capital* of the ECLs is partially defined by the policy priorities in the *field*, particularly around the reforms of maths and English and technical education.

Research Context

FE Colleges continue to dominate the *field* of FE (AoC, 2019). The rest of the sector is diverse, made up of independent training providers (which often duplicate the provision of the larger colleges), sixth form colleges, agricultural colleges, adult and community learning providers, work-based learning and offender learning and skills service (AoC, 2019). The thesis research was situated in the North-West of England for pragmatic reasons of proximity. Within the North-West, there are at least 52 FE Colleges (AoC, 2019) and innumerable institutions which fall within the other categories. All these institutions fall within the scope of the policy landscape described earlier in the chapter and constitute the focus of this thesis.

The sample ECLs' specialisms span vocational, professional, and academic areas and teaching either in their specialist area, a related area or on maths and English provision or a combination. This reflects the nature of recent employment in the *field* at the time of data collection and reflects the implementation of competing policy initiatives around maths and English and the recruitment of subject specialist practitioners with industry experience. It also reflects the legacy of the previous policy environment, in that most

participants had qualified via pre-service routes based on their academic, vocational, and professional qualifications rather than on their industry experience. The two in-service participants were employed for their vocational experience and achieved qualifications in post. The in-service route has a strong cultural heritage, predating the previous policy environment, and has practical utility for Heads of Department seeking subject specialists with industry experience. Most participants who had been employed in the FE sector through either route were comfortable within the wider culture of the *field* because they had trained in HEIs or on HEI accredited routes and had done their teaching practice in the sector. The exceptions provided outsider views on different aspects of the wider education sector, either on the training that they had received, the different cultures of FE colleges, private training, secondary schools, or, in the case of those with patchwork employment through agency work, all of the above.

An outcome of the policy changes around the need for staff to gain a teaching qualification, foregrounded by recruitment issues, was that significantly fewer pre-service trainees appeared to achieve employment in the sector within two years of qualification than anticipated by a range of HEI ITE providers. It also confirmed that Human Resource (HR) departments in Colleges are not tracking the qualification date of in-service staff or newly employed staff, as they no longer needed to ensure that they gained QTLS within a two-year period of employment. The pattern emerging from the sample recruitment was that employment pathways were substantially easier for STEM practitioners regardless of qualification and that those with other subject specialisms had a more uncertain employment trajectory, with short fixed-

term, part-time and variable hours contracts being the norm. This is explained in this thesis as variations in cultural capital afforded to different subject specialisms.

FE colleges seemed to provide many of the teaching practice opportunities for their initial teacher training students but fewer of the employment opportunities than the private sector. This was in direct opposition to the assumptions behind the research design which had been based on observed trends in ITE destinations in previous years. The notable exception to this was STEM specialists or those eligible to teach on public service courses, who seemed to be able to achieve permanent full-time contracts across the sector. This reflects the changing policy imperatives around regulation at the start of the research period and the aspirations for legitimacy of private training providers. I would argue that it also demonstrates the way that policy affords some subject areas, particularly STEM, higher cultural capital than others.

The private training providers were both growing and investing in staff and resources, suggesting that the deregulation of the sector and the broadening of provision was enabling them to compete effectively with the much larger FE colleges, who were experiencing funding issues. This was an interesting outcome of the neoliberal paradigm in the sector identified in the Literature Review in Chapter 3.

There was only one example of QTLS being used as a route into teaching in the schools' sector and it was interesting that this employment was not in a core or shortage subject area but in the Creative Arts. It was also interesting that while it was reported that the school was supportive of the participant

achieving QTLS in the same way that they would support those acquiring QTS, they were not as familiar with the different requirements for obtaining QTLS.

Conclusions

The review of policy development has revealed that a clear aim of the current policy trajectory is for the Government to cede control of professional development to the sector. It has replaced the quangos of the New Labour period with nominally independent bodies within the sector. This has been partially informed by neo-liberal ideological drivers but could equally be interpreted as handwashing of the traditional model of FE in preparation for a paradigm shift in tertiary education towards employer provided models.

The ETF and SET have increased their CPD provision over the period of this thesis. However, at the time of data collection ECLS were unaware of the ETF offer outside of SET membership. It was also the case where the online approach to CPD was used institutionally it was found by practitioners to be superficial and frustrating and not moving away from the widely criticised tick box culture of the previous policy cycle (Orr 2012). The reliance on self-funding and goodwill from practitioners to implement these reforms was also a barrier to their adoption.

It has been shown that the policy reforms centred on maths and English provision and technical education have been drivers for changes to staff supply strategies of institutions and have informed their terms and conditions in relation to working hours and team allocation. At the time of collection, institutions were acting strategically in preparation for these changes, and this was reflected in the ECL experience, impacting on their employment

opportunities and the expectations around the subject areas in which they would teach.

This thesis suggests that external and internal forces of policy development have made it difficult for many newly qualified staff to fit within the ETF representation of the sector and Government policy expectations for practice.

Chapter 3 Literature Review

The early sections in this chapter relate to literature relevant to RQ1 around policy and ECL development. The literature relating to RQ2 around ECL development after graduation is introduced and developed later. The literature related to the RQ3 about the use of theoretical tools is the focus of Chapter 4, establishing the theoretical framework of the thesis.

First relevant themes in the literature around the wider FE education policy are identified, then literature around the specific policy related to ECL development is reviewed. The literature around previous FE policy and the literature around the ways that the changing policy environment informs ECL development are also reviewed. The chapter then focuses on establishing the nature of disagreements around professionalism in, and professionalisation of the sector in the literature. It evaluates the existing literature around transition of trainee and early career lecturers and identifies issues that also emerge in the findings chapter of this thesis. It also discusses the literature around pedagogic practice in the sector, identifying the challenging nature of much educational theory and the debate around the Government's preferred approach of evidence-based practice. It explores the literature around social relations and practices, particularly in relation to the significance of the staffroom. It then examines the literature around identity formation in the context of professional and career development and practice, before finally discussing literature on career development in the sector as a whole and how this relates to ECLs experiences.

The Wider Education Policy Context for ECLs Development – RQ1

Neo-liberal ideological approaches and discourse are defined here as focused on the marketisation and deregulation of the sector, moving it away from state control and towards a free market in education (Chitty, 2014). They are seen to be central to the evolution of education policy for at least the last thirty years (Chitty, 2014). Ball (2017) describes the transfer of neo-liberal ideas in education policy and the multiple actors, geographies and translations involved in the process. His description draws on both Bourdieu's (1986) observations on the way that effort is required to establish network relationships that can produce symbolic or material profits and Larner and Laurie's (2010) idea of the ways in which privatisation is globalised and that is seen here to inform the wider education policy context in which FE is situated (Ball, 2017). Although a detailed analysis of the multi-levels of actors, agents and geographies of FE policy and the networks that link them is beyond the scope of this thesis, their existence and importance is acknowledged, and the thesis is conceptualised as focussing on some of the nodes of these networks and the connections between them.

Ball (2015a) explains that although policy analysis tends to focus on the 'big names' in centre stage, it is enacted in numerous different ways and locations by 'small' and middling players and that in the process policy is changed as are the subjects of the policy. It is the interplay between the big names and perhaps the smallest of 'small' players, those newly entering the *field*, with which this thesis is concerned. The way that intended policy and interpreted policy is disseminated to ECLs and implemented in the *field* is central to this

thesis, as is the competition from other policy imperatives, for example, the requirements of new curricula.

Ball and Exley (2010) suggest that there has been a globalising shift in policy formation from government to what they designate as "*polycentric governance*", where policy is formed by multiple agencies and policy discourse is generated across multiple sites (Ball and Exley, 2010 p.151). This has been evident in the FE policy landscape since the deregulation of the sector, governance nominally at least, being delegated to the professional body and through them to employers and industry (BIS, 2012, p7).

Another important theme from the literature linked to neo-liberal education policy is cultures of performativity (Avis 1981, 2007) and the ways in which teachers can resist them (Ball et al 2013). Performativity is defined here as an emphasis on accountability and performance which is measured and judged using intrusive bureaucratic processes (Avis, 2007). Related to this are top down managerialist approaches which can be defined as being structured by a managerial caste, and which according to Coffield (2007), have been disseminated down from centralist government approaches but which can also be perceived as dated approaches to management reflecting neo-liberal approaches to business practice in the 1980s (Avis, 2007). This is a theme that also emerges from ECL interview discourse and the factors which enable a '*habitus of resistance'* are identifiable. Avis (2007) suggested that the sector might be moving away from the most oppressive elements of managerialism as male centred management was replaced by greater numbers of female managers. The ECL discourse in this thesis suggests that although there are positive relationships between some line managers and staff, the principles of

41

performativity and managerialism are still very much present regardless of gender.

Ball et al (2011) describe different ontological orientations from which teachers and schools can be viewed in education policy. They suggest that the teacher as the subject of policy can be "*constructed in a network of social practices which are infused in power relations*" (p.611). They are concerned with the difficulties of accounting for the interplay between the organising and constraining structures of the "*network of social practice*", and the agency of the teacher subject. (p.611). They suggest that teachers discursively select from the range of possible options available to them, in other words, exercise as much discursive agency as is available to them (p.611). The discussion of ECL discourse in this thesis reflects the ways in which they can exercise this discursive agency and how this relates to their developing practice. Ball et al (2011) go on to suggest that teachers as policy subjects are formed by different kinds of policy, differentiating between imperative and exhortive policy. This distinction is significant, not just in the nature of the policy, but also in its implementation and effect on ECLs as policy subjects in their daily practice. Ball et al (2011) suggestion that the responses available to policy subjects are framed within an agenda of compliance, only having agency to accept or reject policy, to comply or to refuse, rather than being able to inform or adapt policy is shown to be largely valid in the ECLs in the sample's experience.

Although the possibility of contribution at an organisational level is identified as a required standard of professionalism (ETF 2014a, Appendix 3, pp 314-15) the scope for ECLs to exercise this in practice is seen to be limited,

possibly because of their perceived inexperience, however this does not appear to prevent organisations from giving ECLs extensive responsibility and having highly performative expectations of accountability at the earliest stages of their practice.

As Ball et al (2011) suggest, issues of performativity are inherent in teacher discourse. Although Ball et al's (2011) case studies are drawn from the school sector, the issues identified resonate for ECLS in the period 2015-17 as much as they did for schoolteachers in 2011.

The wide-ranging policy changes identified in the Contextualisation chapter are shown to have done little to increase practitioner agency to influence and inform policy around practice or to ameliorate pressures of compliance to policies which can seem exciting at first (Ball et al 2011) but which in practice are seen to be another thing with which to "*cope*" and "*keep up*" (Ball et al 2011).

Ball et al (2011) suggest that not all policies are equal for all policy subjects, in that a policy might be central to the practice of one practitioner and peripheral to another's. This is confirmed by the analysis of ECL discourse, particularly relating to the competing policy around maths and English and subject specialist practitioners. Ball et al (2011) also suggest that policy enactment requires a range of policy actors involved in the work of policy interpretation, this thesis suggests that the scope for interpretation is limited for most ECLs, that when they do have a role to play it is often covert and that, in general they are, by necessity, passive subjects of others' interpretation. The degree of agency available to them is linked to their *capital* and prior *habitus* that they bring to the *field*. It is also clear, that as Ball et al note, Elmore's (1996)

assertion that central policy cannot be assumed to be the only driver for actor behaviour is correct and that there are many more organisational and personal factors at play in ECL development. However, evidence is also presented that policy is, as Ball et al suggest, to some degree translated into the language, text, and artefacts of practice. It is also argued that as they suggest, the policy which is translated results in a complex, sometimes contradictory, and incoherent representation of philosophies of teacher, teaching and learning.

Heimans (2012) in counterpoint to Ball et al (2011), in a paper on vocational education (VET) and training policy in Australia, focussed on the materiality of processes around policy enactment suggests that "*materiality and discourse are inseparable*" (p.324). This thesis shares this conclusion which partially informed the data collection methods around artefacts expanded on in Chapter 5. It also shares the conclusion that the bodies responsible for policy practice in FE have no time to form fully considered strategies and that this leads to a breakdown in responsibilities for these processes which in turn impact on ECLs ability to respond to these policy processes.

Previous Further Education Policy and Practice in the Literature – RQ1

The ESRC-funded Teaching and Learning Research Project (TLRP) on policy and practice in education (Coffield et al 2007) argue that while policy impacts on practice, practice does not impact on policy formation at least FE. They conclude that the then new model of public sector reform under New Labour, accelerated and extended under the succeeding Governments, was likely to "*diminish the degrees of freedom that professionals currently have*" (Coffield et al 2007, p.739) due to the potentially coercive nature of the imposition of

key performance indicators which colour practitioners as obstacles to progress rather than equal and indispensable partners. They also found from practitioner accounts that the key element for educational success for learners who had previously failed in education was the teacher/learner relationship and that while it was this relationship that enabled these learners to succeed, this was hampered by the perceived burden of bureaucracy and pace of continual policy change. These findings from a ten-year old research project are still extremely relevant to the findings from the empirical data in this thesis. ECLs are shown to prioritise their relationships with and responsibility for their learners in their professional practice and still consider that they are burdened by bureaucracies of practice to the detriment of these relationships and learner development. The capacity for their practice to inform even micro level policy is negligible.

In addition to the work coming out of the TRLP, many practitioner/ teacher educators/ researchers have made FE lecturers their *field* of enquiry (for example, Bathmaker and Avis 2005, 2007, 213, Orr 2008, 2009 a&b, 2012 and Spencely 2007 and 2011). Like Coffield et al (2007), they write predominantly about the *field* under New Labour education policy. Coffield et al (2015) have reported on research in the more recent policy environment, their description of the contested nature of FE policy, professionalism and identity, and connections they make to the role of teaching observations in limiting creativity in vocational pedagogy are confirmed in this thesis. They also share, with this thesis, a focus on the intersection between structure and agency in the way that structuring policy and teaching and learning agency impact on FE pedagogy and professionalism at a local level. In addition to

confirming Gleeson et als' (2015) findings for the early part of the policy period, it goes further chronologically (in identifying the situation since 2014) and differs methodologically. It investigates from the perspective of ECLs through their material culture as well as their discourse, practice.

It is clear from the findings of this thesis, and from Gleeson et al, (2015) that removing the statutory requirements for professional development and new 'sector-led' standards have done little to address the concerns of previous researchers, instead just 'muddying the waters' for ECLs and removing their access to professional support mechanisms.

How has the changing policy environment of Further Education informed ECL development? - RQ1

Historically the focus of professional development policy has been on preparing practitioners to meet the needs of learners and by extension employers and industry (Coffield 2007).

It can be seen from Coalition policy documents (BIS and DfE, 2016 a & b) and the analysis of the Professional Standards documents, that this remains the case and in fact the whole emphasis of policy initiatives have been on producing 'the best' teachers who are most closely linked to industry experience (DfE, 2012). The analysis of interview data shows that there has been little progress in achieving this goal amongst ECLs who followed a pre-service route in this sample, while in-service ECLs continue to have more industry experience which seems to be undervalued. This is seen as a barrier to achieving policy goals.

Coffield (2007) identifies that previous FE policy centred on a constant demand for "*upskilling*" and "*reskilling*" of the teaching workforce, suggesting an "*ideal practitioner*" in the sector is conceived as,

> "*a technician or government agent who is regularly upgraded in order to implement without question the latest government initiative, who 'personalises' the learning of all his or her students, while simultaneously responding to the ever-changing, short-term needs of local employers*" (Coffield, 2007, p.16)

It is argued that despite the apparent distancing of government, this still reflects the current situation for ECLs. In addition, it is argued that it is necessary for an ECL as an 'ideal practitioner' to be endlessly responsive to the perceived requirements of Ofsted, which have filled some of the policy vacuum left by reforms in the period 2010–2018. These perceived requirements have been filtered and interpreted by organisation and managers in response to the perceived needs of national economy and employers.

Bathmaker and Avis' (2005, p.49) concern that professionalisation of FE lecturers under New Labour was "*centrally devised and controlled*", supports Coffield's analysis and is supported by the CDA of the LLUK Standards in the initial study for this thesis. This central control is shown to have ostensibly been devolved to the sector, resulting in improved professional standards that are clear and relevant, but that are inadequate to prevent employers, following government policy imperatives, from continuing the drive towards the marketisation of the sector. Financial targets and quality systems are shown to have more impact on ECLs developing practice and career opportunities than the textbook pedagogical aspirations of the ETF Standards.

Avis and Bathmaker (2006) also explore the way in which trainees transitioned into the profession prior to the full statutory framework for development. They are concerned with the capacity for the development of progressive educational politics and conclude that they were equivocal for new entrants to the sector, although demonstrated in their care of their students which contained scope for development. Accepting the assumption that progressive educational politics is a desirable outcome this thesis argues that this equivocal position has changed little in the intervening fifteen years. Bathmaker and Avis (2013) also use teacher discourse in their data to explore the way that teacher identity was constructed in the 2000s during the early changes to the meaning of public sector professionalism. The discourse of ECLs, analysed for constructions of identity in their development, is shown to be situated in a contested perception of public sector professionalism. This thesis will argue that ECL identity formation should also be situated in the social to fully understand the pressures on them.

Concerns about centralised control during the New Labour period are also prominent in Kevin Orr's (2009a and b, 2012) qualitative studies into further education trainee teachers and serving teachers across a several FE institutions. He has written about the 'tick box' culture that existed around professional development policy under New Labour and suggests that if this model of professional development was working for practitioners it was by accident rather than design (Orr 2012). Aspects of this thesis could be viewed as a logical progression from Orr's work (2008, 2009a&b, 2012), his focus being on the experience of practitioners across the sector, including transitioning early career lecturers, during the policy period of statutory

professional development. This thesis has a similar subject of enquiry but from the perspective of ECLs who qualified and have been employed during the period of deregulation and with some different insights based on the materiality of practice and metaphor as a method of retelling its findings. This thesis seeks to illuminate whether ostensible moves away from this 'tick box' culture under recent governments have resulted in a more effective model, or whether the design is now so nebulous that it is equally hit and miss for practitioners with less clarity of how to access the tick boxes. Orr's use of insights from Bourdieu's social theory and Vygotsky's psychological constructivist theory, affirmed by Grenfell (2011), support their contribution to the theoretical framework of this thesis. Orr, however, only applied concepts of *field* and *habitus* to his research, the focus in this thesis is on all three aspects of Bourdieu's theory and *capital* is seen as being central to ECL development.

Orr (2009a) concludes that the policy trajectory of the mid-noughties was leading to a performative model of staff development masquerading as professional development as managers struggled to reconcile the new statutory requirements with structural barriers. He concluded that:

> "*the situation could only be ameliorated when those working and studying in colleges have more control over setting their collective priorities, including CPD, in a rational rather than a performative manner.*" Orr (2009a) p.487

Far from ameliorating the situation, ostensibly ceding control of CPD to the individual and the organisation has rendered it even more subject to

performative measures and has moved transformative CPD even further out of the reach of many ECLs.

In a Government commissioned research report into "*Teaching, leadership and governance in Further Education*", (Greatbatch and Tate 2018), Greatbatch and Tate (2018) reviewed the current research into teaching in the sector identifying a gap in the literature and research around impact of teaching and learning strategies and of the effects of mandatory CPD during the previous policy cycle. Regarding the quality of teaching in the sector, the report found that there was a consensus in the literature,

> "*that good vocational education always involves a*
> *blend of methods, is often experiential in nature,*
> *and involves feedback, questioning, application and*
> *appropriate theoretical models and explanations*"
> (Greatbatch and Tate, 2018, p21)

They concluded that the extent to which teaching quality had been improved by the raft of FE reform (including the revisions to teaching qualifications, professional standards and Ofsted regulatory inspections) was "*unclear*" from the available evidence. It is suggested here that they did little to improve or alter the teaching quality of the ECLs interviewed and observed, as this was largely established during ITE and that further CPD had little effect on practice. It is also noted that Greatbatch and Tate (2018) omitted creativity or criticality in their list of qualities to the possible detriment of their conception of teaching quality.

They also noted that attempts were being made to define vocational pedagogy both for vocational subject specialisms and the teaching of maths

and English. They had found some evidence that it was important for both areas that learning be integrated and contextualised. This was made challenging by a scarcity of specialist maths and English teachers and difficulty in finding vocational specialists with expertise in delivering maths and English. They also found that there were tensions between traditional academic pedagogy for maths and English and the vocational tradition of experiential learning, making it more successful to take an integrated approach. The findings in this thesis support these suggestions, going further to suggest that the reforms and the shortage of specialist maths and English teachers has had unintended consequences for policy around 'dual professionalism' and subject specialism for ECLs in other subject areas.

Dual professionalism was also found to be an area of tension, challenging in its requirements for vocational specialists to also demonstrate awareness of pedagogic theories and techniques and that this was an international challenge for vocational education that was not restricted to the UK. Greatbatch and Tate (2018) also found that strategies such as subject specific mentoring and new qualifications had had mixed results in resolving this challenge. These findings are echoed in ECL discourse in this research and in the analysis of policy.

Regarding CPD, the report found that data from 2015-16 indicated that less than half of the workforce spent any time in CPD activities. Noting the limited nature of the research evidence, they suggested that collaborative approaches to CPD including "*peer observations, formal and informal networks, coaching and mentoring and action research*" were most favoured by teachers (Greatbatch and Tate, 2018, pp. 42-3). Again, this was supported

by ECL discourse although access to these collaborative approaches was found to be a social *capital* unavailable to many ECLs on precarious contracts.

The change of policy direction away from statutory regulation described in Chapter 2 is shown to have done little to ameliorate the capacity for ECLs to engage in rational professional development, in many cases shifting the financial burden from meaningful CPD to ECLs who are often in unstable or erratic employment. Analysis of the ECL data suggests that the new professional body had, at the time of data collection, failed to remedy this for practitioners unable to access traditional employment routes into the sector.

FE Policy and Practice in the late 2010s – RQ1

Literature since 2015 has critiqued the implementation of the policy reforms of the mid-2010s (see for example, Daley et al, 2015, 2017, 2020, Boocock, 2017, 2019, Donovan, 2019, Hanley and Orr, 2019, Best et al 2019). This thesis has become situated in this body of literature, in that it shares many of its emerging themes and concerns.

Central to this strand of literature is the trilogy which started in the *Twelve Dancing Princesses* (Daley et al 2015). Daley et al (2017) analysed the role played by leadership in the sector in *The Principal*, and concluded with *Caliban's Dance* (Daley et al, 2020) looking to the future of the sector. Orr (2020) has taken this further considering what a post Covid-19 sector might look like.

Evaluation of Policy Implementation in the late 2010s – RQ1

In considering the implementation of the policy reforms, identified in the Contextualisation chapter of this thesis, Dalby and Noyes (2018) identify

"*uncertainties*" and "*inconsistencies*" of implementation of the maths and English policy reform in the FE sector (p.578) confirming the findings of this thesis which identify the impact of these *"uncertainties"* and "*inconsistencies*" on ECL recruitment and practice as subject specialists or transferable resources.

Hanley and Orr (2019) describe the "*chronic difficulties*" (p.103) in recruitment of appropriate FE lecturers to implement the policy intentions of the T-level reforms. I suggest in this thesis that recruitment of ECLs with appropriate capitals is heavily incentivised through bursaries and terms of employment, but that the greater problem for Colleges will be in retaining the STEM specialists that they are able to recruit and that as the conditions of employment fail to support them and that this will also have a negative impact on policy implementation.

In relation to QTLS, the experiences of ECLs in this thesis are echoed in Best et al (2019) findings. They describe the limited nature of the parity with schoolteachers promised by the Lingfield report (2012a). Parity with QTS has been shown to only be of value to those wishing to teach in the school sector. They also contrast the shortages of teachers in the school sector with the difficulty that ECLs have in gaining employment in their first year after qualification, and question why parity has not led to more ECLs moving to employment in the school sector. Etkon and Leah's experiences in moving between sectors illustrate what Best et al (2019, p.132) describe as "*intra-professional tensions*" between different professional sub-groups in the teaching profession, which is arguably the main reason why more ECLs

remain unemployed in the first year after qualification rather than moving sector.

Boocock (2017, 2019) identifies different management models prevalent in the sector, New Public Sector Management Paradigm (NPM) and Principal-Agent (P-A) which have dominated since the late 1980s that foster managerialism and performativity and suggests more localised and decentralised models as the way out of this paradigm. In evaluating the role of trust in policy implementation, Donovan (2019) argues that the models of management, identified by Boocock and fostered by the policy environment, inform the development of trust and distrust between policymakers and institutions and leadership and practitioners. She concludes that the constant state of flux in the FE policy environment precludes a culture of trust in institutions and between leaders and practitioners. She suggests that this distrust is in fact cultivated by policy makers and institutions as a 'useful mechanism to manipulate behaviour and ensure policy conformity' (p.202) and that the forms of trust that exist are also manipulative. She also concludes this policy implementation, and these institutional behaviours are paralysing to practitioner agency, limit appropriate risk taking and preventing the development of healthy professional relations and practices. The discourse and observed practice of ECLs in this thesis supports Donovan's contentions, with examples of all forms of inculcated distrust and "'unwelcome trust'" (p.203).

Role of Leadership in Policy Implementation

The themes addressed by Daley at al. (2017) in *The Principal* fit well with those that have emerged in this thesis. Elliott (in Daley et al 2015) asserts

that, "*Education has at its core a moral purpose … therefore effective leadership in education practice is of necessity rooted in values."* The discussion around these values that follows in the rest of the book complements the analysis of the values of the sector in comparison to those of ECLs in Chapters 6 and 7. Values around professionalism, innovation, performativity and the role of teacher education emerge in both Daley et al (2017) and this thesis as being contested areas with tensions emerging between democratic and critical models of education espoused by teacher educators and researchers and managerialist and performative models of leadership approved by policymakers and employed by institutions. Peutrell (in Daley et al 2017) suggests that practitioners are caught in the crossfire between these opposing groups and this thesis supports this argument. ECLs while absorbing the social justice values of democratic education in their training do not have the capital to act on them having little agency to resist the compliance culture in which they are employed.

The Future of FE

The theme of democratic education in both *the Principal* and *Caliban's Dance* (Daley et al 2017 and 2020) is shown to be central to experimental and critical pedagogies that are developing amongst experienced practitioner/ researchers, despite the limitations of managerialist and performative policy enactment. These are argued to present possibilities for a better future for the sector. Moves away from restrictive subject driven pedagogies, they argue, would remove the false dichotomies of 'dual professionalism' and would enable the development of a collaborative enterprise between all actors in the sector. This thesis strongly supports these aspirations, it demonstrates that

during the current policy cycle the ability of ECLs to act collaboratively and to inform wider policy is completely limited to the social sphere. This supports Shukie's assertion (in Daley et al, 2020, p.2674) that,

> "*Seeking to empower agents of change in the colleges from positions of relative powerlessness requires a radical reimagining of pedagogy and the ways we teach and learn in FE.*"

and the proposition that such re-imaginings can be made through small group and individual actions. In the same way that improvements to the ECL experience could be made by the same small incremental changes by line managers and senior colleagues leading to scope for changes to meso and macro levels of policy making. However, this also presupposes that it is possible to enact the vision of FE as social purpose education (Mycroft, 2018) and that it would be supported by students as part of the collaborative exercise. It is possible that policy changes may arise out of the Post-Covid world that would enable ECLs to use online learning platforms to support these aspirations for collaborative practice but as Orr (2020) identifies issues of underfunding and recruitment and retention will continue to limit the scope for real improvements in the sector. These limitations dominated the sector in throughout the 2010s and this is reflected in the findings of this thesis.

Professionalism and professionalisation - RQs1&2
How Do Concepts of Professionalism Inform ECL development? – RQs1&2

Underpinning the focus of this thesis are concepts of professionalism of practitioners in the FE sector. Professionalism is a contested concept with the prevailing models of managerialism predominating in the sector (Taubmann in

Daley et al, 2015) in which managers rather than practitioners decide what constitutes professional practice and behaviour. These expectations of professionalism are central to ECL discourse and arguably limit their aspirations for their own professional agency. In the discussion of the literature which follows, this thesis identifies different viewpoints on professionalism both in general and specifically in the sector and concludes by supporting the democratic model of professionalism in which practitioners agree on what it means to be a professional educator and enables them to conceive pedagogic practice as an art exercised within this model.

Bourdieu takes a position on the concept of professionalism. He warns that an uncritical acceptance of the "*socially constructed and socially sanctioned*" "*notion of 'profession'*" Bourdieu and Wacquant, (1989 p.51) is a pitfall to be avoided. Grenfell et al (1998) cite much research in teacher education as having fallen into it. Grenfell et al suggest that these pitfalls are avoided if professionalism as a construct is also viewed as an object of enquiry. This thesis seeks to avoid this pitfall by taking a critical view of the concept of professionalism in the sector. It argues that a profession conceived and constructed from the top runs counter to aspirations for a democratic model of professionalism and can be a tool for symbolic violence.

Avis et al (2010) consider "*professionalism' to be a much-abused term*" (p. 40) with every occupation making a claim to it, and from a historical perspective this is the case. In the original conception of a profession, the term applied only to elite occupations (originally medicine, law, and the church) with claims to specialist knowledge (Avis et al, 2010).

In considering the broadening of the concept Avis et al (2010) identify three approaches to professionalism: trait, functionalist, and control and power. Avis et al (2010) consider that the work of Johnson (1972) on power, control and autonomy of professionals is the most pertinent model to teaching. Johnson suggests that the occupations with a claim to be a profession were those that were able to "*define their relationship with their clients*" (Avis et al, 2010, p41) and that the ability to do this was linked to recruitment from more powerful social groups.

This model may well be an aspirational one for those working in the sector, but its applicability has been seriously challenged by the widening participation agenda with highly qualified individuals increasingly being drawn from all groups of society (Lawson et al, 2010, p9). It would also seem that the emphasis on 'learner voice' (DfES, 2006) and the student as consumer under successive governments since the late 1990s (Ball, 2008) has moved the locus of control firmly away from the profession and towards the client in any definition of relationships. This loss of control and autonomy is central to the emergent professionalism in the sector.

Robson (2006) looks specifically at professionalism in the FE and Higher Education (HE) sectors and Evans (2008) at new concepts of professionalism in teaching in general, both have identified the changing nature of professionalism.

Evans (2008) considers that there has been a paradigm shift in the definition of professionalism, from concepts of autonomy to those of accountability and adds that professionalism old or new is about power and control and therefore

there has been 'shift of power'. The ECL discourse with its focus on accountability and responsibility for learners supports this suggestion.

Robson (2006) also identifies traditional concepts of professionalism as being concerned with autonomy. However, he disagrees with the idea of a paradigm shift in FE and argues that the amount of autonomy of FE teachers in the past has been overstated and the loss of it overstated in the present.

It is argued in this thesis that there has in fact been a gradual loss of autonomy and a commensurate increase in expectations of accountability since the loss of 'Silver book contracts' that followed incorporation of colleges in 1992 (UK Parliament, 1998). It is argued that this loss of autonomy has been a slow attrition facilitated by the gradual loss of silver book contracted practitioners from the sector and their successors losing the terms and conditions that afforded them *capital* and professional protection (UK Parliament, 1998). It is considered significant that at the same time there was a transition from 'personnel' departments to more managerialist models of 'human resources' and quality management. This was accompanied by increased cultural *capital* for qualified HR and quality administrators (CIPD, 2020) resulting in a shift in professional control away from lecturers (Burchill, 2000).

Autonomy and accountability are then important themes in understanding ECL professionalism, their accountability to their manager, employing organisation, the government and society is seen to be a key theme of teacher professionalism in ECL discourse and is seen to be juxtaposed with their lack of autonomy and agency, supporting Evans (2008).

Robson (2006) also identifies two other themes, professional knowledge, and responsibility as important in teacher professionalism. From Robson's analysis there are numerous possible interpretations of professional knowledge for an FE teacher. The professional pedagogic knowledge of how to teach and the professional or vocational knowledge that they transmit to their learners are the two that would seem the most important and most likely to be evident in the Standards, although from ECL discourse structural knowledge seems to be equally important. Robson identifies a range of responsibilities of both FE and HE lecturers. In FE responsibility for learners and to their parents (for under 16s), to colleagues, employers, the teaching profession, the vocational or professional area of the teacher, the government or even society in general, could all be applicable. Some of these responsibilities would fit in a category of responsibilities to learners and other stakeholders, others into the previously identified category of control and seem linked to accountability.

Gleeson and James (2007) have considered professionalism in FE as part of the Translating Learning Cultures in Further Education (TLC) project. They consider professionalism an "*elusive and paradoxical concept*" (Gleeson and James 2007) but focus on a relational approach concentrating on the relationships between individuals as a way of understanding their professionalism. This is also important in this thesis as the former concepts of professionalism speak to a structural view, Gleeson and James (2007) in contrast recognise that the individual relationships exercised within these structures are more complex and this thesis agrees and suggests that individual ECLs are able to use their relationships to exert a more democratic

form of professionalism within the structures that control their ability to inform concepts of professionalism outside the sphere of the social.

Sockett (1996, cited in Evans, 2008) talks about professionalism in context of *"quality of practice and public status of job"* and Hoyle (1995) defines professionalism as "those strategies and rhetorics employed by members of an occupation seeking to improve status salary and conditions" (Hoyle, 1995, cited in Evans, (2008) p22). It will be shown that status and reward play a small part in ECL discourse, with issues of quality dominating both ECL discourse and discourse from the professional body. When status and reward does feature in ECL discourse it is in context of loss rather than gain. This in turn does little to improve opportunities for improved status or reward.

Orr (2008) makes connections between wider education policy and FE professionalism. He considers that the managerialist direction under New Labour gave rise to a constrained conception of professionalism reified in successive versions of the professional standards. He concludes that the link made by government between the economic performance of the nation and FE may work against the professional interests of FE teachers. He was hopeful that the scope for self-directed CPD might allow room for

> "*individual practitioners to consider, plan and discuss*
>
> *their own development and so allow "ecologies of*
>
> *practice" to grow and thrive and within them their*
>
> *professionalism, however they chose to define it."*
>
> (Orr, 2008, p.12).

The discussion in Chapter 8 will show that these 'ecologies of practice' remain as arid under self-directed CPD as they were under regulation and do little to support ECLs construction of their own professionalism.

Taubmann (in Daley et al 2015) shares similar concerns about neo-liberal models of professionalism and professional identity. He identifies two competing discourses: managerialist and democratic professionalism. He contends that the current professional paradigm is of neoliberal managerialism which he characterises as: "*a rational-legal form of authority with bureaucratic, hierarchical structures of decision making and standardisation of work procedures and practices."* (p.2409) resting on two assertions, one that 'efficient management' can resolve any issue and that what works for the private sector will work for the public sector. Central to Taubmann's analysis is the flawed nature of this model for the Further Education sector. This section of the literature review has supported this analysis. Arguably both tenets of managerialism are flawed, in that they do not recognise the weakness of even 'efficient' management in resolving issues rooted in social, cultural, economic, or political contexts and that they assume that this approach is the best one even in the private sector. As Taubmann indicates this model is strongly linked to the professional practices dominant in the sector, of observation, targets, and standardisation and to the development of education as a market. The imposition of this professional model on the sector is reflected in the ECL discourse and the impact on their professional development and professional identities is identified in Chapter 7, showing that ceding control to 'the sector' has done nothing to limit managerialist approaches, if anything it has just transferred even more

elements of management from government to employers who are shaped by managerialist practices of the past. The other model of professionalism that Taubmann proposes as a more suitable alternative is Sachs (1999) and others concept of democratic professionalism, this he describes as 'reconceptualising' professionalism responsively to developments in education, pedagogy and learning, while taking account of the social and political context faced by members of the sector. This model is conceived as extending collegiality to wider internal and external stakeholders, including students, parents, and employers. It is suggested in Chapter 8 that ECLs operate on this other model of professionalism in parallel to the imposed model of managerialism when they have scope so to do. Taubmann's ideas on professional identity will be discussed later in this chapter.

As noted earlier, Bathmaker and Avis (2013) have used teacher discourse as a way of understanding the impact of different professionalism'. After Evetts (2009), they identify four different discourses of professionalism, organisational, occupational, critical, and personal. They have applied these conceptualisations to the professional development and trajectories of ECLs into, out of and around the sector during the 2000s. They suggest that in response to managerialist discourses of organisational professionalism teachers will turn to their own 'personal professionalism' (Bathmaker 2006) characterised by commitment to their students and their subject or vocational specialisms. These conceptualisations of professionalism are useful in developing an understanding some of the structural issues currently at play in the *field* and are echoed in this thesis with all the ECLs interviewed having a strong sense of their personal professionalism, sometimes these perceptions

are profound, while others are very limited in their scope reflecting the limitations of agency of the ECLs.

Jameson and Hillier (2008) discuss the potential for part-time staff working in the sector to be even more vulnerable to performative and managerialist models of professionalism and identified that they still seek to exercise professional agency and autonomy creatively and that they deserve greater recognition for their professionalism. This thesis argues that these issues extend this to those working on variable hour contracts or working for agencies.

In this thesis then, a critical view is taken towards the concept of professionalism in the sector (after Le Grand (2003) and Boocock (2015)). Here professional development is conceived widely as the development of career, of pedagogic practice, professional learning, social interaction, vocational and academic practices, recognising that 'profession' is problematic and that in addition there is the ongoing debate on about the nature of teaching as a profession (see above), an art (Biesta and James, 2007), or a craft (Eraut 1994, IfL 2007, Gove 2010). The perceptions of professionalism within the sector by different agents, including ECLs, professional bodies and employers will be shown to be different in scope and aspiration.

Based on ECL discourse and analysis of policy, this thesis then argues for ECLs to be able to access a wide, democratic model of professionalism that recognises the importance of relationships between ECLs and other agents within the sector, that gives space and support in developing the art of pedagogy and that recognises and rewards lecturers' sense of professional

responsibility with autonomy and reasonable expectations of accountability. These reasonable expectations would promote a construct of accountability that protects lecturer development as part of learner, organisational and societal interest.

What Is Professionalisation And What Does It Mean for ECLs? - RQs 1&2

A related strand to professional development policy in the literature is centred on the professionalisation of the sector and particularly on the use of professional standards (Lucas 2004 and 2007, Nasta 2007, Thompson and Robinson 2006, Lucas et al 2012, Tedder and Lawy 2013). The validity of a competence-based model of standards to encapsulate the FE professional has been extensively critiqued. This criticism of the standards model of professionalism has been convincingly argued and yet it remains the only available model against which ECLs must assess their practice and against which others have assessed them on entry to the profession.

Eraut (1994) in contrast to these criticisms, has argued that all professions should have both professional standards and a code of conduct. He suggests that standards should be specific enough for clarity of meaning but not so specific as to be overly prescriptive and cumbersome. He contends that professional judgement needs to be exercised in the creation of standards to ensure that while standards are based on a thorough, analytical approach to the nature of professional work and knowledge there is recognition that.

"there is no standard version of what professional work entails which can serve as a single point of reference." (p.212).

While practitioners in Further Education are still invited to assess their practice against professional standards, since the ETF replaced the IfL there

is no longer a professional code of conduct that they are expected to uphold, so from Eraut's perspective it would presumably be an incomplete professional model.

Tummons (2014 a and b and 2016) recognises the need to broaden the discussion away from discourses that fail to engage with the experiences and practices of teachers and their professional knowledge, competence and development (Tummons 2014a, p.34). He has approached the issue from several perspectives including New Literacy Studies (Barton 1994, Barton and Hamilton 1998) to understand the difficulty in agreeing a coherent body of meaning in the standards, Actor Network Theory (Latour 2007) as a way of understanding participant engagement with the standards and Situated Learning (Lave and Wenger, 1991) and the difficulties of reification of the standards as a literary artefact to be disseminated. He has highlighted the need to discover how and if standards have been or are used before other discussions can be made meaningful. This position was supported by evidence from both the initial study for this thesis suggesting that the LLUK Standards were only used in relation to practice during the period of qualification or as part of a performance review or assessment and the data for the main study confirms that this is also the case for the new ETF Standards. That although they are intended to be by the sector, for the sector (ETF, 2014), they are employer-derived and that possibly as a result there is very little awareness of them or attempt to explicitly utilise them by most practitioners, managers, or organisations. As Tummons (2016) has suggested the current policy approach to professionalism in and the professionalisation of the sector is still top-down, now employer-led rather than directly

government-led, imposed on rather than developed by or with practitioners in the sector (Tummons, 2014a). As he points out the sector remains perilously "*underfunded*", *"fragmented"* and "*vulnerable to political and economic change"*, and it will be argued in discussion in Chapter 8 that this is reflected in the discourse and experiences of ECLs. Tummons (2016) goes on to suggest that before engaging in study of the wider discourses that the Standards are situated in and the practices that they promote, it is necessary to consider "*where, when and by whom they are read; how they are talked about between people; and how they are championed or ignored*" (p. 349)

It is partly from Tummon's position that the interview questions have been framed, in that a section of questions about participants' familiarity with the Standards has been included in the schedule. Tummon's (2016) concludes that the Standards have little to no capacity to promote or negate any model of professionalism if they are marginalised and ignored or seen as another 'tick box' to check of by members of the sector and that the dialogue around professionalism should first extend beyond an employer-led standardised model that excludes member participation. This assertion is hard to contest, however Tummon's does acknowledge that whilst still unrealistically aspirational for some, most of the participants in his study agreed that the current iteration of the standards was better than its predecessors and that they had some potential for reflecting on practice (p.355). It was this ability to promote reflection that led to the interview questions on practice in this thesis being framed around the ETF Standards (2014), as a way of enabling ECLS to articulate their developing practice and how far they are able or intended to reflect, inform, or support the developing practices of ECLs and the policy

around professional development in the sector. Tummon's (2016) also found that teacher trainers found the Standards useful as a conduit for policy discourses around teaching and learning in FE both institutionally and nationally (p.355) and it is from this position that the Standards and guidance documents have been analysed in this thesis.

In their paper which focuses on professional standards and teacher identities in Australia, Clarke and Moore (2013) also use critical analysis of education policy and the move towards professional standards, drawing on Lacan's three registers (1992) to argue that standardisation limits the formation of teacher identity in a way that is unethical and limiting of creativity and individual agency for practice. This argument will be considered later in this chapter in the section on identity formation.

This thesis explores the value of the ETF Standards (2014) on their own merits considering their utility in promoting discourse around policy and practice, which is how the SET encourages its members to engage with them (ETF, 2014b) as well as considering the potentially reductionist and performative conceptions of professionalism that they might promote.

Transition and identity formation – RQs1&2
The Process of Transition, From Trainee to Professional – RQ2

Over recent years there has been much literature about early career teachers in the school sector which acknowledges the importance of transition and the first three years in employment (see for example, Lovett and Cameron 2011, Fenwick 2011, Ado 2013, Mans*field* et al 2014 and Schuck et al 2018). Less is written explicitly focussing on this transition for FE lecturers. Although as far back as 2002, Wallace described the emotional dissonance between the expectations and reality of teaching experienced by trainee FE lecturers on

entering their placement, ECL discourse suggests that this is equally evident on entering employment after qualification.

This thesis seeks to understand the ways in which policy supports or fails to support the transition of ECLs from trainees to fully formed professionals. The process of transition from trainee to professional has been the subject of research by Avis and Bathmaker (2006, 2009). In 2006 reported on findings on a longitudinal study from 2002-05 in which amongst other areas of enquiry they explored the lived experiences of trainees, their trajectories prior to undertaking training, their orientation towards teaching and their transition into the *field*. Although their case study approach meant that their data was too narrow to be generalisable, it was suggestive that the transition into the sector was marred by finding their colleagues and potential mentors demoralised by *"uneven management practices"* (p.184) which placed too much emphasis on paperwork and audit trails and too little on classroom practice. They found however that there were grounds for optimism in participants' exercise of the agency available to them to address perceived inequalities in education. Avis and Bathmaker (2006) also drew on discourse of democratic professionalism (Robson 2002, Gleeson et al 2005) but they highlighted the potential problem of market driven agendas precluding the development of the alliances needed to exercise this form of professionalism. It will be argued in the discussion that it is during the transitional early career phase that lecturers are most vulnerable to these market forces and least able to exercise the agency necessary for a democratic professionalism. The reasons why some ECLs were more, or less vulnerable will also be identified in Chapter 8 and be described as a convergence of *habitus*, *capital*, and *field*. Reporting on the

same study, Avis and Bathmaker (2009) found that transitioning trainees felt constrained by the policy context and the demotivated students that they encountered. They identified that the ECLs adopted a "*mundane*" approach to professionalism informed by an impetus to do their best for their students, interpreted as some concern for social justice, and to assess their colleagues accordingly. Their "*weakened sense of collegiality*" (p.215) extended to willingness to seek a more holistic view that precluded "*narrow self-interest*" (p.215). Avis and Bathmaker suggest that this approach demonstrates at least some awareness of wider policy issues beyond the classroom, even if this did not extend beyond the level of course or at best department. They suggest that to expand this narrow conception of practice to enable insights in the social context in which practice is situated should necessitate intervention at several different levels. These interventions have not been forthcoming and the degree to which ECLs trained under a different policy framework are able to gain wider insight into the context of their practice during their transition into professional practitioners remains limited according to the analysis in this thesis.

Spenceley (2007) focusses on the emotional aspects of this transition, comparing the preconceptions of the profession by trainees with the notions held by researchers in the *field*, and examining the emotional response of trainees to becoming a professional educator. A key strand in Spenceley's findings is that initially learner-educators had a strong identification as pedagogues following 'traditional' orientations towards teaching and learning, seeing it as being about 'chalk and talk' with the teacher at the front of the class imparting knowledge and controlling the class, with little awareness of

what to really expect. Related to this strand was the realisation that many of them had struggled with this model themselves as students and as a result were keen to find alternative pedagogic strategies. This in turn led to a more emotionally charged and draining experience of transition than they had anticipated, but ultimately success in adapting their strategies led to greater feelings of legitimacy as professional practitioners. Importantly it is suggested that it was the process of training that allowed for this transformative experience. These findings will be echoed in the ECL discourse and the role of qualification and transition is discussed in Chapter 8. The implications of the purposive sample including only qualified teachers are also discussed. Another strand is echoed in both the initial study and main study findings and in the literature, that is the feeling of unintentional, unsupported entry to the profession leading to feelings of being "*thrown in at the deep end*" (Spenceley, 2007, p.94), a phrase so frequently occurring in this and other studies (see Maggie's interview in Chapter 6 and Crawley, 2010) that has lent itself as the title of one of the texts available to trainee educators (Crawley, 2010). This lack of support on transition will be key to the arguments developed in Chapter 8 for new approaches to support early career lecturers, as will the finding that some ECLs consider being "*thrown in at the deep end*" to have positive aspects for their development.

Spenceley (2010) has also explored the changes in identity for subject specialists from the vocational sector transitioning into professional educators. She suggests that this differs from the common experience of those in the compulsory sector who enter the profession after subject specialist university training. This representation will be shown to run counter to the findings in this

thesis, which will identify increasing numbers of qualified ECLs following the university entry route as an unintended consequence of widening participation agendas and increasing regulation in the sector, with those from a vocational background entering the profession being less likely to follow a qualified entry route after deregulation.

The tensions identified by Orr and Simmons (2010) as being caused by the dual identities of trainee teachers who have pursued in-service training and manifesting as a conservative understanding of the role of an FE teacher are shared by one of the in-service participants in the study but are contradicted by the discourse of the other. While the sample is of in-service ECLs in this study is too small to be generalisable it will be suggested that the level of this conservatism may depend on the nature of the second identity, with some industries and some individuals being inherently more conservative in their outlook and approaches than others. It will be shown that some pre-service route ECLs have similarly conservative conceptions and that ECL *habitus*, *capital* and agency may play some part in forming these conceptions.

Page (2013) describes the difficulties middle-managers in Construction department in FE institutions experience in the recruitment and transition of construction lecturers. No construction lecturers were recruited for this thesis because the institutions approached struggled to find lecturers who met the sample requirements of recent qualification and employment. The issues Page identifies of cultures of hypermasculinity and patriarchal structures of industry conflicting with the more female centred cultures of FE (with its requirement for significant emotional labour) were relevant to the STEM lecturers interviewed and observed. The issues for managers in recruiting

emotionally sensitive staff and supporting them through transition are recognised in this thesis but are of secondary interest. The main interest for this thesis is the pressures that ECLs struggling to transition their pre-existing *habitus* into a new *field* and the policy drivers to recruit and retain lecturers with authentic industry experience.

Humphreys and Hoque (2007) provide a critique of managerialist approaches in FE in the post incorporation period. They ask if this has led to lecturers losing their "*voice*". This thesis suggests that the "*deleterious*" effect of non-participative management styles is still present in the current management cultures in FE colleges but that many ECLs feel that they have some scope for participating in departmental strategies and that their managers want to take a more collegial approach. It also suggests that this scope is more important to ECLs, especially with industry experience or STEM skills, in forming a professional 'voice' and identity than the financial incentives that Government policy has employed as a recruitment tool.

Professional learning in development and practice. – RQ2
Another important strand in the professional development of qualified ECLs is their professional learning. This learning is intended to be inherent to the process of initial teacher education and training that they have completed and is intended to be a career-long process (ETF, 2014 a and b). The discussion that follows reviews the understanding of professional learning present in the literature.

In discussing professional learning and practice Eraut (1994) asserts that there is little transfer of learning from one context to another without further contextualised learning taking place. He goes on to suggest that theories in

isolation are not useful unless they are interpreted for practice. He continues that academic theory may be espoused (Argyris and Schon 1974) but in practice it is stored for later use at some indeterminate point in the future leading to pejorative characterisation of impractical theorisation. (p.27-29). Questions about ECLs contextualisation of their learning on their qualification and extension into early practice were included in the interview schedule as were questions about their orientation to teaching and learning and questions about their ideas about teaching prior, during and after their qualification and into employment. ECL discourse and observed practice supports Eraut's contention in that further contextualised learning is missing and that theory is not satisfactorily interpreted for practice because it is poorly understood in the first place.

Postholm (2012) argues that in the school sector organisational and individual factors are important in teacher professional learning and that this learning takes place in a range of contexts. She also argues that teacher co-operation, positive school cultures and co-operation with external resource personnel is also important. She concludes that the school is the best arena for further development of teachers. This thesis shares some of these conclusions but suggests that for the FE sector, opportunities for external learning experiences are needed to enable staff lacking recent industry experience to develop their knowledge and skills.

Orr's (2009b) doctoral thesis examines the creation and transmission of ideas about teaching in pre-service trainee teachers. He points out that the trainees experienced greater confidence in classroom practice over the course of their placement but observes pithily that, "whether that constitutes learning is

moot". The ECLs discourse in the findings of this thesis also focus on greater confidence and the concern implicit in Orr's observation is relevant here too. Orr sees learning as evident in the increased capacity of trainees to exercise judgements, evidenced in their reflective writing. He recognises that these reflections might seem 'banal' or 'trite' but argues that they demonstrate the beginning of internalised learning and a dialectical relationship with formation of teacher identity. These small steps towards professional learning seem to be emblematic of the scope for learning rather than 'coping' experienced by ECLs in their early career phase.

Orr (2012) continues his theme of coping rather than developing echoes the findings of this thesis. While supporting his call for,

> "*increasing autonomy of teachers … constructed*
>
> *around a body of professional knowledge rather than*
>
> *a long list of statutory professional standards*" (p.51)

The discussion in Chapter 8 will add a caveat for this to be tempered by a stronger base for that body of knowledge, rather than being led by damaging populist fads and fashions in research which are hard to shake. (See for example Coffield et al 2004 and some ECLs unshakeable confidence in Learning Styles).

Timperley et al (2007), in a substantial report on teacher learning and development in Australian teachers, identify three professional learning processes: *"cueing and retrieving prior knowledge, becoming aware of new information and skills, and creating dissonance with a teacher's current position"* (p.7) and suggest that these processes can take place at "*superficial level, or involve deeper learning*" (p.8) These three processes are used in this

thesis as a way of discussing the professional learning, or lack of it, that is suggested in ECL discourse and observed practice.

These processes are relevant to two main formal approaches to teacher learning for ECLs after qualification which is through different forms of CPD. Greatbatch and Tate (2018) report that the majority of available research is centred on teachers' perceptions of different forms of CPD, that they are mainly relatively small-scale studies of particular interventions and that there is a growing body of research into the benefits or otherwise of lesson observations as a tool for professional development (p.98). This thesis adds to this existing body, however some elements of observation, for example observation of ECLs accessing CPD in the form of online learning, moves it a small way beyond ECL perception. They also note the lack of evaluation of the period of mandatory CPD on practice, which is beyond the scope of this thesis, but it does provide some tentative answers to their other questions about the effectiveness of the current professional development offer for practitioners and their learners. It specifically offers some data relating their questions around the extent to which FE teachers are engaging with CPD, the nature of the available offer, possible gaps, how CPD is prioritised, barriers to effective CPD and strategies for overcoming them and to a lesser degree the forms of CPD which have the biggest effect on the quality of teaching.

Kennedy's (2005) paper on models of CPD provides an effective way of understanding and evaluating different forms of CPD, and the availability and impact of CPD are discussed through this lens in Chapter 8 which will argue for a transformative model of CPD in the sector.

An interesting finding to note is De Vries et al (2012), who found that Dutch secondary school teachers who participated most fully in CPD activities were the most student orientated. This is partly reflected in ECL discourse and observed practice and provides a further argument for finding a more satisfactory model of CPD for the sector.

Career Development and Progression in The FE Sector RQs1&2

A significant point for ECLs in developing their careers is the opportunity for employment and progression. In 2017 the ETF and SET produced a report into career progression within the FE sector (Straw 2017). Of the 14,000 members of SET contacted, 796 responded to an online survey. Their sample was broadly representative of the sector; mainly female and over 45. Just under a third were working in a general FE College, with 17 and 13 percent respectively working in schools/UTCs and private training providers. Less than six percent worked in other parts of the sector e.g., adult and community learning, sixth form colleges etc. 14 percent worked in a range of other organisations including examination boards, the armed services, and significantly to this thesis, for supply agencies or free-lancing. The majority came from the South of England, with only 10 percent drawn from the North-West. So, whilst the findings of this report are useful context for the findings of this thesis, there are some important differences which may be partially accounted for by ECLs being in the early part of their career trajectory, but also by their difference in location and orientation to SET membership. The report findings around CPD are of particular importance, in that they show the barriers, difficulties and benefits found by established lecturers, the argument

in Chapter 8 will suggest that these findings are of even more significance for ECLs development.

Pedagogic Practice in the FE Sector – RQ1&2

To evaluate the development of ECLs pedagogic practice, it is necessary to explain the pedagogic principles which prevail in the sector. A brief review of teacher education textbooks over the last twenty years shows that ITE provision has relied on theories drawn a range of academic disciplines notably psychology, philosophy, and sociology (see for example, Reece and Walker, 2007, Scales 2008, Avis et al 2011, Moore 2012, Curzon and Tummons 2016). For at least the last thirty years there has also been a focus on reflective practice as a method for developing individual practice (see for example Schon, 1983). For much of that period socially constructed models of learning have dominated (Reece and Walker 2007, Scales 2008, Avis et al 2011, Moore 2012, Curzon and Tummons 2016), and it is evident from the analysis of the Professional Standards (ETF 2014 a) in this thesis that they continue to underpin expectations of practice and that these expectations are met in observable ECL practice.

Coffield and Edward (2009) describe the trajectory of policy imperatives for "*good*", "*best*" and "*excellent*" practice under New Labour and the language in the CAVTL (LSiS,2013) report and the White Paper, the Importance of Teaching (DfE 2010) show that this trajectory continues its momentum under the current policy arena. Coffield and Edward (2009) identify five levels of consideration that teachers need to engage with to achieve 'good' practice: values, evidence, policy pressures, pragmatics, concepts of teaching and learning and finally practice. The ECLs in this thesis are only able to engage

with their own values, policy pressures, pragmatics and practice with evidence being largely missing and concepts of teaching and learning poorly understood. The reasons for this are discussed in Chapter 8. Coffield and Edward (2009) argue for an *"open-ended approach to 'good' practice which remains sensitive to constantly changing local contexts"* (p.388). The impact of tensions between perceptions of policy requirements and the ability to exercise this open-ended approach are also discussed.

This impact is exemplified in the *misrecognition* of Ofsted expectations reported by ECLs, which in combination with managerialist quality control processes, have led to observations of teaching practice lacking a focus on developing pedagogic practice. Edgington (2013) discusses the impact of this form of teaching observation in FE and argues for collaborative teaching observations which use reflection to develop more creativity in practice. Drawing on O'Leary (2013), she warns that failure to adopt these approaches may lead to potential losses both on a national scale and for individual practitioners in *"professional and personal relationships, in self-confidence, reputation and autonomy"* (p. 143). Ultimately this would affect retention of staff and therefore impact both institutions and learners. The data in Chapter 7 supports this argument, which will form an important discussion point in Chapter 8.

Both the Government (Hammersley-Fletcher et al, 2015) and the ETF (2014 a) have promoted the importance of evidence-based practice for pedagogy. Evidence-based practice has been defined as "using scientific procedures to assess the effects of pedagogic practices and decisions." (Hargreaves 1997 p. 411). The debate on the value of evidence-based practice for Education

has raged since the mid-90s (proposed by David Hargreaves and opposed by Martyn Hammersley (Hargreaves, 1997 and Hammersley, 1997). The debate was continued by Slavin (2002) (in favour), and Olson (2004) and Biesta (2007, 2010) (arguing against it). Government finds evidence-based practice attractive because it offers the possibility of quantifiable measures against which practitioners can be evaluated (Biesta, 2010), however its role in the Professional Standards is unelaborated and uncritically adopted. This thesis sides firmly with Hammersley and Biesta both from an epistemological perspective, but also from a pragmatic one. Data in Chapters 6 and 7 demonstrates that ECLs lack awareness of evidence-based practice, and Chapter 8 argues that this is possibly because it is a contested concept in ITE and often skimmed over in the curriculum for its positivism, over-simplification of a complex art and emphasis on research over practice (Kvernbekk, 2017). The chapter agrees with Kvernbekk, 2017 that far more research would be required to support an evidence-based approach and that practitioners would need the skills to be able to contextualise research findings in their own local practice. It suggests that the underdeveloped pedagogy of teaching research methods in UK HE institutions (Gray et al, 2015) has practical implications for the ability of ECLs, who are recent graduates, to engage effectively with research to inform evidence-based practice even if it were agreed to be desirable.

James and Biesta's (2007) assessment of what is needed for effective pedagogy in FE offers an alternative narrative in which teaching is viewed as an art rather than a craft in contrast to the current policy view (Gove 2010). Their suggestion for a pedagogy that rests with

> "*a tutor's personal approach and professional judgement*
>
> *and that is sensitive to the particular learning culture,*
>
> *should be combined with staff development that*
>
> *encourages critical friendship and sharing of expertise*"
>
> (James and Biesta, 2007, p148-149)

is shared in this thesis, although even after thirteen years, it remains very much an aspiration rather than a reality in practice.

Even further away is the possibility for a critical pedagogy amongst FE lecturers. Simmons (2016) identifies one of the key aims of critical pedagogy as to,

> "*enable students to locate their learning within an*
>
> *explanatory framework which both promotes an*
>
> *understanding of structured inequality, and champions*
>
> *social justice.*" (p.698).

In his review of Liberal Studies in FE (which experienced its heyday between the 1950s and 1980s), Simmons (2016) suggests that critical pedagogy runs as a counter-discourse to the prevailing performative culture and the prioritisation on employability in the FE sector. He argues that it is still possible, although challenging, for lecturers to make room for "*criticality in even the most utilitarian curriculum.*" (Simmons, 2016, p.704). This thesis agrees with Simmons that there is evidence that some FE teachers, even ECLs, have commitment to social justice principles and engage in critical forms of dialogic teaching, and confirms that it is by necessity opportunistic and limited in scope. It argues that a transformative model of professional practice should enable ECLs to explore these principles both for themselves

and their learners. It is argued that it should be an essential part of the vocational curriculum in the current climate for lecturers and learners to be able to gain the skills and knowledge to "both critique the existing economic system and to actively work to change it." (Adams and Adams, 2011, p.94).

Daley (in Daley et al 2020, p.1076) argues that adopting critical pedagogy would enable lecturers to "*contribute to the content and focus of the curriculum, their colleges and the communities where their students live*", in way that this thesis demonstrates is not currently possible for ECLs.

Social Relations and Practices - RQ2

As far back as the Callaghan government (1976-1979), the complexity of the FE sector in terms of social relations was recognised (Avis 1981). The description of the debate around the purpose of education, and specifically technical education, is identified as between the "*needs of industry*" and enabling the "*individual to fulfil 'his' potential*" (Avis, 1981, p.145). Avis conceives social relations as referring to the relations between *capital* and labour, but also the hierarchical division of labour. He describes technical relations as the "*technical division of labour carrying with it the possession or absence of technical skills or knowledge*" (Avis, 1981, p.146). He describes the dialectical social and technical relations at play in the sector in terms of their structured and structuring properties. Arguing from a Bourdieusian position, he suggests that in considering the "*reproducing*" nature of social and technical relations, it is necessary to recognise that social relations are crucial to the formation of technical relations. He suggests the need for the "*relative autonomy*" of technical relations, even at risk of accusations of managerialism, for its capacity to partially solve "*the difficulty of drawing technical relations directly from social relations*" (Avis, 1981, p.161).

82

This thesis considers the debate around education for the individual and industry as still ongoing and situates it in context of development of ECLs. It raises the question, are ECLs developmental needs only relevant as far as they benefit the perceived needs of industry or is their individual and pedagogic development important, even essential in producing the 'best' practitioners for learners, the sector and ultimately society? Avis argument for the need to incorporate structures outside of production into the concept of social relations, including structures such as race, patriarchy and generation rings true with the analysis in this thesis. Here the structures outside of production such as gender, generation and patriarchy are shown to be relevant to the social relations between ECLs and the *field*. The discussion in Chapter 8 argues that nearly 40 years on Avis' suggestion that the intersection of these structures as structuring the form of social relations remains relevant and that it is required to broaden the conception beyond merely consideration of production. It argues that successive policy initiatives have failed to move the debate beyond the competing needs of individuals and industry. It suggests that it is time to move towards a more holistic approach in which social relations are critical to technical relations and that the 'relative autonomy' of the one must not impinge on the development of the other.

Other literature around social practice significant to this thesis is Duckworth and Maxwell's (2014) research into mentor relationships which identifies that the policy drivers for formal mentoring of trainee teachers has focussed on subject specialist pedagogy and assessment. They argue for a social justice approach to the mentoring relationship. On qualification many ECLs lose their

formal mentors or have a mentor appointed by their employing organisation who has a minimal role in their development. The ECL discourse will illustrate the importance of informal mentorship following Vygotsky's (1978) concepts of the Zone of Proximal Development (ZPD) and More Knowledgeable Other (MKO) in exercising social justice principles for learners and in resisting managerial pressures in practice. It will identify the importance of the staffroom as a means of accessing this informal mentorship.

Kainan (1994) suggested that the staffroom as a location for 'grumblings' had an additional function within social relations in that it provided a forum for raising status and that staff meetings also had this capacity. This thesis suggests that exclusion from a staff room environment and staff meetings for some ECLs, and the concomitant limitation of participation in these 'grumblings', effectively limits their status within the employing organisation.

In considering the importance of the staffroom as a site of social practice, Christensen (2012) recognises the importance of the early career period in shaping subsequent professional development. She identifies the staffroom as a micropolitical environment which plays a part in shaping or reshaping early teacher learning.

Participants in Kevin Orr's (2009 b) thesis also identified the importance of the FE staffroom describing in very similar terms as a place that was both comforting and supportive but also noisy and distracting, he also described cultural differences in the staffroom, but he did not go as far as identifying access to the staffroom as a form of *capital* as is suggested here.

In this thesis, this micropolitical site is seen to have a central role in both professional learning and development, in exercise of group and individual

agency and in identity formation of early career lecturers. Access to, or exclusion from, the staffroom environment is suggested as an element of social *capital* which enables or inhibits ECLs effective engagement with the *field*.

The social relations between ECLs and management is important in this thesis. The effect of managerial observation of practice on ECL development is considered in context of perceived policy imperatives. Mather and Seifert (2014) suggest that "managerial surveillance" leads to

> "*an endless struggle between managers seeking to degrade staff through control over task and staff seeking to maintain professional standards to protect themselves and their vision of education*" (p.95).

This characterisation situates FE staff as "*Knights*" treated as "*Pawns*" by management (Le Grand, 1997, 2004, Boocock, 2015) or as "*Knaves*" in self-interest. While finding some validity in this argument, in that observation culture can be unhelpful and unhealthy, this thesis agrees with Le Grand and Boocock that it is over simplistic view of management and staff relations and argues that it ignores ECLs individual agency. It also suggests in Chapter 8 that this characterisation fails to recognise the nuanced social relationships between managers and ECLs and their part in ECL development.

What Part Does Identity Formation Play in Professional and Career Development? – RQ2

In this thesis, identity formation is seen as central to understanding differences in early career professional and career development of ECLs. Flores and Day (2006) multi-perspective study recognised the importance of identity formation in the first two years of teaching. Looking at the schools'

sector they identified the shaping and reshaping of teacher identities in their first two years of teaching and the "*interplay between contextual, cultural and biographical factors which inform their teaching practice*". (Flores and Day 2006, p.219). They consider that personal and professional histories, teacher training, cultural and managerial issues as strong mediating influences on the stability or instability of early career teacher professional identity and effectiveness of practice. This thesis agrees with these conclusions and includes them in the analysis of data to understand developing practices and professional development.

Bathmaker and Avis (2013), as mentioned earlier in this chapter, talk about different conceptions of professionalism, apparently conflating lecturer identity with developing professionalism and pedagogic practice. In other words, they view the identities formed through the lenses of different models of professionalism and pedagogic practice. They also conceive this as part of the lecturer *habitus* that is acquired through practice. Bathmaker and Avis (2013) identify tensions between discourses of personal and organisational professionalism and drew connections between the career paths of the lecturers and these conflicting models. They also suggest that there is a mismatch between agendas of professionalisation and the business-driven nature of colleges. They identify the overt business mission of the Association of Colleges and the potential identity crisis triggered in FE lecturers with conflicting models of professionalism. The data that they draw on was collected in the 2000s but the data in this study collected in the mid/ late-2010s supports their findings and show that these crises of professional identity have only been deepened in the intervening period. The New Labour

government, which had at least paid lip-service to an education driven agenda, albeit for neo-liberal purposes (Blair, 2001) has been superseded by governments which are even more aggressively business and industry orientated and even less sympathetic to personal models of professionalism which might conflict with the business interests of colleges (Ball, 2017)

Bathmaker and Avis (2013) emphasis on professionalism as identity formation is one way of looking at the process of professional formation, in this thesis the emphasis will be the other way around focussing on the importance of different forms of identity in the developing practitioner with their orientations towards professionalism as just one part of their professional identity. Other types of identity construction, discursive, occupational, personal, and social will all be viewed as important in their developing practices following Erikson's (1950) conceptualisation of identity as a multi-dimensional construct (Kroger and Marcia in Schwartz et al, 2011).

It is argued here that these multiple dimensions of ECL identity underpin much of the tensions that have been identified as originating in conflicting conceptions of professionalism in the sector. Fanghanel and Trowler (2008) have written about the difficulties in reconciling teaching and academic identities in the HE sector in the UK from the perspective of socio-cultural theories and these are shown to have resonance for ECLs in FE. Any attempt at an academic identity being frequently thwarted not by the demands of their teaching identity, as much as by the demands placed by their accompanying organisational identity. The challenges brought by these competing identities are particularly significant for those who are delivering on HE in FE programmes in both the public and private sectors of Further Education.

Jephcoate and Salisbury (2009) have written about the ways that these competing pressures play into the professional identity formation of FE teachers and see this as exacerbated by the rate of change and pressure of performativity, which they suggest has a destabilising impact on work and on meeting student needs. Their suggestion is supported by the analysis of ECLs interview discourse in this thesis.

In their paper which focuses on professional standards and teacher identities in Australia, Clarke and Moore (2013), drawing on Atkinson (2004), suggest that "*teacher identity formation is shaped by the Real, which lies beyond – and inevitably disrupts - discursive construction.*" (Clarke and Moore, 2013 p.494). Data in this study partially supports this contention, while showing that there are more dominant factors at play in identity formation and thus development than the hegemonic discursive representations of professionalism but also argues that these representations have some role in shaping the 'Real' experienced by ECLs. It also contests the assertion that Clarke and Moore make about the intrinsically unethical nature of standards in practice, while agreeing that standardised, homogenous pedagogic practice is to be resisted, it is argued here that professional standards when viewed as more than a set of performative competences have the potential to provide a framework for aspirational and collaborative practice which is creative and innovative.

Taubmann (in Daley et al 2015) has also written about professional identity in Further Education, situating it in the debate about professionalism in the sector. He argues for a new professional identity '*reclaimed and reframed*' (Taubman, in Daley et al 2015 p. 2392) as activist professionals concerned

with a social justice agenda to *'reduce or eliminate exploitation, inequality and oppression'* (Taubman, in Daley et al 2015 p.2581) operating within communities of practice (Wenger 1998). This is an overtly aspirational conception of professional identity and what other existing identity constructions support or obstruct this sort of aspiration in ECLs and how their experience of the 'Real' might disrupt it will be discussed in Chapter 8, while supporting Taubman's aspirations for the sector.

Although several researchers (Bathmaker and Avis, 2013, Orr 2009a) have investigated the transition of trainee to FE lecturer and their development during the early career period, there is a gap in the literature around the impact of the changes in policy after the 2014 implementation of the SET and the Professional Standards and the reform of the Post 16 sector and how they affected those entering the profession since that date. The existing literature challenged the prevailing policy under New Labour suggested that deregulation would lead to a more autonomous professional sector in which ECLs could develop a "*personal professionalism*" (Bathmaker and Avis, 2013). This thesis will argue that it was not the regulatory framework of New Labour but deeper systemic issues of performativity and managerialism that limit ECL development. Others (notably Orr, 2012, Bathmaker and Avis, 2013 and Gleeson et al, 2015) have also used identity theory and Bourdieu's work to understand ECL development and associated policy, but they have focussed either on *habitus* or *field* or both but not the full triad of Bourdieu's concepts. This thesis argues that the concept of *capital* is needed to work with *field* and *habitus*, as Bourdieu intended (Bourdieu and Wacquant, 1992) to

fully understand ECL engagement in the *field* and their developing *habitus* and identity.

The literature around theory that informs both the analysis and interpretation of the data and enables the conclusion to answer research question 3 is dealt with separately in Chapter 4, the explanatory framework which follows.

Chapter 4 Theoretical Literature Review and Explanatory Framework

This chapter relates to the third research question around interdisciplinary approaches to social theories and tools and how they can assist in understanding and describing the *field* of Further Education and the development of ECLs and thus in answering the first and second research questions. It identifies, discusses, and justifies the theoretical and analytical lenses and approaches that have been deployed to answer the first two research questions relating to policy and practice, drawing on the literature to support their use. The ways in which theory and metaphor can be employed in analysing data are evaluated, coming together to provide insights towards answering the third research question. The chapter establishes the ontological position to the research and its fit with the theoretical approaches selected to answer the research questions. There is some discussion of theoretical roads not travelled and of criticisms of, and justification for, the selected approaches. The ways in which theories have been combined to understand the factors at play are discussed and critiqued and a justification for the final theoretical framework is given. Approaches to analysis of discursive, textual, and material data are introduced and conclusions drawn about how effectively they fit together to provide insights into policy and social and pedagogic development of further education lecturers. The application of these approaches provides theoretical answers to the third research question.

The different ways of conceptualising the early career development of FE lecturers in this thesis include the new identity that a lecturer forms on entering the profession, the *capital* that they bring with them to their career

and that they accrue as they develop and the dispositions that they have acquired over time, informing their identity and their engagement with the *field*, with their colleagues, students, with their material environment, their social and pedagogic practices, and with small and large-scale policy. These factors may in turn inform their responses to, and engagement with, the employment landscape and the policies which help to shape it. It seems sensible that investigation of the formation and implementation of these policies should be ontologically compatible with the exploration of ECL development, so that philosophical 'apples' are not being compared with philosophical 'oranges', or if they are that the differences in their properties are explored and reconciled. It is important then to have ontological and theoretical approaches that provide a consistent framework for investigating, reporting, and discussing both policy and practice. It is also important to identify an ontological position that is consistent with the subject area and the researcher disposition and that will allow for a theoretical structure that has an internal logic (Edwards et al 2014).

Theoretical and analytical lenses

Complementary theoretical and analytical lenses are considered in this chapter as a way of describing the early career development policy and practice, as part of a critical realist ontology of stratified realities and that is also concerned with the structural position within which this development is situated (Marks and O'Mahoney, in Edwards, 2014, p.76) in this case the policy framework and the structure of the *field* of the sector.

In answering the first research question around policy and practice, theoretical insights are drawn from Bourdieu's concepts of *field*, *capital* and *habitus*

(1977, 1990, 1998) and aspects of Fairclough's CDA framework (2003, 2010) are identified to provide explanations of the interplay between policy discourse on early career development, these explanations are central to the analysis of discourse and observed social practices and lived experience of early career lecturers.

To address the second research question around development of practice and identity formation, the same theoretical and analytical approaches are used. The analysis is extended to include elements of identity theory (Lawler, 2014 and Giddens, 1991) and Vygotskian Social Activity Theory (1978) to account for all the developments of both the individual and their practice that are inferred from the interview and artefacts and observed in practice. Artefacts presented by participants are analysed using insights from Material Culture Theory (Hodder, 1985, Keane et al, 2006) from the *field* of Archaeology, which also makes use of Bourdieu's insights and has been helpful in accessing material elements of practice and identity and hidden aspects of *habitus*.

Both Bourdieusian theoretical and Faircloughian analytical approaches are commensurate with Critical Realist research design that is concerned with identity construction and the organisational structures in which that construction takes place (Marks and O'Mahoney in Edwards et al, 2014 p81, Chouliaraki and Fairclough, 2003, 2010). It is more challenging to accommodate Social Activity Theory and Material Culture Theory within a Critical Realist approach, although it can be concerned both with social activity (Nunez, 2014) and with the material reality of the empirical world (Marks and O'Mahoney, in Edwards et al 2014).

The third research question applies the theoretical and analytical frameworks and connects them with the use of metaphor and other literary devices to provide an interpretation of the findings that is part of the Critical Realist desire for an account that is "rich, 'thick' and explanatory" (O'Mahoney and Vincent in Edwards et al, 2014 p.4) and deals with ideational realities of practice and structure and agency. The use of these devices in conjunction with the theoretical and analytical frameworks described form a key element of this thesis.

This broadly compatible theoretical insights and analytical findings are used to provide an explanatory framework to describe ECL development as conceived in policy and enacted in practice. The theories and analytical approaches identified are selected for their "best fit" (O'Mahoney and Vincent in Edwards, et al, 2014, p.14) with the ontological position of the thesis and for their ability to shed light on the data generated around policy and ECL development, on the transition from student teacher to qualified professional, which is hypothesised to take place during the early career development of newly qualified lecturers' practice. Ultimately, they have been chosen for their ability to provide answers to the research questions.

Pitfalls and benefits of deploying different lenses

The application of any theoretical or analytical lenses drawn from other disciplines such as philosophy, psychology, sociology, and anthropology to the *field* of educational research bring pitfalls as well as the possibility of enrichment of research conclusions. Trowler (2016 a, pp. 15-19) summarises these as *"the seven deadly sins"* of *"circularity, occluded origins, obscurity, binary thinking, ventriloquism, eminence-based theories and theoretical*

94

fundamentalism". In the early stages of this thesis issues of circularity, eminence-based theory and theoretical fundamentalism have all been problematic, during the data collection and analysis *"ventriloquism"* was a pitfall that loomed large. The struggle to avoid or extricate from these pitfalls during engagement with theory has enabled a more reflexive engagement with the data and in the end more meaningful analysis. In seeing the relationship between theory and data analysis as dialectic, new layers of understanding have emerged with each iteration of research design and analysis. For example, during the initial study using a CDA approach to interview data combined with seeking evidence of *habitus* in 'unconscious utterances' led to this pitfall - imposing theoretically driven meaning onto the data analysis which may or may not have been valid. Awareness of this pitfall led to other approaches being added to the research design such as material cultural data and interview questions intended to bring assumptions drawn from analysis into a conscious foreground. As discussed later in the Methodology chapter this has been found to be a weakness of Material Culture Theory (MCS/T) (Hodder, 1985, Keane et al, 2006) in this research. Semiotic meaning was inferred from an artefact that was not, on questioning, verified by the participant. The artefact was a pen tin with a picture on it from a Ladybird book reading scheme (used extensively in the 1960s and 1970s). It was interpreted through an MCS/T analytical framework as having semiotic significance relating to pedagogic practice. It transpired that the artefact had been a gift from an older relative and may have had that significance for them but did not have it for the ECL. Following this incident, interview questions were added to challenge any imposed interpretations (drawn from the

interviewer's experience) to address this problem. In other words, the analysis was rescued from the pitfall of ventriloquism by complementary data collection methods, reflexivity, and ongoing adjustments to the research design. This also fit with the critical realist approach, in seeking to distinguish the 'empirical' (perception) from the 'actual' (events that may be different to what we perceive) (Marks and O'Mahoney in Edwards et al, 2014).

As Trowler (2016a and 2016b) also suggests explicit application of theory can be useful in framing the sets of ideas within which empirical research is situated. It can also inform the levels of analysis with which the research is engaged, in this case seeking connections between the macro and micro, between the 'grand' Social practice theories (SPT) and the 'micro' theories of the researcher and research subjects.

In seeking to avoid theoretical fundamentalism the theoretical underpinning has gone full circle back to Bourdieu's SPTs and having explored and abandoned or adopted several other theoretical approaches 'en route'.

Theories for policy and practice – RQ1

Several theories have been considered and compared to identify the 'best fit' to account for all the areas of enquiry, whether it is necessary or possible to use them in tandem or combination for a richer understanding and a more complex analysis, for example as suggested by the work of Abes (2009), Maton (2009), and Woodside-Jiron (2011). The additional theoretical approaches considered and rejected include Bernstein's (2003) concepts of pedagogic device and 'voice', Actor Network Theory (Latour 2007) and Communities of Practice (Wenger, 1998). Each was discarded because it either added little to the existing analysis and interpretation (Bernstein, 2003),

broadened the scope of the research too far beyond the scope of the research questions (Latour, 2007) or lacked applicability to the data collected (Wenger, 1998). It is an interesting finding that there is little evidence from the collected data to support the existence of fully formed 'Communities of Practice' that ECLs to join as 'newcomers' and it is hypothesised that this may be related to the high rate of change among staff, a lack of shared endeavour and a resistance to sharing resources.

Bourdieu and Fairclough - a framework for exploring policy and practice.

Pierre Bourdieu's triumvirate of conceptual tools, *capital, field,* and *habitus* have been selected as part of the explanatory framework for understanding the interplay between policy and practice around ECL development. They are shown to be powerful tools for understanding agency and structure within the sector and relating the macro (in this case policy and organisational structures) to the micro (in this case ECL practices of individuals in the *field* through analysis of *capital* and *habitus*) (Bourdieu and Wacquant 1992). They are also useful in conceptualising the social reproductive potential for new and old policy to influence practice. (Bourdieu and Passeron 1977, 1990).

CDA as conceived by Fairclough (2003, 2010) is used to analyse policy and practitioner discourse looking for evidence of interdiscursivity, and of the interplay between policy and practice and for disparity between the policy intention and implementation, the 'implementation gap' described by Trowler (2003).

The use of CDA is not without controversy and criticism (Jorgensen and Phillips 2002, Machin and Mayr 2012, Akram 2010). Jorgensen and Phillips (2002) suggest that CDA is particularly weak in understanding structure and

agency, but the addition of Bourdieu's conceptual tools in this methodology may go some way to address this deficit (Scheuer, 2003). It is used in this way in this thesis, revealing both issues of structure and agency, implementation gaps and systemic inequalities at national and local levels that affect ECL development. This analysis is commensurate with the critical realist research design which also seeks to situate "discourse and identity within a framework of structural power and inequality" (Marks and O'Mahoney, in Edwards et al 2014).

Theories for professional, social, and pedagogic identities and practices

In answering the second research question a Bourdieusian theoretical lens is again deployed. Again, CDA is foregrounded, here focussing on the application to and analysis of practice. These approaches are augmented by thematic analysis of qualitative data (Nowell et al, 2017) and by reference to Vygotskian Social Activity theory (1978, elements of identity theory (Lawler, 2014, Giddens, 1991), and elements of Le Grand's (1997, 2004) use of metaphor in perceptions of public sector professionalism and of Material Culture Theory, borrowed from post-processual approaches to Archaeology (Hodder 1985 and Keane et al, 2006). This apparently disparate lens and analytical tools are brought together to form a broadly critical realist ontological framework.

The explanation of the theoretical and analytical elements of this framework start with the way in which Bourdieusian theory can be applied to ECL practice, each element will be described as comprehensively as possible to show how different facets are relevant and useful.

Bourdieu's theory of practice

In this thesis, the *field* of education is conceived as,

> *"the process through which a cultural arbitrary is*
>
> *reproduced through the medium of the production*
>
> *of the habitus productive of practices conforming*
>
> *with that cultural arbitrary (i.e. by the transmission*
>
> *of a training [formation] capable of durably*
>
> *patterning and 'informing' the receivers)."*
>
> (Bourdieu and Passeron, 1990 *p.32*)

This seems to accurately describe the nature of FE and the way in which the competing 'cultural arbitraries', embodied as 'vocational', 'academic' and 'professional', are brought together, in the same *field*, to form '*the game'*, to inform practice and to reproduce their social construction. More specifically it is particularly apt when considering the development of teachers and lecturers entering the *field* from within these competing arbitraries and understanding their engagement in the 'game'.

Bourdieu uses the term '*field*' (Bourdieu and Wacquant 1992) to reflect a multi-dimensional area of activity which can be conceived as an arena or ground where social practices and cultural transactions take place. The word '*champs*' in Bourdieu's original French denotes a *field* or arena of combat rather than a pastoral connation, this will become significant in considering the relations within the *field* in later discussions and the metaphors selected to describe them. The FE environment and the structures and relationships that shape it can be understood as one of these *field*s or areas of activity or combat. In *An Invitation to Reflexive Sociology*, Bourdieu and Wacquant

(1992) invite thinking about '*field*' relationally, rather than structurally, this is a particularly useful way of thinking about the relationships between *field*s in education. They also promote thinking not just about interactions between individual agents, but about the objective relations and networks, with the inherent game, '*illusio*', in which players compete. The value of agent's *capital* relies on the game, in that it enables players to have a stake – "a *capital* does not exist and function, except in relation to a *field*." (Bourdieu and Wacquant 1992. p.101). Again, these concepts are extremely useful in explaining the competitive arena in which ECLs find themselves and the ways they act to progress within their *field*.

The concept of '*the game*' is key to understanding the *field* as a 'network, which is given validity by participants engagement in 'the game', importantly rather than by any conscious agreement to participate.

The *field* and this subtext of a game encapsulates the structures and relationships in Further Education in general, and in individual colleges. They need to learn the rules, to be in competition with others, but also to be in collaboration and collusion and to seek mastery over implicit learning involved in game-playing, are relevant in many social settings but are particularly evident in an educational environment.

ECLs move between the *field*s of study, work and industry and the *field* of FE. Bourdieu's concept of *habitus* is extremely useful in understanding these transitions and the scope for transformation that individuals may undergo.

In *An Outline of Theory and Practice* (1977) Bourdieu defines the *habitus* variously as 'a system of durable, transposable dispositions', 'a durably installed generative principle of regulated improvisations' and as 'history

turned into nature' (Bourdieu 1977, pp. 72 -78), which (largely unconsciously), works with, and is shaped by the *field* to produce practices of the social agents participating in the *field*. He continues to suggest that individual *habitus* contributes to a homogenous group *habitus* in harmonising and structuring practices (p.80-85) and that legitimating discourses of ideology can only be considered if one also considers the corresponding institutional mechanisms (p188). This seems to be important in understanding the way that ECLs' individual and group *habitus* lead them to engage institutional mechanisms and how this is reflected in legitimating discourses within their own discourse and the explanatory potential for the notion of *habitus* in understanding ECL engagement within the *field*.

Bourdieu later elaborated his explanation of *habitus* and its implication for practice, in *The Logic of Practice* (1990) proposing that the dispositions of the *habitus*, shaped by objective structural limitations, generates 'dispositions objectively compatible with conditions and in a sense pre-adapted to their demands' (p.54). He suggests that the tendency of practices to reproduce the conditions in which they were formed, while also adjusting to the potential demands of a situation in shaping the *habitus*, means that practices cannot be deduced either from the present conditions which may seem to have provoked them or from the past conditions which may have produced the *habitus* but only through relating one to the other (p.56). This is particularly important for considering the development of practice in ECLs who are products of the *field* in which they are now involved with production.

Bourdieu continued this amplification in *In Other Words* (1990) stressing the creative, generative nature of *habitus* and its 'functioning on a practical level

as categories of perception, assessment or classificatory principles as well as organising principles of action' in establishing an individual social agent's 'true role as the practical operator of the construction of objects' (p.13)

The formation of *the habitus* is accompanied by tacit understandings, or 'taken for granted' beliefs which Bourdieu characterises as *'doxa' (*1977 p. 164*).* He explains that,

> "*the doxic relation to the world is the most visible manifestation of the effect that occurs whenever the practices of the group show very little dispersion (a J curve) and when each member helps impose on the other, willy-nilly, the same constraint that they impose upon him."* (Bourdieu, 1977, p.110)

The apparently homogenous nature of ECL *doxa* in relation to pedagogy (apparent from analysis of interviews and observations) is significant in the development of ECLs, the orthodoxy of their approaches to practice and the limiting effects on true innovation in the *field*.

Bourdieu suggests that the history of engagement with the *field*, the formation of the *habitus* and the concomitant 'learning bodily' results in 'bodily modifications' incorporated in the '*bodily hexis'* (Bourdieu 2000, p151.) of the social agent. Agents are physically and mentally altered by the process of engagement in a *field* and the practices that they adopt. Bourdieu goes on to suggest that as agents move from one *field* to another the *habitus* is altered as new dispositions overlay or supplant the old (Bourdieu, 2000). This is

significant in the participants discourse on the way that their dress and way of presenting themselves has changed (or not) on entry to the *field* and how this is reflects their self-identification as teachers and their disposition to practice.

The third important conceptual element of Bourdieu's theory of practice, *'capital'*, is conceived as working with *the habitus* to establish the relation of the participant to *the field*. The *capital* which ECLs bring to the *field* and accrue by their participation in it is important in the development of their practice and identity. Bourdieu conceptualises different forms of *capital* available beyond economic *capital* through the conversion into a form of *capital* that has more legitimacy in the *field (*Bourdieu, 1986*)*. For example, in *The Logic of Practice (1990)*, suggests that in some cultural contexts, where economic *capital* has less legitimacy, honour and prestige are misrecognised as a form of symbolic *capital*. In *Distinction* (1984) he describes other forms of *capital* such as educational, academic, cultural, inherited, and social. The acquisition of these different forms of *capital* is important in shaping the ECLs access to and engagement in the *field*, which in turn to provide them with new and increased *capital* through participation in the *field*.

Bourdieu explains that there are varying values given to different forms of *capital* in different *field*s, i.e., the perceived rewards of 'the game' (Bourdieu and Wacquant, 1992, p.97). This is apparent in the *field* of Further Education, and other related *field*s, where all these forms of *capital* are ascribed different values by the participants and this variation forms some of the basis of tension within the *field*.

Therefore, the change of *field* and resultant alterations in *habitus* and the accrual (or loss) of different forms of *capital* are of interest in understanding

ECL development. This thesis discusses ECLs' losses and acquisitions *capital,* developments in their *habitus* and *doxa*, in context of the role that they play in responding to policy and developing practice and identity through engagement in the *game* and *field*.

A final term used by Bourdieu is *misrecognition*, translated from *meconnaisance*. In a Bourdieusian context and in this thesis this term is understood to relate to misattribution and to cognition rather than failure to recognise (Grenfell and James, 1998). As James (2015) suggests it refers to "a social practice of individual or collective misattribution" (p. 100) and it is use in this thesis to describe this practice in ECLs, their managers, employers, or policy makers.

Literature using Bourdieu's concepts in Educational Research

In using Bourdieu's concepts in Educational Research, it is important to ensure that they are used appropriately. Since the increase in popularity of Bourdieu's work in English language Educational research over the last twenty years (see for example, Grenfell 1996, Colley et al 2003, Gleeson and James 2007, Robbins 2007, Arp Fallov and Armstrong 2009, Pop 2011, Lingard et al 2015, Bathmaker 2015) numerous researchers have applied Bourdieu's conceptual framework with varying degrees of success (Grenfell and James, 2004). Grenfell and James (1998) provide a clear framework for the methodological use of Bourdieu's tools in educational research. What is not as clear, however, is how the *habitus* has been accessed. It is intended that the research methodology in this thesis will make clear connections between all three concepts in application to ECL development as well as making it clear how participant *habitus* has been conceived and accessed.

Reay (2004) observes an increasing tendency for Bourdieu's concept of *habitus* to be 'sprayed throughout academic texts' like hairspray, invoked but not fully deployed. Conversely Lizardo (2004) suggests that the Anglosphere has relatively overlooked *habitus* in favour of theories of *field* and *capital*. Both contentions have some validity; it is suggested that *habitus* while is frequently invoked, the invocation is often nominal and without proper relation to *field* and *capital*. Bourdieu made it clear that all three concepts should be used in conjunction and in relation to each other (Bourdieu and Wacquant, 1992) some researchers have chosen to focus on the application of the concepts in isolation (for example, Tramonte and Williams 2010 focus on *capital*, Lizardo 2004 on *habitus* and Bathmaker 2015 on *field*). Whilst recognising the usefulness in being able to view the subject of research through the lens of individual concepts for specific purposes, in unpicking ECL development this thesis will seek to take a relational approach in understanding the role played by each of the concepts.

Nash (1999, p.175) refers to Tooley and Darby (1998) assertion that the concept of *habitus* has 'little to offer educational research'. This assertion, based on their reading of Reay's (1995) of *habitus* as a 'method' in her research, was challenged by Reay (2004), by citing Bourdieu's early contention that his conceptual tools should be conceived as method rather than ideas (Reay 2004, p.439). Nash acknowledges that the concept, and Reay's interpretation of *habitus* as a method, is problematic: the former because of Bourdieu's notorious reluctance to give precise definitions and the latter because he considers it to be an inaccurate use of the term (Nash 1999).

While agreeing with Nash that the interpretation of *habitus* as method is problematic, when used as part of a set of relational concepts it has much to offer in understanding developing practices and identities of the ECLs in this study.

Perhaps the most useful applications of Bourdieu's work are those which seek to extend beyond its original limitations. For example, Rawolle 2010 draws on what he calls Bourdieu's five 'elements of practice' as a way of understanding the 'mediatisation' of education policy as practice. He summarises these elements as: an identifiable group of agents, practical activities constrained by social time, nominalisation of these activities, opposition to theoretical understandings of practice and the products of practical activity. He proposes Bourdieu's concepts, including *field*, *capital*, *habitus*, and game play, can be used to understand how these elements are arranged to make forms of practice distinctive.

This framework which calls on the analyst to draw out the relationships between concepts and elements can be usefully applied to the *field* of Further Education and the policy and practice around professional and career development. ECLs form an identifiable set of agents, their social and pedagogic practices are delineated by social time, the activities are nominalised by terms such as 'CPD' and 'Teaching' and 'Learning', their practice is viewed through its products in terms of both artefacts and observed activity. This framework helps provide a structure to the analysis in this thesis. Bathmaker (2015) has shown the usefulness of the concept of *field* to explain inequalities of access and participation in the English HE system, drawing on the work of Bourdieu and Passeron (1990) on social reproduction in education

(see above) and ECL access to training and employment will be seen in a similar way in this thesis.

Bathmaker, Ingram and Waller (2013) make use of concepts of game play and *capital* to understand the ways in which middle and working-class students can access higher education and the way in which middle class dispositions towards competition and familiarity with the 'rules of the game' enhance their ability to accrue *capital* and achieve successful educational outcomes. Their work has been useful in considering class definitions and *capital* amongst the ECLs whether this informs their employment outcomes and their development opportunities.

Many of the researchers into English FE previously identified (for example, Gleeson et al (2005), Thompson (2011), Orr (2009b)), have used Bourdieu's concepts in writing about professional development of teachers, as have Australian researchers (see for example Hardy and Lingard, 2008 for an analysis of the intersection of the *field* of policy and the *field* of teacher work). These researchers have predominantly used the qualitative approaches taken by Bourdieu et al in *Weight of the World* (1999) rather than the mixed methods or quantitative approaches used in some of his other works (1977, 1990, 1998). Qualitative approaches are more useful in understanding ECL development and practices in relation to the lived experiences of a relatively small group of ECLs rather than trying to quantify the generalisability of their experiences. How far complex understandings of the dispositions of the *habitus* can be revealed by answering questions on a survey, a method which Bourdieu deployed for that purpose in *Homo Academicus* (1998) is also questioned.

Another strand in the literature is the utility of the concept of *habitus* in understanding transitioning roles and identity formation (Davey 2009). The analysis of *habitus* is used in this way here, as a tool for understanding the transition from student teacher to teaching professional and the importance of identity formation as part of professional development and practice.

Identity theory and formation

There is a strong relationship between the formation of the *habitus* and the developing professional identity that ECLs present to themselves and others. Here identity is conceived as fluid rather than fixed, in line with Mead (1934), as used by Lawler (2014). Lawler considers that identity is produced through social relations and can be problematized through attention to language as making rather than just carrying meanings. She continues that identities are 'socially fluid and insecure' and are part of a process of formation rather than innate, 'done rather than owned' (Lawler, 2014, pp 3-5.) In her work, identities formed around gender, nation, religion are viewed as being obviously unstable. She goes on to suggest that this is because identity is a social and temporal phenomenon, changing with context and time. With Mead and Goffman (1968) she elaborates that the ways in which individuals seek to negotiate the categories of social identity accessible to them is represented by a distinction between identity (association with social categories such as class, gender, religion) and subjectivity (complex and conflicting processes which span across categories) (Lawler, 2014). She argues that identity rests not only intrinsically in ourselves from birth but how we fit with the identities of others in a concept of 'sameness', the ways in which we are different and yet the same as others, fitting within multiple categories. This view of identity fits

in this thesis as part of the professional formation of ECLs where their self-identity is seen to be changed in relation to the new contexts in which they find themselves and over time as they achieve different levels of confidence in relation to changing identities. It also fits with a critical realist approach to identity construction (Marks and O'Mahoney, in Edwards et al 2014)

Following Giddens (1991) this thesis also takes the view that, in what he describes as "*institutions of modernity*" (p.2), the process of forming a self-identity is not a passive process at the mercy of external forces but consciously and directly contributed to by the individual describing it as "*a reflexively organised endeavour*" (Giddens, 1991, p.5). This conscious engagement with identity formation will be reflected in the ECLs interview discourse and fits with the distinction that Lawler (2014) and Taylor and Spencer (2004) suggest between identity and *habitus*, that the former is often part of a conscious formation, while the latter is largely subconscious (page 176).

Several researchers have used the *habitus* as a way of talking about identity in the *field*s of sociology and education. Conde (2011), drawing on Bourdieu and on Giddens attempts to relate identity to the concepts of *habitus* and reflexivity. A triple reflexivity, procedural, ontological and substantive is deployed by Conde as a useful conduit between the 'practical consciousness' (p.12) to a *habitus* of agency with the ability to transform identity. This conception of reflexivity is used in this thesis to partially account for different degrees of agency exercised by ECLs within similar structural contexts. Analysis of different forms of *capital* is the other element that accounts for the marked disparities of agency between ECLs and are represented by different

metaphorical characterisations described later in the Chapter, these are strongly related to the identities which ECLs form during their practice.

Ingram (2011) and Byrom and Lightfoot (2012) have both used *habitus* to talk about class identities. The concept of class identity will be significant in discussing the accessibility of different forms of *capital* and the way that this informs later identity formation, confidence, and agency.

The relationship between discourse and identity is also important in this thesis. Lawler (2014) recognises the ontologically structuring role played by discourses in identity formation, characterising them as 'verbal and non-verbal ways of organising the world, creating some ways of conceptualising that are viewed as axiomatically obvious and 'true', while others are outside sense.' (p.72). In this way, within the critical realist ontology of this thesis, discourses are conceived as being part of the 'empirical' world subject to interpretation through the perceptions of individual agents, whilst operating within the 'actual' world. So, ECL identity formation, is conceived in this thesis as being constructed through mechanisms of discourse and practice (Trent 2010) subject to these 'empirical' interpretations. Furthermore, it is suggested here that these mechanisms are reciprocal, in that while being constructed by them, identity also plays a part in shaping discourse and practice. In other words, like the *habitus* it is both structured and is structuring. This reciprocity is important in understanding the roles of discourse, practices, and identity in ECL development and is accessed in this thesis by the application of a CDA approach.

Pedagogic practice, *capital***, and discourse**

Bourdieu, linguistic *capital***, and pedagogic communication**

Bourdieu and Passeron (1977, 1990), use the term '*linguistic capital*' to describe competence in scholarly language, progression through which takes people further and further from their social origins and *habitus* (p.82). In other words, the greater the change in social reproduction towards the cultural arbitrary of scholarly language, the greater the move away from their original *habitus* for working class scholars. Bourdieu and Passeron (1977) explain this dynamic in terms of the relations between academic discipline, social origin, and performance, arguing that none of these factors individually can be held to account for an individual's progress in the *field*. They go on to suggest that the further removed teachers' origins are from the acquisition of linguistic *capital* and the wider the participation in their subject discipline the greater the risk of apparent inability to achieve legitimacy in their role. (p.94). This is extremely important in understanding some of the nature of pedagogic communication for those ECLs that could be defined in this way, for those operating in an academic *field* from a vocational background, or having academic structures determining vocational pedagogy.

Based on this approach to Bourdieu and CDA this thesis will, through analysis of the interviews, seek to identify the 'linguistic *capital*' and *habitus* of the participants and the researcher through their 'voice' and to analyse the dialectical relations of their styles of discourse (Fairclough, 2003).

Vygotsky – Social Activity Theory, navigating the ZPD

Although wary of applying theories of child development and learning to adult development of practice, the shorthand of the Zone of Proximal Development

(ZPD) and More Knowledgeable Other (MKO) (Vygotsky 1978) has some utility analytically in this thesis in understanding the mediated learning that appears to take place as part of ECL development, through their observations of other practitioners and the role of formal and informal mentors in supporting and developing their practice. It is also useful in considering the impact on development when ECLs feel that they are having to negotiate the ZPD of learning to teach in the absence of an appropriate MKO.

This theoretical shorthand is compatible with the other elements of the analytical framework of this thesis, being used effectively in combination with CDA by other researchers, for example Becher and Orland-Barak (2015) and Daniels (2004).

Visual Analysis and Materiality of Practices

The selection of artefacts was originally intended to enable access to elements of ECL *habitus* found to be inaccessible through discourse and observation alone. It was imagined that photographs of the images would be a medium for visual analysis in line with other researchers (for example, see Sweetman 2009, Rowsell in Grenfell et al, 2012). As the research design was refined, however, it became clear that the visual elements of the data were ethically challenging (participant anonymity might be breached). It seemed that the artefacts might instead present an opportunity to access elements of practice from research participants who could not be observed (for reasons discussed in the Methodology). This alternative approach required alternative analytical strategies. Taking an interdisciplinary approach, an alternative strategy was identified from the field of Archaeology (described below). This enabled investigation of pedagogic practice through the artefacts presented

as well as elements of *habitus* and identity. This approach could be supported by CDA of the interview discourse around the selection and description of use of the artefacts, making it possible to access the otherwise inaccessible.

There is long standing reciprocal inspiration between archaeology and sociology, for example the work of Michel Foucault (1969) used archaeological approaches and metaphors. There is a branch of Archaeology, Material Culture Studies (Prown 1982), or Material Culture Theory (MCS/T), that is predominantly concerned with what human artefacts can tell us about culture and practice. Interdisciplinarity between Sociology and Semiotics has influenced modern Archaeology leading to the Post-Processual/ Theoretical School which draws on theoretical perspectives of Social Theory including Bourdieu and Giddens amongst other, and in Semiotics particularly the work of Roland Barthes (Tilley et al 2006). Post-Processual (Hodder 1985) approaches are often used in MCS/T and it is from this post-processual approach to MCS/T that strategies for thinking about the artefacts have been borrowed. Prown (1982) suggests that the methodology of MCS/T,

> "*makes visible the otherwise invisible, unconscious*
>
> *biases of our own cultural perspective. Awareness*
>
> *of what one normally takes for granted occurs only*
>
> *in the forced confrontation of another norm.*"
>
> (Prown 1982, p.5)

Analysis follows three discrete phases *description*, *deduction,* and *speculation. Description* begins with a *substantial* analysis looking at the physical properties of the object (shape, size, material etc), the *content* is then analysed a simplistic reading of 'overt representations', and then a *formal*

analysis of the 'visual character' of the object (two and three-dimensional organisation of the form, colour, light, texture, pattern). *Deduction* continues by analysing the relationship between the object and the perceiver, making connection between the *actual* and the *empirical* world of the perceiver, this is done first through *sensory engagement* (empathetically in the case of a photographic image of the artefact), followed by *intellectual engagement*, considering function, drawing on what one already knows about the object (in this thesis this is informed by the interview discourse), and finally the *emotional response* considering the viewer's emotional response to the artefact. *Speculation* first evolves *theories and hypotheses* are formed about the artefact, summarising learning from the previous stages, it then considers a *program of research* validating the theories and hypotheses drawing on external evidence rather than the internal evidence of the artefact this phase should spiral between internal and external evidence iteratively going back to the artefact as external evidence informs interpretation (Prown 1982 pp. 7-10). As part of the external evidence artefacts are categorised by function and that approach has also been taken in this thesis.

Post-processual archaeology (Hodder, 1985), drawing on Bourdieu, Giddens, Geertz, and Social Activity Theory, argues that as individuals develop and make sense of their environment, they evolve 'value systems that work for their material interests, that disposes them to act in the future in particular ways.' (Hodder, 1985 p 4). It suggests that material culture 'evokes and forms values and expectations' and that it is through 'the arrangement of the material world – the association of forms and uses – that the social world is

reproduced.' (p.5). It is from this position that the material artefacts provided by the research participants will be viewed.

Similar interdisciplinary approaches have been used by Khazraee and Gasson (2015) to consider 'objectual practice' in the *field* of Computing, drawing on archaeological approaches to consider knowledge in practice. They also consider the narratives around objects to be artefacts in their own right, and it is from this position that the narrative of the interviews will inform the analysis of the objects to practice.

Interestingly, Woodward (2016) has also argued for using this interdisciplinary approach combining material objects with interviews in her research in considering individuals relationships with their garments. This approach has been useful in this thesis in the analysis of interview discourse around identity, clothing, physical *habitus* and *bodily hexis.*

The application of material cultural analysis seems to be a novel approach within the *field* of Educational Research as is its combined use with CDA*.* Positioning the application of MCS/T within a Critical Realist framework seems to be a new approach within anthropology and archaeology, although Warnier (in Tilley et al, 2006) recognises a case for using *"a modified philosophical realism … grounded in abduction"* to recognise that objects always contain properties which exceed those interpreted. (Warnier in Tilley et al. 2006, pp197-201).

Approaches to combining theoretical and analytical lenses – RQ3

The way in which different theoretical and analytical lenses can be used in tandem or conjunction has formed part of the discussion in previous sections of this chapter. For example, Chouliaraki and Fairclough (1999) have

described how insights from both Bourdieu and Bernstein can be used to work with CDA. Becher and Orland-Barak (2015) have sought to integrate social activity theory and CDA in their work. Interdisciplinary approaches to the combining of lenses have also be shown to be useful. Abes (2009) has written about using multiple theoretical perspectives in research, in her case she situates herself in the "*theoretical borderlands*" (p.141) where she has brought together queer theory and constructivism. She identifies the difficulties of combining theoretical lenses from contradictory schools of thought. She suggests that used in conjunction they enabled her to describe the complexity of her research subjects' experience. As has been argued previously the multiple perspectives in this thesis are mutually compatible but as with Abes' work they have enabled a richer and more complex understanding of the research participants' experience.

Conflicts and Critiques of Practice Theories

Schatzki (1997) is extremely critical of what he identifies as 'practice theorists', focussing his criticism primarily on the work of Bourdieu and Giddens which he stigmatises as "*over intellectualising accounts of human activity*" (p.3). Reckwitz (2002) has sought to present an approach which resolves not just the issues that Schatzki has with Bourdieu and Giddens but an extensive range of other practice theorists including Schatzki himself. He identifies the risk of "*trivialising practice theory*" and failing to recognise the shifts in thinking that it represents. He presents a comprehensive analysis of what practice theory and other cultural theories share and where they differ in ontological and epistemological perceptions of "*body, mind, thing, knowledge, discourse, structure/process and the agent.*" (p.251). He concludes that

although practice theorists fail to deliver "*full blown 'grand theory'*", it "*encourages shifted self-understanding*" (p.258) and that efforts should be made to bring a "*loose network of praxeological thinking*" together. In this thesis, it is the very nature of that loose network that is attractive in offering flexibility of thought toward the research subjects' discourse and observed and material practice viewing through different lenses to best understand their perceptions and experience and formation.

Critical Realist Ontology

This thesis takes a broadly Critical Realist ontological position to research, in that reality is conceived as observable and independent of perception (O'Mahoney and Vincent in Edwards et al, 2014). This observable and independent reality is open to a being understood in different ways, so in this thesis a particular interpretation will be put on ECLs' development but there may be alternative ways of accounting for this reality. The explanations provided here necessarily reflect the position of the researcher and are therefore inherently incomplete and open to different interpretation.

The proposed explanatory framework for understanding the social and pedagogic development of ECLs acknowledges that there is a reality beyond that which is revealed in texts and discourses and the inclusion of physical artefacts reflects this approach (Maxwell 2012).

Marks and O'Mahoney (in Edwards et al 2014) suggest that a Critical Realist position allows for clearer descriptions of identity. For example, analysis of causal mechanisms, emergence, and structure and agency can give insights into the relationship between structures and identity formation and the relationships between different levels of identity. Within Critical Realism,

'depth ontology' allows for discussion of discursive and actual identities and this is particularly useful in considering how far ECL discourse reflects developing identities. Depth ontology can be explained as recognising the stratification of reality, distinguishing between 'empirical' (human sensory/perceived reality), 'real' (the generative mechanisms and structures (with the empirical) of the actual world) and 'actual' (temporal and spatial events that may happen contrary to our perception) realities (O'Mahoney and Vincent, in Edwards et al, 2014, p.9),

Materiality and considerations of identity formation in relationship to the physical (both personal and environmental) is also useful in understanding identity formation beyond the level of discourse and has proven to be extremely useful in understanding both emerging identities and practices, and from a Critical Realist perspective "our materiality is unavoidably packaged with our practices in the world" (Marks and O'Mahoney, in Edwards et al 2014, p.74).

Analytically Critical Realism provides useful tools in the concepts of retroduction and abduction as "*explanatory logics*" (O'Mahoney and Vincent, in Edwards et al, 2014, p.17). Abduction describes the process abstraction of the normal "objects of social science" in the form of interview or observation data sometimes in combination with theory to provide plausible explanations of the causal mechanisms of events. Retroduction is the process of identifying patterns over time and in different contexts to explain the broader causal mechanisms of the observed 'real' world (O'Mahoney and Vincent, in Edwards et al, 2014, p.17).

These ontological positions are commensurate with the research aims of this thesis in seeking to explore the interplay between the further education policy environment and the early career development of Further Education lecturers a critical realist ontology enables analysis of different strata of reality, from those which exist outside of the perceptions of ECLs to their empirical perceptions of their reality and seeks the connections between the two. This stratified understanding not only sheds light on the ECLs perceptions of their developing social and pedagogic practices, but also allows for reflection on the assumptions of the analysis in the Discussion chapter. This ontological approach is broadly consistent with the theoretical and analytical approaches to the data and allows different levels of analysis of the empirical data from material to metaphorical through retroductive and abductive approaches. It enables the objectives to be met by exploring discursive realities of policy and practice, as well as the observed and material realities and facilitate discussion of how they combine to give a rich picture of early career development.

The next section considers how this rich picture can be enhanced by the selection of different metaphors as part of an overarching explanatory framework.

From Theory to Metaphor – RQs1-3

Since at least the 1980s the use of metaphor has been of increasing interest in the social sciences as a tool for understanding "the complexities and ambiguities of organizational life (sic)". They are useful in humanising phenomena rather than seeing them as mechanistic. (Spicer and Alvesson in Alvesson and Spicer, 2011, p.6).

In this thesis a metaphor is conceptualised as an "*illustrative device"* (Spicer and Alvesson, 2011, p.35) that can act as a conduit to more nuanced ways of thinking about the research object. Metaphors here are drawn from a range of sources including literature (Terry Pratchett and Lewis Carroll), games (chess) and fairy tale (the Red shoes) to illustrate the ways in which *field*, *capital* and *habitus* are enacted in ECL development and the FE sector. It is argued here that within a critical realist ontology these metaphors are part of an ideational reality and the discourse around them can have a real effect in shaping a shared understanding of the effects under discussion and of shaping the argument for change (Marks and O'Mahoney, in Edwards et al 2014).

Metaphor is useful in enriching analysis of the assumptions underlying policy. Boocock (2015) approaches policy in the sector from the perspective of metaphor using Le Grand's (2004) metaphor of 'knights' and 'knaves' to examine the attitude of successive governments since the Thatcher Era to teaching professionals and to explain the policy shift from an assumption of professional altruism in dealings with public sector professions in general and specifically teachers, to managerialist practices inspired by private sector approaches. He goes on to suggest that while college staff have been perceived as self-interested 'knaves' rather than altruistic professionals by government and sector management, based on principles of external motivation, the literature from the sector has focussed on the potential for professional values from intrinsic motivation by the removal of top-down constraints. He concludes that FE professionals embody both self-interest and altruistically informed values and it is challenging to construct a policy for FE development that would account for both these motivational factors. He

suggests that internalisation of a policy which aligns economic and intrinsic incentives would promote 'morally committed' professionals who act for the 'collective good' in line with the economic and social agenda of the FE sector (Boocock, 2015, p188). Interestingly, he recognises the Coalition's shift away from what he characterises as 'New Labour's micro-management' in favour of more flexible structures he still sees these as predicated on perceptions of self-interest (Boocock, 2015, p175).

Although predominantly concerned with overall FE policy, Boocock's analysis is particularly pertinent to this thesis, its critical discourse analysis of Coalition policy documents around professional development in the FE sector and of ECLs' discourse and its investigation of the attitudes to FE professionals and their motivational disposition to their profession. Boocock's application of Le Grand's metaphorical devices is continued in this thesis to discuss ECL discourse.

Le Grand's (1997, 2004) metaphor is also extended beyond motivation to explore its use as a way of understanding and describing how accrued *capital* and *habitus* inform professional development opportunities and professional practice across complex intersecting *field*s.

The roles that Le Grand describes have been used in the discussion of perceptions of professional and pedagogic development and policy. As Le Grand suggests these metaphorical perceptions of practitioners in the sector are over-simplistic, while true they are useful in providing a rich imagery for describing perceptions and misconceptions.

The use of fairy tale metaphor has a long history in Further Education policy analysis, the characterisation of Further Education as the Cinderella sector dates to 1935 (Petrie, in Daley et al 2015).

As identified by Petrie (in Daley et al, 2015), it has been a popular leitmotif for politicians of all flavours, either in suggesting that previous policy has rendered the sector into the role of overlooked daughter or in asserting that current policy was helping the sector to go to the ball and achieve princess status. Petrie (2015) considers that the metaphor has been damaging not only to perceptions of the sector but in the perceptions of practitioners in the sector. Daley et al (2015) have suggested that the fairy tale of the twelve dancing princesses is a healthier metaphor for the sector to engage with, suggesting that it allows for at least the possibility of subversion and agency, taking its fate into its own hands rather than waiting passively for a fairy godmother to rescue it. The accounts of research participants in this thesis demonstrates that practitioners in the sector are very much agents in their own stories, that they are not sitting around waiting for their prince to come but are 'self-rescuing princesses' who are able to make decisions to take up arms as their own knights errant. The caveat being that the degree of agency that they can exercise in the end comes down to the *capital* and resources that they are perceived to bring with them, in other words, how good their arms and armour are and how many forces they bring with them. Daley et al (2017, 2020) have also used Machiavelli and Shakespeare as metaphorical inspirations in their analysis of the sector.

Synthesising the framework

This chapter has identified and explained the ontology, theory and analysis that form the explanatory framework of this thesis. It bridges the supporting literature and the methodological and practical application that follow in Chapters 6 and 7 and 8.

This section brings the different lenses together in a framework structured around the research questions.

Answering the first research question, 'How do the policy agendas around Further Education in England during the period 2010-2018 compare with the values, expectations, practices and lived experience of early career lecturers?', the analysis of the policy environment is situated within a critical realist ontology, characterising policy initiatives, Further Education, ECL career development and professional formation as 'actual' and independent of perception, but the policy and ECL discourse and ECL identity as 'empirical' and subject to perception of the policy makers, ECLs and researcher. The 'empirical' is accessed through CDA and interpreted through the lens of Bourdieusian theory and a critical realist ontology. These interpretations are discussed using metaphors drawn from Le Grand (1997), Daley et al (2015) and popular culture.

This second research question, 'How do early career lecturers develop their professional, social and pedagogic practices and identity after qualification?', is answered through the same ontological and theoretical lenses as RQ1, with practices being considered as 'actual' but becoming 'empirical' in interpretation and identity again being 'empirical'. To answer RQ2, interview data is analysed using qualitative thematic analysis (Nowell et al 2017 and

Rees and Gatenby in Edwards et al, 2014). In addition, Vygotskian concepts are applied on a 'best-fit' basis to describe relationships between ECLs and more established colleagues. In addition to CDA and thematic approaches, an MCT/S-based analysis has been added as a theoretically informed methodological approach to the 'actual' material artefacts that also have an 'empirical' reality.

The third research question, 'In what ways can interdisciplinary approaches to social theories and tools assist in understanding and describing the *field* of Further Education and the development of early career lecturers?', has been theoretically answered in this chapter, is evidenced through applied practice in later chapters.

Chapter 5 Research Methodology

Research Questions

1. How do the policy agendas around Further Education in England during the period 2010-2018 compare with the values, expectations, practices and lived experience of early career lecturers?

2. How do early career lecturers develop their professional, social, and pedagogic practices and identity after qualification?

3. In what ways can interdisciplinary approaches to social theories and tools assist in understanding and describing the field of Further Education and the development of early career lecturers?

This chapter introduces the methodology and data collection methods for the research and discusses their effectiveness in generating appropriate data. It also describes the analytical tools used for each data collection method in relation to RQs 1 and 2 and a brief discussion of their applicability. It refers to an initial study undertaken early in the research process to test a research design and its influence on the final version. The initial study is discussed briefly in terms of what was learnt and how this informed the development of methodological approaches which would provide data and analytical tools to answer RQs 1 and 2.

Other areas considered in this chapter are the role of researcher and participant reflexivity regarding both the research process and practices and the political and policy contexts, and the ethical considerations incumbent upon a researcher in undertaking an inquiry of this nature.

It also continues the discussion of theoretical and analytical framework considered as lenses in the previous chapter and describes how they informed the development of the methodology for the research inquiry and their utility in answering RQ3.

The chapter concludes with a consideration of the effectiveness of the methodological approach to the study.

Developing the Research Design
Initial Study 2013-14

I conducted an initial study that was designed as a piece of single-site insider research into early career lecturers' professional development in their first year of employment. My original intention was that it would serve as a comparative study enabling comparisons between old and new standards. However, when the opportunity arose to broaden the research design its function became more developmental, identifying strengths and limitations of the proposed research design.

The ECLs in the study were interviewed using an analysis of the LLUK Professional Standards (LLUK 2007) to generate interview questions. They were also asked questions derived from a Bourdieusian approach to social theory. The interviews and the Professional Standards were analysed thematically and using Fairclough's (2003) approach to CDA. While the CDA of the LLUK Standards and interviews and the thematic analysis of the interviews produced some interesting results, they also highlighted some issues to be resolved in the main study design.

Detailed comparisons between the two incarnations of the professional standards are now outside the scope of this research but might be a useful exercise in future work on the role of standards in the sector. Some brief comparisons do however emerge in the data generated in the second part of the research design.

Main Study 2014-20

The research design for the main study is for a piece of qualitative research. It comprises two parts concerned with policy and practice in FE lecturer development, and which focus on answering RQs 1 and 2. Both parts also contribute towards answering RQ3 concerned with the application of theory in educational research.

The first part of the research design retains the focus on policy that is related to FE lecturers' development from the initial study. It identifies two documents, the ETF Professional Standards (2014a) and the accompanying guidance document (ETF, 2014b) as embodying this policy at the point of reception by ECLs and undertakes a Critical Discourse Analysis (CDA) (Fairclough 2003, 2010) of these documents. CDA is used here as a tool for understanding how policy is disseminated as text, as it analyses not just the language of discourse, but its context and the social practices around it (Fairclough 2003, Jorgensen and Phillips 2002).

The second part of the research retains the semi-structured interviews of the initial study but also includes artefact analysis and semi-structured observations to capture elements of unconscious and bodily *habitus*, and identity. This was an outcome from the initial study. Interviews were selected at the outset as being the most appropriate research method to collect data that would be meaningful in describing experiences and capturing interviewees' self-understanding and perspective on their lived world (Kvale 1996, p.105). The design for the interviews drew on Kvale and Brinkman (2009) because their seven-step framework was explicitly linked to Bourdieu's

approach to interviews (Kvale and Brinkman, 2009, p103) and was therefore seen as ontologically compatible and this is still the case in the final research design.

Researcher positionality, selection of research site and data collection methods

The research site for the initial study had been opportunistic enabling insider research and was based on my access as a teacher educator. All the participants in the sample had trained and were then employed at the same North-West FE College in the previous academic year and the selection was representative of the demographics of the cohort in which they had trained. This made for very localised findings from the research.

At the end of the initial study, my positionality as a researcher shifted after I left employment as a teacher educator and becoming a researcher and then a university lecturer. This shift resulted in the number and nature of research sites being broadened but also in the removal of some elements of insider research and a changing focus of the ethical considerations that identified as relevant to insider research by Trowler (2012). In early 2016 I started in a variable hour's academic post at a North-West Higher Education Institution. This gave me access to a wider population for the sample group, but further complicated the ethical considerations for the study. Although the study could no longer be classed as true insider research, it retained elements of insider knowledge and understanding in keeping with an immersive ethnographic study (Wacquant 2011). The broader scope of the research has revealed more about the diverse employment opportunities in the sector and at the

same time highlights unexpected levels of homogeneity in discourse and practice across the sector.

I negotiated access to graduates of four teacher training sites in the North-West of England, all either Higher Education in Further Education Institutions or Higher Education institutions, who were now employed in the wider education sector. Through connections between these institutions, I was able to access two private training providers and their recently recruited employees. Interestingly recruitment in the private training providers was also mainly from graduates of the same four ITE institutions. In part, this was due to the nature of the connection but in the case of second- or third-year employees this was due to the private providers geographic spread coinciding with that of the HEIs' and their satellite providers' catchment areas. Although none of the Colleges or training providers were situated in the same town or city, there was a clear network of connections between them forming a coherent *field*. Participants were or had been employed across a range of different contexts including Further Education Colleges, Private Training Providers, Sixth Form Colleges and Supply Teaching Agencies and in three cases the school's sector. All participants had been employed in the sector for at least a year within the last three years, but some were in transition between contexts or were seeking new employment.

Data was collected through interviews, improving on the initial study, data was also collected, where possible, from observations of day-to-day practices and artefacts identified as being important to their practice. 16 participants were interviewed on at least one occasion, 11 were observed on at least one

occasion and two participants were interviewed a second-time due to the extended period of data collection, all participants brought at least one artefact and no more than five (see Table 2 below). This empirical dataset comprises around 20 hours of interview data, over 50 hours of observation data and 43 material artefacts (See Table 3 below).

Number of Participants	1st Interview	2nd Interview	Participants Observed	Participants Presenting Artefacts
n=16	n=16	n=2	n=11	n=16

Table 2 Data collection

Interview hours	Observation hours	Number of Material Artefacts
c.20	>50	43

Table 3 Scope of data collection

Sample size and Data Collection Methods
Sample size and recruitment

Marshall (2013) suggests that there are three main approaches to justifying sample size, firstly advice from methodological authors can be cited, secondly precedents from other similar research can be used and thirdly statistical evidence of 'saturation', recurring responses within the dataset, can be used.

Marshall (2013) also reported that the average sample size agreed on for medium-sized qualitative research by methodological authors would include somewhere between 30 and 50 interviews. This was supported by Baker and Edwards (2012) study which asked 14 academics to explain their perspective on how many interviews are sufficient in qualitative research. This study also concluded that the sample size selected should reflect theoretical and practical aspects as well as the nature of the research questions. Both studies suggested that 'saturation' usually occurs within 12 interviews.

The initial study had 8 participants who were each interviewed once. Analysis showed that the interviews had already started to elicit recurring themes supporting the proposition that 'saturation' might occur at around 12 interviews. This sample size also allowed for a broadly representative sample of the total population in terms of age, gender, qualification, and subject specialism. Other justifications for a relatively small sample size are the practical and time considerations needed for rich and detailed interview data. The use of interviews, artefacts and observations increase the robustness and validity of the data and make a larger sample size for this project impractical as well as arguably unnecessary.

Observations of 11 participants took place at four locations: two private training providers and two Further Education colleges. Participants were distributed across these sites as equally as possible, although it became more opportunistic as difficulties in recruiting a theoretical sample became evident. Observations were only conducted when explicit organisational consent had been given for them to take place and this in part accounted for the incomplete sample. The number of interviews and observations was intended to afford as much 'saturation' as possible and to provide for a representative sample reflecting the range of gender balance, subject/ vocational areas, and employment types in the wider population of FE graduate lecturers.

The sample aimed to include a representative gender split (reflecting the gender imbalance in the sector (Straw, 2017), from the age range 20-55, drawn equally from Pre-and In-service programmes and who had undertaken a PGCE, PCE or DTLLS/ Level 5 Diploma qualification, in practice the

majority were drawn from pre-service programmes, mainly PGCE, although two participants had completed PGDEs, one participant had achieved a PCE and another was about to complete the Level 5 Diploma through an in-service route (See Table 4 below). All had achieved their qualification within the current policy cycle, qualifying between 2013 and 2017. All were employed in educational roles within a year after their qualification and were interviewed within three years of qualification, positioning them firmly in the early career period, as conceived in the research design.

Total Participants	Generic pre-service teaching qualification level 6/7	Preparatory award Level 3/4 followed by Generic in-service teaching qualification level 5	Specialist pathway pre-service teaching qualification level 6/7
n=16	n=11	n=2	n=3

Table 4 Routes into teaching

Almost the entire cohort were currently employed in the further education sector, but one was interviewed while between jobs, during transition from an FE college to a private training provider, one had been able to secure employment as a learning support tutor and one had a teaching position in a school. The participants were working across nine curriculum areas, including: STEM, academic, vocational, and professional subject areas, a notable area of omission was the Construction sector, as no participants meeting the criteria were available, as noted in Chapter 3. Three participants were actively pursuing QTLS, and one had achieved it.

In terms of social class, the sample reflected a broad spread of working and middle-class participants, none appeared to be from upper class backgrounds. Social class did not seem to be a determinant for whether a participant followed a vocational, academic, or professional subject area.

Although the different regional background of the researcher and most participants might have obscured the subtle clues of accent and dialect that might be clear to a local researcher. Class where it became apparent was revealed in discourse around dress or through revealed *habitus*.

Data collection method: Interviews – RQs 1&2

As with the initial study, professional standards were used to produce an interview schedule for the second part of the research. The brevity and specificity of the ETF Standards compared to those preceding them (ETF, 2014a, LLUK, 2006 and FENTO, 1998) however, made the previous approach of using a thematic analysis of the Standards to generate research questions redundant. Instead, the substance of the professional Standards was retained almost verbatim but rephrased as open-ended questions, making possible a much greater shared understanding between interviewer and interviewee than in the initial study.

To create the schedule, the ETF Standards were formulated into questions to capture both elements of the participants' development, their discourse around it, any traces of policy discourse or influence and any insights into their identity formation. The open-ended questions give control to the interviewer but also allowed for interviewees to develop answers fully and to tell their own story (Kvale and Brinkmann, 2009). This draws upon Bourdieu's interviews in *Weight of the World* (1999) in which he allowed interviewees to tell their story with minimum interference from the interviewer. Prompts and probes were included and were also framed as open-ended questions to draw out more complete answers as appropriate (Drever, 1995). There was a degree of unconscious divergence from the interview schedule on occasion,

but this was usually minor, however there were cases where the divergence was intentional to pursue an interesting emerging theme from the interviewee, after which the interview schedule was then resumed.

The questions were combined with other areas of enquiry about career development and practice into a thematic interview schedule. The thematic framework of the interview (Kvale and Brinkman 2009) was focussed on questions in four key areas: questions around the participants experience of their teaching qualification and one to three years of employment to give a context for their development as ECLs, understanding what ECLs felt was important to their pedagogy and how well they had been prepared for practice; general background, to establish an initial trajectory into teaching and how they have engaged with policy on professional development; thematic questions relating their practice to the new Professional Standards and questions that provided some discursive evidence for an evolving *habitus*, for example in relation to their grasp of 'the game' and how far they had developed a teaching identity (Bourdieu 1977, 1990) (Appendix 2).

Conducting the interviews over several sites revealed some cultural and organisational differences that needed to be accounted for in the analysis, but overall, there seemed to be significant homogeneity in participants' experiences and practices. Most interviews were conducted prior to observation to establish rapport and provide background data and initial responses near the beginning of employment and second interviews, where they were needed, took place after or between observations to check understanding of the observation data. Once transcribed, the interviews

generated verbatim texts enabling a comparison between the analysis of the Standards documents and the ECL discourse (Fairclough 2003, 2010) and the shared structure facilitated these comparisons (see Appendix 4 for a worked example).

The thematic analysis (Braun and Clarke, 2006) of ECL interview discourse from the initial study provided rich data with a possibility for 'thick description' (Geertz 1973) of developing professional identities and practices. It became clear from the initial study, however, that the interviews were limited in their ability to answer the research questions because they did not go beyond the level of discourse and only represented participant perceptions of their development and practice. This limitation was addressed by the addition of observations and of artefacts related to practice and this proved more revealing of the development of practices and identities suggested by ECL discourse.

Where possible interview transcripts were shared with the participants to check for accuracy and to agree meaning. In some cases, contact details for participants had changed preventing the sharing of the data, in others communication with the participants was iterative reflecting their interest in the research study and process rather than a desire to amend content. Interviews were then analysed within the thematic framework of RQ2 for further emerging themes as part of the critical realist retroductive process of separating data into themes and categories (Rees and Gatenby in Edwards et al, 2014) (see Appendix 4 for a worked example of thematic analysis of interview data).

Data Collection Method: Artefacts – RQs1&2

The number of artefacts presented were at the participants' discretion; this increased their agency in the data generation. It was self-limiting to what they normally carry with them in their work environment and to what they were physically able to carry to the interview location. Each participant was asked to generate images in situ, which allowed them freedom in positioning and arranging the artefacts, potentially reflecting their use and relative importance, this was important in allowing participants to select and display objects which reflect their own dispositions, attitudes, values, histories and practices without constraint or critical challenge. This is supported by Rowsell's (in Grenfell et al, 2012) conceptualisation of fractal *habitus* which she sees being revealed in digital stories when participants are relatively free from structuring constraints.

Multimodal and social semiotic approaches to artefactual data analysis were used in understanding the significance of the artefacts (Bock et al, 2013, Van Leeuwen et al, 2001 and Rose, 2012). As the physical artefacts were of primary interest, an analytical framework including interdisciplinary approaches which focussed on material culture became pre-eminent as an analytical tool, although more limited in its explanatory capacity (see Appendix 4 for a worked example of material cultural analysis). The disciplines of archaeology and anthropology have been influenced by Barthes' approaches to semiotics, Gidden's theory of structuration, Bourdieu's 'theory of practice' (including *habitus*) and Geertz cultural descriptions amongst others in understanding social/ cultural practices through analysis of material artefacts (Tilley et al, 2006) making them ontologically compatible with the other theoretical lenses. The participants were also invited to describe and explain

the use of their artefacts and their possible meanings adding to validity of the analysis and the robustness of the interview data.

Data Collection Method: Observations – RQ2

Interviews and observations allowed the juxtaposition between what participants were observed to do in practice and their espoused practices in the interview discourse (Agar 1996, cited in De Walt and De Walt, 2011).

Semi-structured 'fast track' observations were used to allow for understanding to develop and to allow for unanticipated themes and practices to emerge. The 'fast-track' nature of the observation reflected the practical exigencies of only having the ability to observe each participant on one occasion (11 observations) rather than a fully immersive ethnography. To optimise opportunities for data collection the observation followed the course of the participants' full working day as far as possible. The level of observer participation was situated in the moderate region of Spradley's continuum (De Walt and De Walt, 2011 p.25) as this seems most appropriate for the level of insider knowledge and understanding of the observer.

The observations were focussed on the social and pedagogic practices of participants within their *field* as part of the framework of RQ2 and from analysis of the interview data. Areas of interest included: responses to organisational/ structuring activity, approaches to peer and learner interactions and approaches to pedagogic activity, these effectively became initial inductive categories. These initial categories were then broken down into more specific codes and then assigned to thematic categories (see worked example of thematic analysis of observation data in Appendix 4).

Categories for observed activity included: staffroom time, break times, corridor walking, in-class activity and the use of artefacts and resources. This included: mundane events, unusual events, and variations in the storyline (De Walt and De Walt, 2011).

Data collection took the form of *field* notes which in keeping with the semi-structured nature of the observations included: jot notes, expanded *field* notes, methodological notes, and a *field* journal (De Walt and De Walt, 2011 and Emerson et al, 2011), creating texts to be analysed using CDA and thematic approaches (Fairclough, 2010 and Rees, Gatenby in Edwards et al, 2014 and Braun and Clark, 2006).

Researcher Reflexivity and Ethical Considerations

Bourdieu conceives academics as intrinsically reflexive, encouraging this quality in researchers (Bourdieu and Wacquant, 1992). As the ECLs and the researcher both had an academic disposition to a degree, a reflexive approach was encouraged. The role of the researcher within the interview process was reflected on and interviewees were encouraged to be reflexive about their responses. In the interviews many interviewees evidenced an innately reflexive approach discussing their own position within the research and that of the researcher. The potential for reflective practice was promoted as a benefit of participation, some interviewees seemed particularly invested in the research and sought to engage with the transcripts and in email discussion, while others were happier not to see or discuss their transcripts. Other aspects of reflexivity considered were research practices, the

interviewer's standing in the *field* in relation to the participants and the relative academic and professional *capital* held.

Lefstein and Snell (2010) suggest that there is a mismatch in focus between practitioner and researcher perspectives on professional learning and that these differences have a political dimension leading to researchers viewing these differences as deficits, failing to recognise the complexities of competing forms of 'professional vision'. A strength of the research in this thesis is that observations looking at professional learning were conducted from a position of understanding, if no longer fully sharing, practitioners' 'professional vision' and understanding the competing professional visions in policy and research.

My position as researcher varied from the initial study sample, to and within the main study sample. In the first instance, our relationship had included a shift from lecturer/student to a collegial relationship and then expanded to a researcher/ participant relationship. Each of these relationship shifts changed the dynamics within the research. With the main sample group, the dynamics shifted in different directions, in some cases it was a relationship built via an email chain and was a researcher/participant relationship, in other cases personal introductions made for an additional colleague/practitioner relationship. For another group, the dynamic was like the initial study, as introductions came through some ad-hoc teaching that I did within the education department and some teaching observations that I did for the teacher education team where the participants had studied. For participants

recruited by introductions from their Head of School or Curriculum Manager there were specific ethical and theoretical considerations.

Recruitment of participants was an area of concern related to Bourdieu's concept of 'symbolic violence' Bourdieu, 2000). In the initial study, the issue was one of perceived power of a former tutor persuading former students to participate.

The change in research design after the initial study necessitated a revised ethical permission for the research which was sought from and granted by the University of Lancaster FASS ethics committee (See Appendix 1). The request for ethical consent was formulated following the British Educational Research Association guidelines (BERA, 2018) and following the principle of doing no harm. An amendment was suggested by the committee that research contacts should be sought from employers rather than ITE departments to remove the burden of seeking permission for access from the participants. In practice it became a cyclical and frustrating process with employers' giving permission and making a referral to their HR departments, who would then refer to their initial teacher training departments who would then provide contacts to their graduates who were employed in different organisations, requiring separate requests for access to be made. After supervisor consultation it was deemed acceptable for participants to be recruited through the initial teacher training contacts provided by employers and for them to be interviewed at the location that had given permission for access, where participants had agreed to be observed this was only done if they were employed at an organisation that had permitted access. Later

approaches were made directly to Heads of School and this was a more successful recruitment strategy. Protecting participant identity was a primary concern and necessitated careful reporting in the Data presentation and analysis chapters. Pseudonyms were used and quotes anonymised. In addition, where the use of religious or cultural naming conventions might lead to a loss of anonymity the ability to comment on the role of religious or ethnic identities in the thesis was sacrificed. Similarly, false trails were laid if subject specialisms might also lead to identification, but similar specialisms were suggested where possible.

The necessity to use participants' former tutors or Heads of Department to act as a recruitment facilitator and the role of organisations' HR departments as gatekeeper might also be perceived as problematic. The concern was the possible perception of an implied organisational coercion to participate, but it was made clear to potential participants that they were completely free not to participate or to withdraw from participation at any time up to a fixed date when analysis would be complete, without having to specify a reason and that individual decisions over participation would not be shared with gatekeepers. In practice this was challenging as it was usually clear when a participant was being observed. Records of their participation were therefore anonymised from the outset and all necessary means were taken to prevent their identification by their employer. Every effort was made in all institutions to become a 'known face' spending additional time in staff rooms, cafeterias, and classrooms, which to a degree obscured when data collection was taking place and from whom. I took a direct personal approach, as far as possible, which enabled participants to feel more secure in agreeing to, or withholding,

their participation. An unanticipated issue was my perceived closeness to teacher education teams who acted as gatekeepers. This did not seem to be an issue for most participants, but some gave it as a reason for not participating and one withdrew from the study as their issues with the team were on-going and it was a perceived conflict of interest. This showed the importance of Bourdieu's principle of social proximity and familiarity for non-symbolically violent communication (Kvale and Brinkman, 2009). Where familiarity with the participant was low and my social proximity was seen to be closer to the teacher educator teams, fears of symbolic violence were greater.

Of the final sample, those interviewed and observed were employed at one of two FE colleges or one of two private training providers. Those interviewed but not observed were employed at one or more of a range of different FE colleges, or sixth form within FE colleges, private training providers, teaching agencies or secondary schools across the North-West, reflecting the complex nature of employment in the sector.

Explanatory theory, analytical approaches and matching methodology
The explanatory theoretical and analytical lenses and the rationale for their inclusion has been discussed in the Theoretical Framework chapter, as has the Critical realist ontology underpinning the inquiry. They are also referred to in describing the rationale for the research design. This section goes further in considering the methodological implications of using these approaches in concert to create an explanatory framework, and this also relates to answering RQ3. The different lenses make requirements on the research design to enable them to play a role in explaining the nature of transition in

ECLs professional development and the interplay between policy and practice providing answers to RQs 1 and 2.

Bourdieu's conceptual tools make demands on the methodological design of the study. For example, to understand transitional professional development through a Bourdieusian lens, the data collected must have the capacity to provide insights into the role of *capital*, *field*, and *habitus* in ECL development. This is not to presume at the outset that the lens is effective, but to suggest that the research design must not preclude its effectiveness from being tested.

In his own research, Bourdieu favoured detailed and lengthy ethnographic projects that required immersion in a group or culture. He used a range of both qualitative and quantitative methods to capture and analyse data. For example, in the *Weight of the World* (1999) he used ethnographic interviews and in *Homo Academicus* (1999) he used questionnaires as a way of capturing participant tastes and dispositions to suggest their *habitus*.

Arguments can be made however for using alternative methodologies. For example, Chouliaraki and Fairclough (1999) propose that the concept of *field* can be analysed through key aspects of CDA, such as the concept of the order of discourse. For them there is 'the discoursal organisational logic of a *field*' (p.114), and that a *field* can be viewed in terms of its discursive practices. (1999). It is used in this way in this thesis, through the identification or generation and analysis of discursive texts.

Analysing these texts also makes possible the identification of the competing forms of *capital* at play in the *field*. The material culture analysis of the

artefacts presented by ECLs is also important in providing evidence for some more tangible forms of *capital* within this methodology.

Operationalising the concept of *habitus* in research design is more challenging. Bourdieu in his earlier works describes *habitus* as an unconscious set of dispositions and therefore gaining access to this *habitus* in research is problematic. In later works such as *Understanding*, Bourdieu suggests that it may be possible to bring interviewees to a state of "*accompanied self-analysis*" (Bourdieu, 1999, p.16). The brevity of the interviews in this study (1-2 hours) do not provide much scope for self-analysis and those facets which are revealed are limited in nature and insight.

CDA and specifically Fairclough's model (2003, 2010), identified as possible way of accessing *habitus* (Akram 2010, Chouliaraki and Fairclough, 1999) has been used to some degree in this way in this here. However, in practice whilst CDA is found to be useful in capturing issues of *capital* and *field* it is found more limited in its ability to capture some aspects of *habitus*. For this reason, observations and artefact analysis are included to provide more conscious and access to participant *habitus*. This also makes it possible to comment on the physical aspects of *habitus*, the 'bodily hexis' more confidently.

The discussion in Chapter 8 uses metaphor and literary devices to focus on the nuances of practice and identity, as suggested by Spicer and Alvesson (2011), and policy as demonstrated by Le Grand (1997, 2004), Boocock (2015) and Daley et al (2015, 2017, 2020). The selection and deployment of several literary metaphors, as well as those from the game of chess used by Le Grand (2004) and Boocock (2015) and their use in conjunction with the social theories identified above is suggested as a powerful tool for providing a

shorthand which allows for '*thick description*" without lengthy narrative. The effectiveness of these tools and devices is further evaluated in the discussion and conclusion chapters.

Chapter 6 Data Presentation and Analysis of Findings Part 1 – Policy and Practice

Research Question

1. How do the policy agendas around Further Education in England during the period 2010-2018 compare with the values, expectations, practices and lived experience of early career lecturers?

Data Presentation and Analysis

The data presented in this part of the chapter, linked to RQ1, comprises two sections, one drawing on data from the Standards and guidance documents, the other drawn from practitioner discourse. The first part uses a CDA framework derived from Fairclough (1997, 2010) to illustrate the nature of the documents and to facilitate later analysis. The data in the second part answers questions based on the professional Standards and again deploys elements of CDA.

External texts present in the Standards and guidance

Significant external texts for the research question were the ETF website, the LLUK Professional Standards, the Lingfield Reports, the 2013 qualification framework, consultation documents, full reports, commissioned research, the revised Initial Teacher Education inspection handbook (Ofsted 2014), the CAVTL report (LSIS, 2013b), online surveys, case studies, the Further Education Learning Technology Action Group report (FELTAG 2013) (ETF 2014 b). These texts reflect the policy arena by 2014. A key policy driver evident in the texts was for a clear line of sight to employability in all further education provision coming from both industry and Government (LSIS, 2013b). This informed the expectation that lecturers in the sector should

have strong industry experience and connections as well as academic credentials, enabling them to act effectively as "*dual professionals*" a term which was also central to the previous policy framework (IfL 2007).

The stated purposes of the ETF Standards

On the explanatory page of the Standards (ETF 2014 a, Appendix 3 p313), the ETF cites the Professional Standards as expectations for practice. Their Standards:

> *"set out clear expectations of effective practice in Education and Training; supporting initial teacher education and enable teachers and trainers to identify areas for their own professional development; support initial teacher education; provide a national reference point that organisations can use to support the development of their staff."*
>
> (ETF 2014 a)

They also expect that, "*As a professional teacher or trainer you should demonstrate commitment to the following in your professional practice.*" (ETF 2014 a)

The guidance document expands on the purpose of the Standards and the expectations of the ETF. The values and attributes described in the Standards are "*not nice to haves*", but are *"fundamental, integral and essential to excellent teaching and learning, and supporting learners to be able to reach their full potential.*" (ETF 2014b p.7).

The guidance document makes it clear that the ETF Standards are to be generic and universal across the sector. It asserts that practitioners should own the Standards; this conception of practitioners extends to employers in the sector (ETF, 2014b)

> *"These Professional Standards are not intended to be descriptions of specific job roles but have been developed to apply to all teachers and trainers.'*
> *In the same way as the Professional Standards, it is for teachers or trainers working in the following environments in England, **as well as their employers"**. (my emphasis)* (ETF 2014b p.6).

Participants in the practitioner questions section of the guidance document express fears about the uses to which employers might put the Standards when assessing competence. The ETF answers that 'The Professional Standards have been written to be aspirational and not focussed on assessing competence.

> *"Central to our approach is a belief in professionalism which recognises the importance of teacher/trainer responsibility for, and ownership of, their own professional learning as a continuing developmental process."*
> (ETF 2014b p.13)

The guidance does not engage with the potential utility of the Standards to employers and their implicit capacity for application to performance management taking a more optimistic view of employers:

> *"it also illustrates how the Professional Standards may be used collectively by leaders and managers to support the professional development of their staff in a collaborative manner."*
>
> (ETF 2014b p.13).

The document states that it is '*anticipated*' that case studies '*will*' become available (ETF 2014b p.6), that teacher trainers "*will*" use the professional Standards (p.10), that they "*will*" be owned by *"individual professionals in the sector"* (ETF 2014b p.9), making it explicit that their purpose extends beyond initial teacher training.

ETF assumptions on professional practice and qualities and values expected of practitioners.

The Introduction to the Standards (ETF 2014a Appendix 3 p 313) reveals assumptions about the nature of professionalism and practice in the sector: existential assumptions including the existence of '*dual professionalism*'; that practice can and should be '*evidence-based*', and that teaching, and learning are separate but related constructs. Propositional assumptions: that the purpose of the Standards is "to support teachers and trainers to maintain and improve standards of teaching and learning and outcomes for learners" (ETF 2014a Appendix 3). Emphasised keywords reflect the proposition that practitioners possess these qualities: *"reflective, enquiring, critically,*

evidence-based practice, honesty, integrity, high standards", framing the expectations that underpin the standards.

The Introduction to the guidance document reveals value assumptions by the ETF (ETF, 2014b). They assume that: evidence-based practice is 'best'; ethical and professional behaviour in practitioners is primarily to support learners and their expectations; teachers (and trainers) should have responsibility for their own CPD; organisations have the responsibility to provide opportunities to support CPD and there should be a national reference point for these values.

The guidance document is replete with existential assumptions presented as fact, for example *"Underlying the practice of every professional teacher and trainer is a set of values"* and *"Good teachers and trainers also review, on an ongoing basis, their knowledge, assumptions and values against up-to-date professional developments in the world in which they work, drawing on evidence-based practice."* (p.7). It also includes propositional assumptions for example in Q&A box 6 the assumption that generic standards can be applied to all practitioners at any career stage, across the sector. The values sections make several value assumption and assets that the values and attributes described are fundamental and incontrovertible (ETF 2014b p.7).

The intended interpretation of the Standard is made explicit in the amplification provided in Appendix 2 of the guidance document (ETF, 2014b). This amplification provides illustrative examples to clarify meaning of each of the Professional Standards.

These examples are loaded with more of the assumptions, existential and value assumptions around professional and personal responsibility for

development, professional, personal and pastoral responsibility for learners, value assumptions around social justice, equality and diversity and inclusion, expectations of collegiality, and policy-related assumptions for example that teachers should be able to support their learners in maths and English or that evidence-based practice is preferred (ETF, 2014b).

Events presented in the texts

Following Fairclough's CDA approach (2003, 2010), events present in the text can demonstrate the preoccupations of the authors at the time of writing. Events represented in the Standards centre around proposed professional development activity which would "*demonstrate commitment*" (p.14) to the three professional areas of values and attributes, knowledge and understanding, and skills. The focus is on practitioners' agency, appearing to exclude structuring organisational and governmental influences and control. There is an implied legitimation of the concept of professional practice. Events identified in analysis of the Standards document are intermediate between concrete and abstract practices, reflecting their nature as aspirational standards (abstract) for (concrete) practice.

In the guidance document, events are concrete and formative of policy. Examples include:

- the three-phase review of Professional Standards
- the publication of the Lingfield Review (a and b)
- the revocation of the of the 2007 Further Education workforce regulations (ETF 2014b p.3)
- Retrospective mapping of the Standards to the 2013 qualifications (ETF 2014b p. 4)

- the publication of the CAVTL report (LSIS, 2013 b)

- the launch of the final version of the Standards and the guidance document in May 2014

- partnership with Project Steering Group and Practitioner groups (ETF 2014b p.5)

- research the Foundation commissioned (ETF 2014b p.6).

The case studies present events that illustrate the application of individual standards. The Lingfield and CAVTL reports, and consultations take priority within the order of discourse with case studies also foregrounded. There is oblique reference made to plans to revise the previous Standards (LLUK) and their predecessors, the FENTO Standards, are absent. Events are out of chronological order, with the delivery plan coming first. While present, QTLS appears in lower case, possibly reflecting uncertainty about their future at the time of writing. (ETF 2014b p.4).

ETF expectations of practitioner activity

Process verbs used in the two documents illustrate the range of practitioner activity expected by the ETF (See Table 5). The Standards document abounds with process verbs indicating the wide range of expected practitioner activity.

Process verbs in ETF documents
Address, Apply, Build, Create, Contribute, Deliver, Develop, Enable, Evaluate, Inspire, Innovative, Maintain, Manage, Motivate, Plan, Promote, Raise, Reflect, Understand, Update

Table 5 Process verbs

Although most of the processes represented are existential and material, there are also examples of verbal processes represented in the quotes in the

Q&A's and the Sector Views, which reflect the '*practitioner voice'* rather than expected activity.

Material processes are also represented, for example, "plan and deliver effective learning processes", a few are relational "*for diverse groups of individuals in a safe, and inclusive environment."* while a number are existential, "*teachers and trainers are 'dual professionals"*. Practitioners are the subjects of most of the statements in the Standards with learners functioning as objects upon which they practice.

ETF expectations for the use of their Standards

The ETF expectations for the way that the sector will utilise the Standards are illustrated through the CPD analysis of the role of time in the text. The Standards text, written in the present tense throughout, illustrate that it is a current document intended for use. The absence of adverbials, conjunctions, and prepositions in the texts, notably those that mark temporal and spatial relations, provide a sense of timelessness and immutability to the Standards.

In the Guidance document, time is less absolute, written in mixed tenses, past and present, both in progressive and perfect aspects, reflecting the formation process for the Standards and the future expectations. The Foreword illustrates this well, using both structure and tense to indicate the timeframe for the development and implementation of the Standards. For example, the first section deals with the background to developing the Standards, starting with the Foundation development plan. The most significant section for understanding the expectations of the ETF is the Q&A section where the questions are written in the present tense and the answers in mixed present and past tenses and occasionally in the future tense, particularly regarding the

Foundations expectations and aspirations for the Standards. The rest of the document reinforces this. It is frequently anticipated that things *'will'* happen at some unspecified time in the future. It is 'anticipated' that case studies '*will*' become available (ETF 2014b p.6), that teacher trainers '*will*' use the Professional Standards (p.10), that they '*will*' be owned by 'individual professionals in the sector' (ETF 2014b p.9) and that that they '*will*' be referenced in the 2014 Initial Teacher Education inspection handbook (ETF 2014b p.10).

ETF presentation of social relations and social space between practitioners and other groups

Another way of understanding how the ETF expects the Standards to be used is through CPD analysis of the social relations and the spaces within the text. The Standards have social relations with practitioners, they also suggest social relations between practitioners and learners. They "*inspire, motivate and raise aspirations through their enthusiasm and knowledge*" (ETF 2014a Appendix 3) and all actions are aimed at benefitting the learner, practitioners, and employers, with whom they "c*ollaborate*" to maintain and update their skills, and practitioners and the Education and Training Foundation and between the '*standards*' and all these groups and initial teacher trainers. (ETF 2014 a)

The guidance also has social relations with practitioners; it was developed with the "*support of practitioners*" and "*aims to help teachers and trainers to use the standards and to apply them in the context in which they work.*" (ETF 2014 a).

In the guidance, practitioners encompass both teachers/trainers and leaders/managers and tensions can be detected in the social relations

between these groups and the way that they are presented in the Q&A and sector views. The narrative almost seeks to mediate between the two with its 'anticipation' of the aspirational role that the Standards will play.

The Standards themselves appear to have social relations with different groups in different ways. Active verbs reflect this, "*'supporting' practitioners, 'informing' staff development, and 'facilitating' dialogue between teachers and managers*" (my emphasis). (ETF 2014b p.13)

The role of the Government and its policies are not mentioned anywhere in the text, but their influence is detectable, in that they instigated the formation of the ETF and set its operating parameters. The Lingfield review and the revocation of the workforce regulations occur almost in a vacuum, or as an inevitable progression, rather than as drivers for policy change. The role of Government is completely missing from the narrative this is in marked contrast to the LLUK Standards.

The predominant 'space' in the text is 'the sector', conceptualised in this thesis as a *field* in Bourdieu's sense (Bourdieu and Wacquant, 1992). The sector as a "*unique' sector*" (ETF 2014b p. 7) is juxtaposed with other sectors "*across the UK and elsewhere in the world*" (ETF 2014b p.5). Here, the sector comprises "*very different learning environments*" (ETF 2014b p.7). Many different physical teaching locations are mentioned in the text including in one question, "*a Further Education college, an adult education institution, and a voluntary and community sector organisation*" in which the questioner works part-time (ETF 2014b p.10) and is concerned about how the Standards will be applied across these settings.

One sector view expressed by a programme manager at an independent training provider is that the Standards *"provide a benchmark or platform to help guide CPD within the organisation"* and that "*having a 'formal' document that is widely published in the sector*" gives more legitimation than having something that they have "*just dreamed up*". (ETF 2014b p.11)

ETF rationale for the use of the Standards.

There is a sense in ETF discourse that the use of the Standards within the sector is a given and there is little rationale for why the Standards might be used in the sector. In the guidance document, the notable lack of explanatory causal relations gives little rationale for the wider adoption of the Standards. Even in response to direct 'why' questions from practitioners' responses are unrelated statements, 'because' and its synonyms are completely omitted both explicitly and through implication. It is assumed that the examples of potential use should be persuasive enough for the Standards to be widely used throughout the sector.

Legitimation of expectations of practice

Legitimation for pedagogic practices in the Standards text are claimed through '*evidence-based practice'*, '*dual professionalism'* and the support of practitioners in developing the accompanying guidance. As suggested in the previous paragraph where there is rationalisation it takes place by reference to the utility of the Standards in being able to,

> "set out clear expectations of effective practice in
> Education and Training; supporting initial teacher
> education and enable teachers and trainers to
> identify areas for their own professional

development; support initial teacher education;

provide a national reference point that

organisations can use to support the

development of their staff."

(ETF 2014 a, Appendix 3, p313)

Value systems are reflected in several ways in the text, in the introduction keywords are emboldened and picked out in red: "*reflective*", "*enquiring*", "*critically*", "*evidence-based practice*", "*honesty*", "*integrity*", "*high standards*". Other morally evaluative phrases and concepts referenced in the text include "*Ethical and professional behaviour*", "*professionalism*" and "*dual professionalism*" and the assertion that,

"As a professional teacher or trainer, you should

demonstrate commitment to the following in your

professional practice: … develop your own

judgement of what works and does not work in

your teaching and training… develop deep and

critically informed knowledge and understanding in

theory and practice … develop your expertise and

skills to ensure the best outcomes for learners."

(ETF 2014 a, Appendix 3, pp 313-5)

ETF view of practitioner identity

Teacher and trainer identities constructed in the guidance mirror those in the Standards document: "*professional, reflective, enquiring, critical thinkers, dual professionals who have ethical values, honesty, and integrity*". (ETF 2014b p.7). The role of the case studies, question and answers, sector views and

narrative reinforce this identity construction, both in selected and writing. They should: be responsible for, and not afraid of, identifying and acting on their own development needs; constantly and critically assessing their own performance and practice; demonstrating consistently high standards of personal and professional conduct and give learners the benefit of their expert knowledge and skills.

ETF, the Project Steering and Practitioner Groups, the Sector (embodied by the sector views) identity is constructed as benign overseers of the development of the Standards, which they are curating for the benefit of the individual practitioners who will take ownership of them. In general, presentation of managers, leaders, organisations, governors, and boards is as desirous of having teachers and leaders who can take this role. Although one manager's statement that teachers, "*they*", "*won't just think we have made up*" CPD requirements but that they are supported by the Standards, may be quite telling of the identities of both groups existing outside the document.

ETF evaluation of the Standards

The most overtly evaluative section in the guidance document is the previously identified assertion that "*the values and attributes described in the Professional Standards are not 'nice to haves'*" but what "*good teacher and trainers*" do. It is also evident in the use of words like "*crucially*" linked to ability to admit developmental needs in any area of teaching. (ETF 2014b p.7) and "*vital*" in several contexts.

An implied evaluation about the ownership of professional development comes in the narrative on page 13, listing ways that standards can be used strategically (and includes staff development/ performance management).

Despite this, the answer to the subsequent question, selected to illustrate practitioner fears about the potential use of the Standards in assessing competence, is that,

> "*The Professional Standards have been written to be aspirational and not focussed on assessing competence. Instead, the Professional Standards can be used to enable a dialogue between teachers and trainers and their managers on matters such as continuing professional development. Central to our approach is a belief in professionalism which recognises the importance of teacher/trainer responsibility for, and ownership of, their own professional learning as a continuing developmental process."* (ETF 2014b p.13).

A case study follows, illustrating how managers and employers can encourage bottom-up ownership of standards, using the change management techniques proposed. They suggest that "*it also illustrates how the Professional Standards may be used collectively by leaders and managers to support the professional development of their staff in a collaborative manner.*" (ETF 2014b p.13). This implies that while this would be their preferred approach, they do not have the teeth to impose or enforce this approach.

External role of the ETF Standards

The professional Standards feature in several external texts, from Ofsted (2015), from the ETF and SET, and in 2018 in a government review (Greatbatch and Tate, 2018) suggesting that there has been some engagement with them since 2014.

The Initial Teacher Education inspection handbook for the sector (Ofsted 2015) uses the Standards as competences that "*must be achieved by all trainees*" (p.12). Significantly, Ofsted omits reference to them in the common inspection framework for Further Education, despite ETF expectations that the Standards should be used beyond initial teacher training being implicit in the guidance document. (ETF, 2014b)

Interview Data
The use of the ETF Standards in ITE

Analysis of the Standards and Guidance documents makes it clear that the ETF intended for the Standards to form a cornerstone of initial teacher education programmes. From participant responses to questions about the Standards, it was apparent that while they had some recognition, they struggled to identify which version of standards underpinned their training. When prompted Leah thought that "*LLUK rings a bell*" and Zeinab felt that the language in the interview questions "*sounds familiar from the PGCE*". Etkon, Claudia David, Frances, Samantha, George and Joseph were all confident that they had encountered the language in the questions from their training, but only Frances, Etkon, Claudia, Siobhan and Samantha were confident in identifying the Professional Standards as a source.

> *"I remember them [the Standards] being included*
>
> *in paperwork and planning."*
>
> (Etkon, interview 2)

Later in the interview she added that she thought that the Standards were still applicable to her work in the Schools' sector.

Only Siobhan seemed familiar with the standards used on her training as a physical document, offering that "*looking at that LLUK handbook I'd just cold*

sweat. I was terrified." Joseph's response signposted that the Standards were absent from practitioner experience after employment stating that "*last time I did, study wise with the Professional Standards, was two years ago ...",* (interview took place in 2016, after the switch to the ETF), although George attributed the language to policy from Ofsted as well as from educational theory suggesting that there is some intertextuality between the Standards and sector discourse.

> *"a lot of the wording feels like it is very based from the educational theory side of things, but also a lot of the wording that is used in policy from Ofsted and things like that."*
>
> (George, interview transcript)

As the Professional Standards were not explicitly mentioned in the Ofsted CIF (Common Inspection Framework) for the sector at the time, it raises the question of the direction of interdiscursivity, are the Standards using Ofsted language and ideas or vice-versa?

The use of Standards in practice

None of the participants felt that the Professional Standards were present in their day-to-day experience. Maggie suggested that they were met in practice but not evident in any tangible way.

Sebastian explained that:

> *"They are used, what I often find is that they are used more by agencies that come in whether they are adopting the same language and purposely using it or whether it is just something they do, I don't know. But*

> *definitely more from an external point of view I would*
>
> *say, than internally, because there are so many*
>
> *internal goals and criteria the College want to meet …*
>
> *Because it is still there in your head and it is funny*
>
> *because the other teachers recognise it still, whether*
>
> *they passed or qualified 15 or 20 years ago."*
>
> (Sebastian, interview transcript)

Luke felt that his organisation "*don't even know the Standards exist*". He added that he felt that they were being observed against old standards.

Whilst Claudia felt that she had not encountered the Standards as either text or in verbal discourse in her practice, she had heard managers:

> *"discussing whether or not they felt that teacher*
>
> *was meeting the professional standards, erm,*
>
> *whether they need it a bit more guidance."*
>
> (Claudia, interview transcript)

This suggests that they may play a part in staff development but also potentially in performance review of colleagues.

External texts mentioned in the interviews

None of the participants showed any awareness of the policy reform for teaching in the sector, beyond changes to QTLS, except for Lucy.

> *"… I came into teaching knowing that I wanted to*
>
> *teach but not knowing what was going on with*
>
> *teaching, the Lingfield review and the Woolf report,*
>
> *and I wasn't really aware of them and I've found*
>
> *that this year it has really helped me, stuff in the*

classroom, I know what they are talking about, er

… "

(Lucy, interview transcript 1).

Policy that participants were aware of centred around curriculum and qualification reform parochial to their teaching area and to organisational changes.

Sebastian in talking about CPD expressed anxiety in relation to policy around organisational and employment changes.

> *"… it is once every two weeks, so it is more internal stuff or if it is anything external or there is a policy change or an update erm it might just be because I work in a college and there is all the funding cuts and everything. That is quite heavily talked about and then there is the area review in [name of authority area] that could affect our jobs and [the organisation] whether it is a merger or an academy. And that is quite a looming cloud at the moment over the [organisation] and that does take precedence over a lot of other things I think at the moment and rightly so. For people's jobs and careers and the future. Erm, so there is a heavy focus on that sort of thing."*
>
> (Sebastian, interview transcript)

ECL evaluation of QTLS and CPD

> *"… you know like when we were told we had to pay six hundred pounds to do the QTLS like I've just taken out a nine-thousand-pound student loan and done without earnings for a year to get this and now you want me to …"*
>
> (Frances, interview transcript)

Etkon suggested that a problem with QTLS was that it does not 'allow' for career gaps. Zeinab and Lucy were concerned about the lack of portability of their CPD record.

Sebastian considered that undertaking QTLS gave him privileged opportunities for updating his practice.

> *"Erm, in terms of updating it doing the QTLS qualification at the moment allows me to constantly access that because you are presented with it and there are items and articles in there that you are expected to read or watch. So, I do have that luxury, erm, I think people who wouldn't necessarily be doing that would find it difficult to keep up-to-date with that sort of thing."*
>
> (Sebastian, interview transcript).

When asked about whether their perception of teaching had changed since before their training and since employment, Flora, Luke, George and David all suggested in various ways that they were continually assessing their position

with regards to their terms and conditions of employment and professional development.

> *"Erm, I was a lot more pessimistic when I finished my training than I was when I started it. I kind of I've always known I want to be a teacher and what into my PGCE and kind of went into it, rose-tinted and really happy, and when I left, I was really, still am really, concerned about whether teaching is for me."*
>
> (Flora, interview transcript)

Assumptions around concepts of practice

The explicit mention of the key concept of "*dual professionalism*" was notably missing from interview discourse. Some ECLs, in vocational subject areas (Maria, Claudia, David), had an implicit sense of it in relation to their identity but it was never referenced explicitly (see quotes in values section for this implicit sense). Only one ECL made any reference to the other key concept of evidence-based practice (Maria), all others were uncertain of the term's meaning, she referenced it as a useful concept from her ITE.

> *"So, there were some things that were more relevant, I liked the erm, Evidence Based teaching for example I liked on Further Education."*
>
> (Maria, interview transcript)

Reference to application of the theory base studied during ITE was limited and confused or attached to outdated or debunked fashions in education. For example, Joseph suggested that there should not be "*one rule for all*", reiterating that *"people have different ways of learning"* and that he tries to use

different strategies to accommodate all learners. This perception of different "learning styles" appears to be a central orthodoxy of pedagogy for many of the ECLs, some like Flora and Sebastian explicitly citing Fleming's VAK/VARK model (Coffield et 2004) and Honey and Mumford's learning styles (r Coffield et 2004). Sebastian suggests that "those sorts of names when you are teaching really ring true". Samantha makes implicit reference to VAK referring to "*visual learners*" and "*learners who learn by doing*". As with their references to Maslow (the other theorist widely recalled), even when they are aware of controversy about the validity or lack of supporting evidence for these approaches or revisions made to them (Samantha and Joseph) (Coffield et al 2004), they are insistent that they have empirical validity. Flora also suggest that different classes prefer different teaching styles such as lectures, carousels, or group work, and that she "*always reminds them that they learn differently*".

Qualities and values evident in ECL discourse

Qualities and values included professional responsibility and accountability, some form of reflective and/or evaluative practice, and the importance of professional relationships (for the last two see Part 2 of this chapter).

> "*I am not going to say it was easy (meeting individual learner needs) because it was an ongoing thing, and you make sure that you are getting it right for each learner. If I set a task for an individual learner who is struggling have to think about what they need. When we first started, we just got basic background on each learner, so if they had special educational needs, I*

> *wouldn't have information about how best to teach*
>
> *them or how they best learn so that I can it right first*
>
> *time. But I guess that would be for me to ask myself*
>
> *and get the information."*
>
> (Etkon, interview transcript 2)

This clear sense of professional responsibility for "*getting things right for individual learners*" (see Etkon above) was present for all ECLs. Maria described the feeling of self-blame when that responsibility went wrong. In a position of apparent responsibility, she described missing a policy change with her awarding organisation and the impact that had on her role as lead Internal Verifier (IV).

> *"absolutely, I felt really responsible, as lead IV, I felt*
>
> *that I should have known and I didn't and you know*
>
> *with the benefit of hindsight, I could have looked on*
>
> *that particular place on that website and found it but I*
>
> *didn't. I'm not a mind reader …one of the things that I*
>
> *have done the direct result of that is made sure that I*
>
> *am regularly checking the [name of awarding*
>
> *organisation] website."*
>
> (Maria, interview transcript)

Feelings of responsibility for meeting learner needs was reinforced by organisational imperatives and Ofsted feedback (see Zeinab below). In response to being asked about meeting diverse learner needs (Standard one) she described the influence of Ofsted.

> *"I think it's just, erm, I don't think here we've been given, I don't think we had been given that much information about meeting like diverse learning needs, special needs and things like that, it is only recently when I think, after OFSTED. I think that's when, …"*
>
> (Zeinab, interview transcript)

George, on the other hand, did not feel that the information collated by his organisation about an individual learner made it any easier for him to know what they needed. He felt that there was a limited capacity for organisational support for teachers, not due to lack of willingness by support teams but to lack of capacity,

> *"it almost feels like that is just another thing that they have added on to this is the teacher's responsibility, the growing pile that "they should be able to do this", and "they should be able to do this", rather than you being just that teacher or a lecturer or whatever you want to call it. You've got 15 other things going on."*
>
> (George, interview transcript)

Siobhan and Zeinab considered it important to foster a sense of equality and mutual respect. Siobhan explained that she felt that she had to:

> *"explain to them (the students) that everyone is the same and that it is important to stand up for your beliefs and important not, not to feel afraid to say*

what is on your mind but do it in a tactful way."

(Siobhan, interview transcript).

Zeinab felt that it was easier to foster respect between adult learners because "*they know their own values*" and "*they all respect each other, respect each other's opinions and things like that*".

In contrast, Leah, Maria, and Claudia felt that it was important to share their own values and passion for the subject. Leah felt that it was important to be "*herself*" and that she liked "*freedom of speech*" for her learners in discussions. She suggested that her teaching style and approach might be "*a bit different*". Maria felt that her industry experience enabled her to overcome problems rooted in practice, that she could "*put my own spin on it, share my own values …which is why I love the job as much as I do, because you have done that kind of thing and can share it and again initiatives.*" Claudia suggested that because of her "*laid back, open and accepting*" personality, it had never occurred to her for values and beliefs to be "*an issue*".

David felt that his values and beliefs were coloured by his time in industry and as with much of his discourse, he related them to issues of learner behaviour. He felt that his Level 1 learners were *"just about getting it now after 6 months, seven months*", that it was important to "*be not necessarily polite but listen then make your point, don't just talk over people.*" and "*Do as you are told*". For him this related to his concerns around Health and Safety awareness, suggesting for example they "*must tell people if they break equipment.*"

Maggie suggested that she "*constantly*" assessed the impact but felt that this was in part due to her lack of confidence as a new teacher, she mentioned feeling reassured when she realised that a senior colleague still felt the same

169

way each September. Maria and Etkon all talked about self-assessment in this context, Maria describing it as something that was done "*all the time*" and Etkon suggesting that "*assessing to see if students are getting anything out of it*" was "*an ongoing thing*".

Events central to ECL experience.

Discursive events present in all interviews
•   initial teacher training •   employment •   previous employment/ education/ •   subsequent post-graduate/ higher education •   lesson planning •   delivery •   behaviour management •   assessment •   lessons •   days of the week •   appraisals •   team meetings •   employer liaison visits/ activities •   peripatetic/ site visits •   awarding organisation contact •   awarding organisation training events •   Professional formation/ QTLS •   HEI contact •   Contacts with professional body •   inspections •   professional development events

Table 6 Discursive events from interviews

Discursive events present in all observations
•   Meeting interviewer •   Preparing for lesson •   Greeting students •   Starting the lesson •   Main part of lesson, delivery, monitoring •   Breaks •   Lunch •   Ending lesson •   Corridor time •   Staffroom time/ Social classroom time

Table 7 Discursive events from observation fieldnotes

The macro-level policy events foregrounded in the guidance document were absent from the ECL discourse but were evident in the observed concrete events (see Tables 6 and 7) above. Examples were Ofsted preparation

meetings and statutory online CPD. There were a few meso-level events which appeared in ECL discourse relating to policy around qualifications and organisational policies, but most events which feature in the discourse and observations were concrete, micro-level events relating to practice and interaction with learners.

Discourse on practitioner activity.

Table 9 (below) shows the activity represented by process verbs prevalent in interview discourse, there is substantial overlap with those identified in the Standards and guidance documents. The process verbs in the interviews give a richer view of practitioner activity than those in the Standards and guidance (see Table 8 below). They also reflect some of the complexities of practice with which ECLs are faced, where they need to "*juggle*", "*make sure*", not "*overstep*", "*persist*", "*tweak*", "*try*" and "*wing it*", in order develop their own practice within the *field*. ECLs, learners and managers feature as subjects as well as objects of sentences, reflecting a more equitable balance in agency and practice than the Standards and guidance might imply and demonstrating their discursive agency in relation to their practice. Many of the verbs reflected an orthodoxy of pedagogic practice that fit with the expectations of practice, they "*decide*", "*plan*", "*deliver*", "*present*", "*discuss*", "*assess*", "*reflect*" and "*evaluate*".

Process verbs in interviews
Accommodate, Adapt, Apply, Arrange, Assess, Attempt, Attend, Be, Check, Collaborate, Communicate, Concentrate, Contract, Contribute, Counsel, Create, Criticise, Decide, Deliver, Develop, Direct, Discuss, Do, Experiment, Evaluate, Familiarise, Feedback, Find, Follow, Generate, Get, Give, Identify, Implement, Incorporate, Innovate, Joke, Judge, Juggle, Know, Lead, Learn, Listen, Make (Sure), Manage, Mark, Match, Moderate, Monitor, Motivate, Move, Observe, (Not) Overstep, Persevere, Persist, Personalise, Plan, Play, Practise, Prepare, Present, Promote, Put, Read, Reflect, Research, Share, Show, Speak, Specialise, Standardise, Talk, Teach, Think, Tighten, Try, Tweak, Use, Volunteer, Walk, "Wing" (it), Write, Work

Table 8 Process verbs in interviews

Expectations of professional values and agency in practice

> *"That's another thing, management, I don't know if they don't know what they're doing or if they're in their ivory towers or what they're doing, playing the game, our line manager would try and give you all his work if he could so we go full reverse, heels in don't do anything for that reason, we've been doing this, we've been booking exams, we've been doing everything he should be doing, we've just had enough now so I'm not doing it.*
>
> (David, interview transcript)
>
> *"We must give constructive feedback on all of that comment now on the document … we were doing it on the feedback sheet, so we would be marking it as the tutor … we would have a feedback sheet, so we must say, "oh standard 1.1 good use of whatever."*
>
> (Maria, interview transcript)

In a CDA analysis of the interview texts, the use of named agents and pronouns are important in representing expectations of professional values and agency in practice, data from Standards and guidance and interview for comparison. So, for example in David's extract he differentiated between management, "*they*" and him and his colleagues "*we*", indicating some element of conflict over expectations and agency, which is confirmed in his assertion that "*they*" dig their heels in when "*they*" feel exploited by

management. Maria on the other hand showed her commitment to the wider team by using "*we*" when describing her practice.

Lucy's use of "*we*" in relation to her collaboration with her manager and with the validating HEI gives a sense that she feels her own agency in the process, for example, "*we have decided*", "*we have links*", "*we want them* (the HEI) *to stay with us*".

Luke, on the other hand, almost exclusively uses the first person singular and possessive pronouns, indicating his strong sense of agency, ownership, and accountability. For example, "*I take pride in what I do, and my students reflect what I do*", "*I feel that it's personal, down to me because they're my students and it's my responsibility, the adults don't get any extra support so it's down to us, the 16 to 19s do, it doesn't make sense*". This extends to Luke feeling able to oppose organisational procedures that he feels are ethically incorrect,

> *"… but my argument is that if it's written there, I've obviously used it … I must have got that from somewhere, that's evidence I've used the group profile, doesn't need to be in here."*
>
> (Luke, interview transcript)

and to represent the concerns of colleagues,

> *"I'm hearing it from the ground, "I don't know what you do with that!", and I think this is what people say when they feel ground down."*
>
> (Luke, interview transcript)

This ability to oppose is situated in his secure professional and academic identity.

Social relations important in interview discourse

While the social relationships between the Standards and practitioners are central in the Standards and Guidance documents, in the interview discourse the important social relations were between practitioners and learners, practitioners as colleagues, between practitioners and managers and between practitioners and awarding organisations. This can be seen in Maggie and Flora's descriptions of their interactions with more senior colleagues, Lucy's descriptions of her engagement with her validating HEI and her manager, Maria's engagement with her awarding organisations and David's collectivist approach to his colleagues.

Interviewees' legitimation of their practice

ECLs found legitimation in different forms. For Maggie and George, legitimation came from positive feedback from peers or managers,

> *"I have enough faith in my line manager to know that*
>
> *even if other teachers aren't doing what I am doing I*
>
> *know that if my students need pulling up then my line*
>
> *manager will back me up on it, rather than erm just*
>
> *sort of going "well nobody else is doing it, so why are*
>
> *you George?"."*
>
> (George, interview transcript)

For David, Samantha, Maria, and Claudia their professional *capital* afforded them legitimacy, while for Frances, Joseph, Claudia, Maggie, Samantha, and Luke their life experience and personal qualities were also a source of legitimacy,

"so, I tell them, where I've come from, what I've done what I've achieved and why I'm doing what I'm doing why I'm carrying on with my career, why I'm not carrying on earning 60, 70, 80, 100 grand a year. Yeah been there done it bought the T shirt, but I'll teach you how X makes that."

(David, interview transcript)

"it just came to me, just came to me, erm, because I think for me. I'm not just the type of person who brings in erm, just words because I have found trying to revise something you can't just look at just words, I can't just look at pictures, I need a variety. And when I tried to teach this stuff, I tried to put pictures in my head, so when I am mucking around with it certain things pop into my head, so the room that the nerve, that door is the end of the nerve and then it just comes."

(Joseph, interview transcript)

Maggie, Lucy, George, Siobhan, and Frances all legitimated their practice through reference to their post-graduate studies. For Lucy and George engagement with HEIs for work in HE in FE increased their sense of legitimation further.

Maggie's use of technology was also a form of legitimation as well as affording her reassurance and security,

"my iPad goes everywhere with me and I take it

home, and every time I mark any pieces of work,

I've got all the feedback on here … so I always

have access … I can be asked at any time … I

suppose in some ways I have to stay reassured

that I have everything I need."

(Maggie, interview transcript)

Only Etkon struggling to legitimate her practice outside the sector was able to use her intention to undertake QTLs as a validation of her practice,

"I am serious and QTLS would show my

colleagues that I am serious and need support."

(Etkon, second interview transcript)

Practitioner modality towards practice

The interviews suggest that the ECLs have a strong modality when talking about most aspects of their practice, adverbs such as "*definitely*", "*obviously*", "*absolutely*" and "*constantly*" are frequently occurring in this context suggesting their confidence in what they are saying, however at times they adopt a less emphatic and on occasion less certain tone, using adverbs such as "*probably*" and "*possibly*". In Maggie's case for example in considering how many artefacts she actually used in her practice. Imperatives are associated with aspects of practice that are deemed essential professionally, for example, in Etkon's interview extract on page 147, she explains that "*I have to think about what learners need*" and in another section that she "*needs to*" praise young people. Her use of qualifiers and quantifiers suggest that she is less certain about some aspects of her role, for example she "*guesses*" that it

176

is for her to find out about the SEN requirements of her learners, this is obviously of concern to her because her later assertion indicates strong epistemic modality in relation to meeting learner needs, that she "*can't get it (*meeting learner needs*) right first time without SEN information*".

Maggie had strong epistemic beliefs about approaching students professionally, that she "*should not touch on politics or social class unless it is relevant*", that everyone "*should be given a chance*", that students "*should work with different people*" and that she "*shouldn't overdo*" rewards.

Artefact evidence of policy in practice

Although artefacts were mainly analysed in terms of practice and identity, they did reveal some evidence of the application of policy to practice, this was in the form of inspection paperwork or organisational paperwork presented by eight of the ECLs amongst their artefacts.

Summary of findings

This section summarises the findings of the analysis, contextualised in the first research question relating to policy and practice around professional development and provides a framework for the discussion in Chapter 8.

Policy environment

The discourse analysis shows that there is an assumption by the ETF that new standards were needed, but the lack of explanatory causal relations identified illustrates their failure to demonstrate a rationale for the new Standards, even in response to 'direct questions' from practitioners in the guidance documents. Essentially there was no 'because' and this may be significant to the apparent lack of 'buy-in' beyond ITE.

The data also suggests areas of disconnect between the intention and implementation of policy aims. The Standards are disseminated through training but are subsequently forgotten and only feature indirectly via internal inspection frameworks with management in control of the way that they are disseminated.

The analysis suggests that this is less the case where ECLs have sufficient *capital* (financial, academic, and cultural) or motivation to join SET and undertake QTLS (to which the Standards are central) but that this is the minority.

It also shows that lack of real knowledge or understanding most ECLs have of the policy drivers behind the decisions of "*the Men in the High Tower*" (Luke) that affect expectations of day-to-day practice. Only those undertaking relevant higher degrees are likely to give any consideration to these developments, until they are being expected to enact them. This is illustrated by the lack of intertextuality between interview discourse and policy identified in the Standards and guidance. The degree to which this lack of awareness is damaging to professional development forms part of the discussion in the following chapters.

The desire to persuade and legitimate in the Standards and guidance has missed the mark with ECLs, partly because of inaccessibility in the physical environment and lack of incentive for online access. It is also partly because the Standards lack status at an organisational level and therefore ECLs receive no cultural *capital* by explicitly engaging with them. The guidance documents fail to provide a rationale for the Standards or why practitioners should engage with them and this lack of rationale is at the heart of the ECLs

disengagement from them. The low modality in the guidance to the utility of the Standards to practitioners is reflected in practice in the ECL discourse. There is no evidence from the interview data that practitioners have any sense of ownership of the Standards, they are only used by managers as part of performance management and internal inspection frameworks and possibly in relation to bought-in external CPD, although this is inferred rather than explicit.

This indicates that the future expectations of the ETF (indicated by tense) have not been met within the timeframe of this thesis, as it cannot be said that the Standards are "*owned by individual professionals in the sector*" when represented by the ECLs.

Despite this, the Standards are found to provide a more useful framework for discussion of values and practice than earlier versions of professional standards in that they have been more effective in capturing and providing descriptive language for practice than the LLUK Standards were in the pilot study. This suggests that the Standards could offer a valuable framework for reflective and developmental practice, as intended by ETF/SET, that is not being accessed by most ECLs in the sample.

Professional formation

Assumptions in both Standards and interview discourse are centre around social justice concepts of inclusion and equality and practical assumptions around assessment, but the loftier assumptions of the ETF around '*dual professionalism*' and '*evidence-based practice*' are either a subtext, missing or poorly understood by ECLs. Despite the existential assumptions of the

Standards and guidance documents, '*dual professionalism*' is a problematic concept for ECLs in their early career development.

ECL discourse suggests that they have developed many of the values and qualities required by the Standards but also many others that are not mentioned or prioritised. The qualities that would support the policy focus on "*a clear line of sight*" to employment (highlighted in the CAVTL report, 2013), such as industry contacts or experience are more problematic for ECLs.

ECLs are aware of their professional responsibilities as embodied in the Standards, although not as the Standards. Their particular focus is on their responsibility to learners, sometimes at the expense of their own work-life balance, but this sense of responsibility extends beyond this to being prepared to engage critically with wider policy directives.

ECL agency appears far more complex than the Standards and guidance suggest, they represent a picture of a sector in which ECLs are viewed and treated as 'specialists and experts' which seems far removed from some ECL experience as resources for meeting the needs of maths and English policy drivers. The guidance aspirations for the Standards are shown by ECL discourse to be far from realised, with the ETF and SET having a limited and contested role in ECL experience and not the supportive role envisaged in the guidance documents. This is supported by the analysis of time in the Standards and guidance which suggested that aspirations and expectations for the Standards to support and meet the needs of practitioners are not being met for ECLs, rather serving observers and inspectors as a measure of competence. This disconnect between developing practitioner and professional body is discussed further in following chapters.

Development of Practice

Assumptions around practice in the Standards and guidance are mirrored in ECL discourse showing that they have been internalised by ECLs during initial training. The degree to which the internalisation of a pedagogy with a broadly social justice driven agenda, with a socially constructed view of learning, conflict or fits with policy requirements for industry-driven, employer-led practice is considered in the discussion.

Analysis suggests that while ECLs repertoire of practices is wider and more complex than those suggested by the Standards and guidance documents, the specifically pedagogic practices are orthodox and conform to the Standards. ECLs are focussed on day-to-day practice, professional development, and inspections rather than broader concerns about the sector. ECL discourse shows the development of practice is informed by the dynamic and unpredictable nature of their experiences.

The legitimation for evidence-based practice in the Standards is under-developed with a lack of explanation of their conception of the term and what that would mean for practitioners. ECL discourse revealed a fundamental lack of understanding for the term, which in view of the degree to which it is foregrounded in the Standards and guidance indicates an implementation gap. Theoretical underpinning of practice featured in the Standards is a weak link in both the guidance and ECL discourse. It is absent from the former and absent or misunderstood in the latter.

The need to support practitioners in ensuring that this demanding model of professional development results in truly creative practice to support learners both in education and industry is central to suggesting alternative approaches

in the discussion and conclusion. As are ways of addressing deficits in the current model of ITE around evidence base and educational theory.

Identity formation

The Professional Standards and guidance have been shown to have high expectations for the sectoral identity and to be equally exacting in their expectations of teachers' professional identity. The SET and ETF seem to offer much to support teachers in developing their professional identity, but interview discourse has shown this to be far from realised in practice. Organisational identities on the other hand, are uncritically framed as benign and supportive, with little or no recognition of them as businesses with a bottom line to consider. This Pollyanna version of the sector and the of teachers and organisations within it does neither the justice of recognising the pressures under which both exist.

Evidence has been presented to suggest that where ECLs perceived themselves as having agency they were more inclined to use collective pronouns which was inclusive of their managers and organisation. The discussion will consider the extent to which this suggests the need for greater agency for practitioners to facilitate a collective organisational identity.

The implications of these pressures and the realities of practitioner and organisational identities will be explored further in Chapter 7 and form part of the discussion in Chapter 8.

Chapter 7 Data Presentation and Analysis of Findings Part 2 – Developing Practice and Identity

Research Question

2. How do early career lecturers develop their professional, social, and pedagogic practices and identity after qualification?

Data Presentation and Analysis

The data presented in this chapter, linked to RQ2, comprises interview transcripts, observation fieldnotes and physical artefacts. It was analysed using elements of CDA (Fairclough, 2003, 2009), thematic analysis and Material Culture Studies (Keane et al, 2006).

The data is presented and analysed in five sections: background to employment, professional behaviours, pedagogic practice, social practice, and identity formation. It concludes with a summary of the analysis and a framework for discussion.

Background to employment

Impact of different employment pathways on developing practice and agency.

> *"two weeks after I'd signed over the contract, a teacher*
>
> *was signed off long-term sick in my department, so it*
>
> *was a case of we have someone here who needs the*
>
> *hours and we need someone to cover these hours, so I*
>
> *had to take on this person's classes."*
>
> (Maggie, interview transcript)

George who entered full time permanent employment on qualifying heard about his job through a peer on his ITE course who had done their placement

in the organisation. On employment he continued straight on to post-graduate study stating that, "*I never wanted to take a break from education.*"

Sebastian who had done his training after working as a teaching assistant (TA) felt that there was tension with former colleagues because of his career progression.

> *"a lot of them I don't think took to it kindly, the*
>
> *people, you know the TA role is their profession,*
>
> *and for me it was a stepping-stone."*
>
> (Sebastian, interview transcript)

Frances, who was only able to find a TA post after qualification, echoed Sebastian's comments explaining the unspoken and unwritten but implicitly recognised division between teaching assistants using the role as "*a stepping-stone into teaching*" through internally advertised posts, in opposition to those for whom it was a career choice. She also suggested the different ways that the former would be used and viewed as "*a known quantity*" and that they are "*inevitably favoured*" providing that they have been "*a useful person*" and that in "*terms of attendance and your general behaviour, demeanour and what have you, you've automatically got a positive mark against you.*"

Table 9 (below) shows the significant factors from qualification to employment: whether ECLs were employed from their placement; whether or not they were teaching in their subject area or even in the FE sector; how they experienced the transition from qualification to employment; whether or not they had joined the SET and what sort of support they had received on their transition.

Table 9 below identifies which subject areas that ECLs are expected to teach in, some single subject others multiple areas.

Key for Tables 9 - 11

Participant Number	Name
1	Leah
2	Lucy
3	Maggie
4	Maria
5	Etkon
6	Siobhan
7	Claudia
8	Flora
9	Frances
10	David
11	Zeinab
12	Sebastian
13	Joseph
14	Luke
15	Samantha
16	George

Factor	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Time into employment	< 1 month	< 1 month	Part of premium training	In-service	6 months	7 months	< 1 month	While training	Voluntary teaching and employment as Support Tutor within six months	In-service	While training	While training	While training	< 1 month	< 1 month	< 1 month
Employed from placement	No	Yes	Yes	NA	No	No	Yes	Check	No	NA	Yes	Yes	Yes	No	Yes	No
Contract	Hourly	Permanent full/time	Short contract part time	Permanent full time	Short contract	Permanent full time	Variable hours	Permanent full time	Variable hours	Permanent full time	Variable hours	Permanent full time	Variable hours	Permanent full time	Variable hours	Permanent full time
Teaching in subject area	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	No	No	Yes	No	Yes
Teaching outside subject area	Yes	Yes	Yes	No	No	No	Yes	No	Yes	No	No	Yes	No	No	Yes	No
Teaching outside of sector	Yes	No	No	No	Yes	No	No	No	No	No	No	No	No	No	No	Yes
Experience of Transition	Took control	Difficult	Smooth	NA	Difficult	Traumatic	Took control	Smooth	Difficult/ Frustrating	NA	Smooth	Smooth	Smooth	Smooth	Smooth	Smooth
SET member	No	Yes	Yes	No	Yes	No	No	No	No	No	No	No	No	No	No	No
Support (mentor/ colleague/ employer)	Isolated, distant peer/ agency manager support	Employer	Mentor/ colleagues/ employer	colleagues/ employer	Limited HOD/ colleagues	Colleagues	Line manager	Colleagues	Colleagues to an extent a bit isolated	Manager/ Colleagues/ Industry/ Parent	Isolated	Colleagues	Colleagues	Manager/ Colleagues	Isolated	Manager/ Colleagues

Table 9 Employment Pathways

Not all ECLs were employed to teach in their subject area (see table 10 below), or if they were, they might also have responsibility for teaching their subject to students studying different disciplines. Frequently ECLs were expected to deliver on Functional skills or GCSE maths and English programmes, either as part of their teaching portfolio or exclusively. For Samantha this disconnect between her subject specialism and her teaching role including functional skills delivery led her to describe herself as "*a bit of a Heinz 57*" (with reference to the Heinz logo of 57 varieties of product). This was a trend regardless of whether the ECL was employed in an FE College or a private training provider, making dual professionalism an over-simplistic aim for many participants.

Participant / Teaching Subject	1	2	3	4		6	7	8	9	10	11	12	13	14	15	16
STEM										Yes	Yes			Yes		Yes
Academic		Yes	Yes					Yes			Yes			Yes	Yes	Yes
Arts	Yes			Yes												
Professional			Yes				Yes					Yes	Yes			
Health and Social Care	Yes		Yes				Yes									
Functional Skills		Yes				Yes			Yes		Yes		Yes		Yes	
ESOL									Yes							
SEN	Yes								Yes							

Table 10 Subject Teaching

The three main trajectories into employment: permanent full-time, variable hours and patchwork employment, were associated with the range of potential *capital*s accrued by ECLs. Greatest cultural and financial *capital* going to those able to access permanent full-time contracts, the least to those in variable hours posts, unsurprisingly. The *capital* accrued by those engaged in patchwork careers depended on demand for their skill set and the status of their other employment. Some ECLs had enough cultural and social *capital*

that they were offered employment prior to completing their qualification. Typically, this *capital* continued to provide agency and to accrue in early employment (see Table 11 below for attributions of *capital,* participants numbered for anonymity here) and contributed to or was informed by their academic, professional, or vocational *habitus*. If employment in the sector had not been achieved within seven months after qualification it became increasingly difficult to achieve for those who had taken the pre-service route into training.

ECLs on permanent or variable hours contracts were typically expected to teach across levels, often but not always in their subject area, some had pastoral responsibility, and some were deeply involved in the quality processes of their institution, many also delivered on HE in FE programmes. These opportunities or responsibilities seemed beyond the immediate scope of those who were teaching across educational sectors.

Participant	Subject Capital	Academic Capital	Cultural Capital	Social Capital	Habitus
1	Low – Creative arts	Medium – degree, level 6 teaching qual	High	Low	Strongly artistic, Entrepreneurial, Pedagogic
2	Medium – Soft science	High – good academic degree, Level 6/ 7 teaching qual	Medium	High	Pedagogic, Strongly academic
3	Medium - academic	High – good academic degree, Level 6/ 7 teaching qual	High	High	Pedagogic, Social
4	Low – Health and Social Care	Low – Level 3 qual and Level 5 teaching qual	High – 15+ yrs in industry	High	Strongly vocational, Entrepreneurial, Pedagogic
5	Low –academic	Medium – degree, level 6 teaching qual	Low	Low	Strongly artistic, Pedagogic
6	Medium - academic	Medium – degree, level 6 teaching qual	Low	Medium	Pedagogic, Pragmatic
7	Low – Health and Social Care	Medium– degree, level 6 teaching qual	High – 10+ yrs in industry	High	Strongly vocational, Entrepreneurial, Pedagogic
8	Medium – Soft science	Medium– degree, level 6 teaching qual	Medium	High	Pedagogic, Social
9	Medium - academic	Medium – degree, level 6 teaching qual	Low	Low	Pedagogic, Academic
10	High - STEM	Low – Level 3 qual and Level 5 teaching qual	High – 30+ yrs in industry	High	Strongly vocational, Pedagogic, Entrepreneurial
11	Medium – Soft science	Medium – degree, level 6 teaching qual	Low	Low	Pedagogic, Social
12	Medium -	Medium – degree, Level 6 specialist pathway teaching qual	Low	High	Pedagogic, Social
13	High - STEM	Medium – degree, level 6 teaching qual	Medium	Medium	Pedagogic, Social
14	High - STEM	High – good academic degree, Level 6/ 7 teaching qual	Medium	High	Strongly academic, Pedagogic
15	Low – Professional/ academic	Medium – degree, level 6 teaching qual	High – 15+ yrs in industry	Medium	Individualistic, Pedagogic, Entrepreneurial
16	High - STEM	High - good academic degree, Level 6/ 7 teaching qual, higher degree	High	High	Strongly academic

Table 11 Attribution of capital and habitus

Low uptake of QTLS amongst ECLs

An important question in the deregulated environment was whether the participants had or intended to achieve QTLS (See table 12 below).

Total Participants	QTLS awarded	Intention to apply	Not applying
n=16	n=1	n=3	n=13

Table 12 Uptake of QTLS

As Sebastian explained in the extract in Chapter 6, felt that undertaking QTLS gave him "*the luxury*" of reflecting on and evaluating his practice.

Of the non-applicants for QTLS, one would have liked to apply but "*had no time*", stating that it was "*on the back burner*", one adding that it was "*not a priority*", while another wanted the "*professional recognition*" but had not "*gotten around to it*". Two others were unable to pursue QTLS because they did not have the pre-requisites (maths at Level 2). Of those who had chosen not to pursue it reasons given ranged from lack of relevance, confusion about the status of QTLS and rumours of changes to requirements and fees or a feeling that that it would only add to workload for little or no return. One saw it as an additional unnecessary 'qualification', while another felt it would only be necessary if they were going to work in a school. One participant felt that it was unnecessary and had 'no professional value'; while another was confused between QTLS status and 'kettles' (CTLLS – Certificate in Teaching in the Lifelong Learning Sector) but was still confident that it was irrelevant to them. Bucking the trend, Zeinab felt that she wanted "the professional recognition" that she hoped would come with achieving QTLS stating, "*that would purely be the reason why* (she would apply for it)".

Between interviews, one participant teaching in the school sector, who had previously felt that there was no impetus or support to achieve QTLS, changed their mind and felt that they might now do it as it would show their employer that they were "*serious*".

For many ECLs, QTLS remained of limited accessibility due to cost, eligibility and employment status and of limited relevance to practice, there was still a strong sense that it is mainly for those wishing to cross sectors and gain employment in schools, a clear misrecognition of its intended purpose.

Early employment as a "baptism of fire"

There was clear consensus on this, Maggie spoke for several others when she described it as "*sink or swim*", "*in at the deep end*" and "*incredibly intense*".

> *"So, I feel like I was pulled every which*
>
> *way, but I didn't really, you don't dwell on it*
>
> *when you're in the moment and you have*
>
> *all these things that just have to be done.*
>
> *You just, you just sort of do them, and then*
>
> *afterwards you think, 'Oh yeah, that was,*
>
> *that was quite an extreme year, that was*
>
> *quite intense!'"*
>
> (Maggie, interview transcript)

Other words and phrases used by participants to indicate the experience included: "*hectic*", "*turbulent*", "*a whirlwind*", "*a lot of sleepless nights*", "*a baptism of fire*" and "*zero to a hundred miles an hour!*". More positively participants said that they had gained "*loads of experience*", "*full on learning*",

and that "*it has been interesting, it has been infuriating and frustrating in some respects ... I've learnt a lot*", that "*it turns out to be second nature*" and was "*better now in my second year*".

Leah, who was pursuing a patchwork career across educational sectors, described the need for self-promotion. Claudia described how she had started an assessor role after turning down lecturer posts in FE colleges due to issues of work-life balance. Samantha felt that "*teaching across HE and FE, it has been a whirlwind*". David felt slightly short-changed, "*it's not what was [3] I want to say promised but advised, I'm still nowhere near the money I was promised*".

Leah explained that:

> "*I used to at first be really scared about what people would think about me because it was different, but then I've been like the more I have done it, I've been like "well hang on a minute, they are buying me in to do this, I know what I can do and my skills whether it is different or not, and if they don't like it, that is when we need to discuss things" "*
>
> (Leah, interview transcript)

Etkon felt that her school's behaviour system and policies had tripped her up, because she only found out about them when she had not "*got them right*" and that they were not explained. Once this was realised, they "*sat me down and explained*", this appeared to be a consequence of cultural and training

differences between the School and FE sectors that are brushed aside by the QTLS equivalency.

Siobhan felt that the "*gruelling*" expectations of administration were not made explicit and that she "*didn't have a clue!*".

Samantha explained the need for flexibility,

> *"there are lots of things that come up and you have to,*
>
> *I think resilience is something that you have to learn*
>
> *very quickly, um, the ability to be able to change tack*
>
> *at a very short space of time, um, time management*
>
> *and planning and administration skills".*
>
> (Samantha, interview transcript)

Zeinab made connections between this and the abrupt nature of entry into teaching employment that others had alluded to, of being "*in at the deep end*". Claudia agreed that,

> *"you are definitely left to it, more so you've got to use*
>
> *your initiative",* particularly in relation to aspects
>
> *beyond the basics, such as dates of exam boards and*
>
> *sampling requirements for assessed work."*
>
> (Claudia, interview transcript)

Lucy's discourse encapsulated the way that ECLs coped with the conflicting pressures and demands of their first year in teaching. A key issue identified was the shock many felt on learning the additional requirements of the role beyond the classroom teaching, but which they felt confident in after completing their qualification.

"… I have taken on too much. I have loved teaching

and I really enjoy being in the classroom, being with

the students interacting, outside of the classroom, it's

been so much harder than my PGCE, so much harder

than anyone told me it ever would be."

(Lucy, interview 1 transcript)

She explained that this was mainly because she, and her contemporaries, had found that they were unprepared by their training to deal with the range of bureaucratic demands that would be placed on them. She continued that she was confident in her teaching but not with organisational paperwork and this had made her first year challenging and she could not "*wait for it to be over*".

This unpreparedness was a feature of ECL discourse in both the main study and the pilot and presents one of the greater challenges for generic ITE programmes. She also spoke for others in feeling more confident about her future teaching although still apprehensive about the non-teaching elements of the job in preparing to change employers. The challenges presented by these 'bureaucracies of practice' are a theme in the data that follows and is discussed in more detail in Chapter 8.

Other ECLs also reported being overwhelmed in their first year of employment, in the best cases they had access to experienced mentors who could support them and then though overwhelming, their experience was positive. In other cases, ECLs were having to work things out for themselves and were expected to "*hit the ground running*" as fully formed professionals.

Despite having areas that they were still finding out about, most ECLs felt comfortable that they had understood most organisational procedures early in their employment. The nature of being employed itself seemed to confer greater confidence than had been felt on placement (Maggie, Etkon and Zeinab).

Maria felt that she could have been implementing a development plan for her programme six months prior to the interview, but now had the confidence to be working towards it.

Etkon had enjoyed the greater independence that being qualified, and in-post, brought and the opportunity to experiment and develop her practice without constant observation. Zeinab felt that "*being thrown in at the deep end*" meant having to "*pick things up quite quickly*", but that she was picking up the "*unspoken rules*" by observing others. Siobhan also felt that she was "*still picking things up, but I'm a lot savvier*".

Strength of Industry Links

Only four participants had strong industry links to their subject area, of these two had been recruited prior to qualification and had taken an in-service training route. The other two were on variable hour contracts, reflecting the different demand for their subject area. David felt that organisational support for industry links was "*all pie in the sky … they don't understand, they don't get it.*" Samantha agreed feeling that there are conflicting agendas, and the tutor is caught in the middle, pulled in different directions, "*a tri-vector that doesn't always end well*", suggesting that "*we've got to be a lot more willing to bend, got to be more flexibility with it all.*"

This lack of connection to industry should be noted as a concern considering current government policy and developments around qualification frameworks for T-levels and will form a key strand of discussion in Chapter 8.

Professional behaviours

Concern with accountability and responsibility

> *"The main thing that hit home was the responsibility, was the ownership, there is no one else that can do this. Like that pile of marking there, I can take it home and I can choose to do it or not but at the end of the day, no-one else can do it."*
>
> (Sebastian, interview transcript)

David confirmed that he felt that "*it's personal down to me because they're my students and it's my responsibility*" referring to providing support for post-19 learners who were not funded for support at the same level as 16-19s.

As suggested in Chapter 6, ECLs' sense of professionalism was centred on a strong sense of responsibility to and for their learners. They felt that they had a professional and ethical sense of what should be done in practice, not always coinciding with the demands of local and national policy, bureaucracies of practice or orthodoxies of pedagogy. Only when they had significant cultural or social *capital*, a strong sense of identity or a '*habitus* of resistance' did they feel able to assert their own position.

In their discourse some ECLs seemed focussed on accountability and responsibility rather than autonomy and judgement, the frequently, almost universally occurring phrase "*making sure*" (identified in the analysis in

Chapter 6) was used in a variety of contexts, from meeting learner needs, to differentiation, motivation, assessment, and quality systems. This need to continually evaluate their practices and to ensure compliance speaks to their often-precarious employment positions within the *field*.

There were different aspects of practice that ECLs applied this phrase to, Claudia "*making sure*" that she included stretch and challenge and that she updated her lesson plans and that her students were in a "*safe and positive learning environment*" and that everything that she taught was "*accurate*".

> *"I have to make sure that whatever I*
>
> *say is very accurate and professional*
>
> *and valid and useful or the learners."*
>
> (Claudia, interview transcript)

Zeinab described "*making sure*" that she was creating an environment where students feel safe "*it is constantly asked and asked*" and "*the students as well if they feel safe in the environment.*"

Siobhan echoed this, suggesting that she was always conscious of what is happening outside the classroom and "*makes sure that learners' safety is the number one priority*".

Flora made sure that her learners were assessed on a different topic each week and that her learners research was "*spot on*". Etkon ensured that she was showing herself to be the "*responsible adult in the room*", that everything is in order and that she communicates with colleagues, that students are "*comfortable and relaxed*". Leah ensured that activities were inclusive, that she used all the skills that she had learnt in training in her lessons and that she was "*being professional*" and that "*everything is about education*". Maria

ensured that she communicated student progress to colleagues, Joseph that he differentiated for all learners and that more able learners were stretched and Zeinab that learners showed mutual respect. David who had on a learner on the wrong level explained that "*I just make sure that he is happy*".

Many ECLs also expressed their sense of responsibility to interpret employer expectations. Leah explained that as an agency lecturer,

> *"a lot of places expect me to know everything, erm, and I try to lightly put it across that I'm either new or not a member of staff and I do find that in most places people expect you to know everything and I don't".*
>
> (Leah, interview transcript)

Lucy had learned to question managers and ask what she was supposed to be doing, and that if she did not there could be implications for her expected workload. Maria had taken measures to pass on what she had learnt to new colleagues to ensure that they were not in the same situation that she had been in and to ensure that the learners were not disadvantaged by missed information. Etkon explained how serious and stressful it had been not understanding the rules around behaviour policies and Siobhan and Zeinab felt little had changed and that they still had to ask or work things out for themselves, Flora agreed and felt that she was still being "*tripped up by little things*".

Samantha recognised that things would "*always come up*" but felt that when they did a blame culture existed and that accountability would be expected, even when key information had not been shared. She still felt frequently "*on*

the back foot" and due in part to workload and time constraints leaving little time for checking information and often leaving her "*winging it*".

Maria described the responsibility she felt in her role as lead IV when a policy change was missed leading to consequences for learners and organisations. This led to a change in the way that she engaged with policy around her subject, which became much more proactive, but this did not extend to broader changes in education policy.

Sebastian described a lot of discussion of safeguarding procedures and training and improvements and the concomitant responsibility.

> *"So, I think that you feel need to feel safe within your care, really, because I think you do, I think in a way you're not a carer but there is a massive aspect of that."*
>
> (Sebastian, interview transcript)

Luke and David felt that the demands of bureaucracies of organisational paperwork left them with little time to plan to meet individual learner needs, and an example given was of having to spend time filling out a form rather than spending time with a struggling learner resitting an exam. Luke also identified tensions between the espoused priorities of his employer and the priorities in practice.

> *"For responsibility for their learning I would say that is ... within the constraints we get given, that is zero … I ask that at the end of the day is it success rates or money you want? "*
>
> (Luke, interview transcript)

Ability to act autonomously and use own judgement

Luke described challenging organisational expectations that affected his ability to act autonomously,

> *"… I don't think on a session-to-session basis I can do it … it just won't be in a form that's written … I said that we're being observed with these new 20-minute rules on old standards, ... so the first round of observations happened and then they went, "We've seen no evidence of planning and assessment", you're not going to in 20 minutes and the idea of having smaller, 20-minute, sessions is that you get more so they're, they're going to catch the bigger picture, yeah?"*
>
> (Luke, interview transcript)

He continued to explain that he had argued that evidence of compliance should be inferred from his practice, giving the example that his use of specifically coloured handouts was evidence of having accessed group profiles and added that he felt uncomfortable carrying group profiles with learner details on with him.

David also challenged these bureaucracies, describing management as being in their "*ivory towers*" "*playing the game*" possibly without really knowing what they were doing. He explained that this perception led to him and his colleagues going "*full reverse, heels in ...*" and refusing to comply.

Flora described relying on more knowledgeable peers to guide her actions,

> *"I'll walk in and I'll have, my manager says, "Do this" and I'll assume that everyone does that and that is how it has to be done and it has to be done by the day that she has told me to, whereas I'm lucky that I am one of x number of subject teachers there, so I can have that discussion, and there is an older one who has been there for twelve years, I think, erm and she goes, "No! She can't be expecting you to get it back to her by …"."*
>
> (Flora, interview transcript)

George and Maggie were both dismayed by the focus on financial priorities and business models, prioritised over pedagogic and pastoral needs. George explained that it was "*all business talk and it was all about money*" with "*no idea that the student was top of our priority list.*" He continued that he felt that students came lower in priorities than financial considerations and positions in "*league tables*". Maggie confirmed this suggesting that it was "*almost business-speak, computer-speak*" and that she did "*not really agree with that*". Despite her unease Maggie suggested that she would not challenge the status quo, that she would "*go with the flow*" unless it was something that she "*was particularly passionate about*".

Most ECLs felt that during early employment they had learnt to be proactive in finding out expectations, with managers relying on them being able to work out what they did not know.

Flora felt that the unwritten but not unspoken managerial expectations of being continually "*on-message*" and not expressing concerns and anxieties

even to colleagues in the staffroom, meant that she could never "*be herself*". She suggested that she only ever "*took off her mask*" when she got home and that she had to "*lie to her manager and her students*" about how she really felt about things. She found this both "*frustrating and draining*". As part of a very new team, she struggled with not knowing the pragmatic rules of the staffroom expressed by older members of other teams, that could be summarised as "*being better to ask forgiveness than permission*" from management in "*not going by the book*" regarding missing deadlines that were impossible to meet. Joseph felt that there were a lot of unspoken and unwritten aspects expectations that could be met by showing "*commons sense*", and that situations arising could be made worse if pragmatic judgements were not used in response.

Work within models of reflective practice

The expectation of professional reflective practice divided the ECLs, very few continued with a formal process of reflection after qualification, but most made claim to some form of informal reflection. Others felt it lacked relevance or authenticity in their day-to-day practice, claiming some form of authentic internalised reflection. Maggie and Maria both undertook formal and informal reflection, noting that teaching the same lesson to different groups encouraged them to reflect on why things worked well for some groups and not others. Leah felt that the reflective practice that she had learnt on her ITE course was "*amazing*" but only completed because of its link to assessment and that she now jotted brief notes but was not as "*formal or critical*". Lucy and Etkon both still maintained reflective notebooks, although Lucy felt that more of her reflection was internalised. Zeinab described changing her

practice mid-lesson in response to internalised reflection, interestingly, when asked if she would categorise it as 'reflection in action' she responded "*Oh, Schon!*" was familiar with the concept from her training and felt that it did apply to her practice. Frances also saw it as an internalised mental process, even though she had experience of reflective practice in her previous career and valued it as an approach. In fact, she suggested that it was so internalised and embedded as to still be central to her practice and that she was "*passed the point*" of having to write it down. Joseph suggested that he reflected "all the time" and that it was "*always going on in his head*" and that he used whatever medium was to hand to record it whether paper-based or technological (such as his phone). Samantha also felt that she reflected "*all the time*", both mentally and in writing, but not as in depth as she had on the PGCE. She claimed that she now had "*instinctively reflective behaviour*". Flora described a rating system that she adapted from a colleague in which she rated her day out of ten and that she felt if she was averaging seven out of ten then she was "*doing okay*". Sebastian formally reflected online as part of his QTLS application and noted that he had not realised "*how much of teaching was based around reflection*" until he started practising. David who had completed his training most recently felt that he did not "*write down as much as I should",* not because he "*doesn't agree with it*" but because of the time factors involved. He said that he did note down learner progress in a notebook to keep track of their progress, rather than reflecting on his own practice.

Maria and Claudia both described annotating lesson plans and schemes of work with reflections to inform future planning. Maria felt that her best

reflection was done whilst travelling and that she would "*grab*" sticky notes to jot down her thoughts and that she would not have time otherwise.

Siobhan frankly answered that "*I really don't do that anymore*", rather troublingly suggesting that her own practice was not "*really relevant to me at the minute*" because "*how it helps the students was more important*". She felt that she would reflect if something went wrong or if an activity stopped working.

Luke had his own theory on reflective practice, that it was "*just another way to getting to the middle ground*", he suggested that "*good people reflect, bad people don't*", he considered that he was "*a good teacher, I'm a good teacher because I go away and think about it, not write reflective reports*." George also felt that he

> "*never really took well to doing formal reflections when I was doing my PGCE. I find that I am very reflective anyway, in terms of, I get a real sense for what has worked and what hasn't*" (George, interview transcript).

and felt that the formal organisational and external observations that he had in employment confirmed that.

For Maggie, Etkon, Sebastian and David, evaluating their own practice was part of their reflective processes, Etkon noted that for this reason losing her reflective notebook "*would be dreadful.*"

Leah, Siobhan, Zeinab and George described an internal process of self-evaluation in their "*head*". George felt that he was so attuned to his self-

evaluation that he was almost pre-empting what was going to be said in observation or by learners.

Joseph and Flora felt an imperative to evaluate their practice and Flora suggested that she "*always look at how I could improve things*."

Luke evaluated how learners perceived his practice, "Because I take pride in what I do, and my students reflect what I do, I don't want my students saying, "*he's a rubbish teacher!*". Frances was also concerned about student perceptions and felt that she was "*not very good at is asking for, what I am saying, I'm not very good at asking for feedback*", that she had been better at requesting formal and informal feedback from learners when she was teaching but found it harder now that she was in a support role.

Most of the ECLs felt that they used evaluation to develop their practice. Leah felt that it was "*probably all the time*", Claudia that she acted after meetings, Siobhan changed her plans based on her evaluation, Flora's action was "*usually quite immediate, during the lesson or by the next lesson*", Samantha felt that she was more inclusive, Sebastian gave the example of rewording assignments for dyslexic students and David suggested that he had modified his approach and was now "shouting less"! Zeinab felt that "*maybe it could be done better*" and Joseph that it was inevitable as "*Education is always changing, people come from different environments*."

The utility of the forms of CPD

Many examples of organisational CPD offers largely focussed on the statutory and procedural requirements of the 'bureaucracies of practice' (see table 13 below).

Statutory CPD	Pedagogic CPD	Information Learning Technology CPD	Procedural CPD
Safeguarding, PREVENT, British Values, fire safety training, bullying policies,	Embedding maths and English Teachers' Toolkit	Training in various software platforms	Tutorial training

Table 13 Forms of Continuing Professional Development

Many of these training opportunities were offered as online training, although several ECLs felt that it would be more effective if delivered face-to-face. Flora described the absence of training and support on applying for QTLS. Sebastian noted "*a lot of involvement from Senior leadership and management teams*", suggesting that this took a prescriptive form, "*this is how we want something doing, we'll bring somebody in to tell you and teach you how to do it.*" He was however quite appreciative of some of the regular general teaching practice sessions provided by teaching coaches in-house. This contrasted with opinions expressed by Siobhan, George, Frances, and David which were extremely critical of the quality of the in-house provision of pedagogy-based CPD. As one ECL in an FE college observed:

> *"CPD's a pain in the bum, its tick boxes as far as I*
>
> *am concerned and its rubbish, if they marked their*
>
> *own teaching the way that they mark out teaching,*
>
> *they wouldn't be teachers, it is death by PowerPoint".*

Samantha also noted the limited nature of this form of CPD and that she subscribed to TES and other journals to address these perceived shortcomings. Luke considered that the repetitive nature of in-house CPD which replicated recent learning on ITE was due to the prevalence of untrained

staff or staff who had not done their training for some time. He was astonished, for example, to find that he had colleagues who were not confident in writing objectives using Bloom's Taxonomy, in other words their lack of knowledge of the 'orthodoxies of pedagogy' that the institution sought to address through CPD rather than access to ITE.

Luke felt that institutional CPD is "*useless*" because it just reiterates training which is still fresh for him. David who was just completing his training and felt that CPD had helped him to identify where learners were coming from and where they were going, "*having the two sort of points and their education sits in the middle, is incredible and I think that that CPD really helped.*" He hated generic CPD available organisationally, however, observing that it was not appropriate to his STEM subject area and that most of those delivering it have arts backgrounds.

Maria noted that in an independent training provider, economic considerations made a comprehensive programme of in-house CPD impractical and that a cascade model to training had been adopted and that it was "*finders' keepers*" when it came to training opportunities.

Leah as a peripatetic freelance tutor, noted limited opportunities for organisationally provided CPD and felt that they should "*probably*" be doing more, Zeinab, Claudia and Joseph echoed this as associate lecturers.

Lucy moving from one employer to another found that there was no mechanism for transferring her extensive CPD record.

As a trainee, Frances had been offered '*advanced*' CPD opportunities at her placement, and felt that she had "broadly internalised" the learning on offer and was able to "*operationalise them*" but found that as a result "*what came*

out of [her] *mouth*" reflects these higher level considerations and in the tick box competence world of vocational training she had to be conscious to make sure that she had addressed the basic issues with which training opportunities in learning support were concerned.

Where ECLs took independent responsibility for their CPD in line with current policy (see Chapter 6), there was often a personal cost implication and the organisational offers of CPD were often sub-standard or unsuitable for the discipline. From the analysis of interviews and observations it was clear that mandatory CPD relates to institutional need. Maggie and Sebastian for example had training on fire training, PREVENT, embedding maths and English which was observed to be mainly online, but participants would have preferred it to be face-to-face. There was little subject specific CPD across colleges and what there was replicated ITE provision. Maggie and Maria explained that for cost reasons they had to cascade CPD to colleagues, even when they had funded it themselves. David and George noted that most of those delivering CPD (and ITE) have arts backgrounds and that this was not always appropriate to a STEM subject area.

Lack of portability could potentially be resolved through membership of the SET, who provide opportunities to record CPD online, but without more widespread access to relatively expensive membership this must be a problem for any ECL with a history of 'patchwork employment'.

The need to engage with research and vocational updating

The main form of development undertaken independently or supported by the organisation seemed to be based on enhancing academic qualifications rather than vocationally or professional experience.

George explained that,

> "*I've had a lot around the A-level side of things, a lot*
>
> *of it geared to the changes in the sort of approach to*
>
> *teaching within [subject name], taking away from that*
>
> *traditional kind of chalk and talk.*"
>
> (George, interview transcript)

That this was part of his post-graduate study as CPD supports the suggestion that it is mainly ECLs who can access this form of academic development who are able to confidently experiment outside the orthodoxies of practice that they developed during training.

Leah suggested that she was "*always reading up and researching*" but not in academic sources, relying instead on Twitter, Ofsted, and the Teacher's toolkit website. Luke felt that his updating was limited, "*only out of interest*". However, authentic industry experience, or lack of it, informed updating for Claudia, Sebastian, Lucy, David, and Samantha. Lucy and Sebastian had to do more to update their knowledge of a subject in which they had never worked or studied beyond A-level. They had both been very successful in addressing this gap, where Lucy had bridged it by research and reading, Sebastian explained that wherever possible he drew on colleagues' experiences, made the most of educational trips and worked hard to make sure that his knowledge of legislation was current and complete. Claudia on the other hand had substantial industry experience to draw on but also felt the need to focus her research in remaining up to date in her knowledge of legislation and felt that this was even more important in her assessor role. David and Samantha both kept "*a toe in*" and "*one foot*"

respectively in their vocational area, maintaining their industry contacts and keeping abreast of changing trends and technology. For David it was important to formalise his credentials by undertaking higher level vocational study alongside his teaching.

In terms of research, Siobhan, Frances, George, Maggie, and Lucy had undertaken post-graduate study and had engaged in research as part of their qualification. Claudia described using the TES website to research developments in teaching and learning. Flora and Zeinab both felt that they were left with little time for research outside their teaching, administrative roles and CPD. David described struggling with engaging with academic research literature,

> *"I will read it and I'll digest some of it, but it's hard*
>
> *to digest it the way it's written, the way it's*
>
> *explained."*
>
> (David, interview transcript)

None of the participants described engagement with any form of action research, which whilst not surprising was disappointing. Arguably this form of research would provide opportunities to develop evidence-based practice and would have most relevance for practitioners in the sector.

Pedagogic Practice

Homogeneity of practice

The elements of practice described in interviews and noted in observations could be divided into categories which suggested a homogeneity of practice, regardless of subject specialism. These categories included: differentiation, motivation, and assessment. A range of other standard pedagogic activities

and interactions were observed, which fit within the models of practice indicated in the Standards and prevalent in ITE. An important factor contributing to homogeneity of pedagogic practice emerged from the interview data, some ETFs perceived a loss of creativity in their practice during employment. Finally, the artefacts presented at interview also revealed some evidence to support this perceived loss and the homogenous nature of pedagogy.

Differentiation

> *'I really differentiate in my class and make sure it is at*
>
> *their level'*.
>
> (Leah, interview transcript)

Type of Differentiation	Notes and Quotes	Participant
Through resources and activities	Detailed notes in teaching files	Leah, Joseph, Siobhan, Sebastian, Maria
Initial assessment		Sebastian
Planning	Socio-economic characteristics of learners at different geographical locations	Sebastian, Claudia, Maggie
Communication with colleagues	Internal communication and tracking systems	Siobhan and Maria

Table 14 Forms of differentiation

As can be seen from table 14 (above), differentiation was implemented as suggested on most ITE programmes, through initial assessment, planning, resources and activities and communication with colleagues (LSIS, 2013 a). All the participants attempted to differentiate for the needs and abilities of their learners, some much more systematically than others. It was observable where a tutor delivered the same session to different groups on the same day (for example in Maggie's observation).

Motivation

Approach to motivation	Notes and Quotes	Participant
Praise and reward	"verbal praise" "loads of praise not relying too much on chocolate "loads of rewards", games, stickers, extrinsic motivators	Maggie, Leah, Etkon, Claudia, Sebastian
Creativity by tutor	For "hard to motivate" students or if the subject is "boring"	Leah, Lucy and Zeinab
Vocational Authenticity	Had "been there, done it and bought the t-shirt"	Lucy, Samantha and David
Finding common ground	"finding their passions"	Samantha
Range of differentiated resources	"what works for one learner doesn't work for another"	Maria and Luke
Pace of delivery	Accelerated learning "some will switch off if the pace is too fast."	Maggie, Maria
Enjoyment, enthusiasm, and humour	Having "a bit of a laugh"	Siobhan, Joseph and Flora
Achievement	"students end up with good results because they feel confidence and self-esteem"	Claudia
Aspiration to HE	"that pushes them that little bit more"	Lucy, Zeinab, Luke

Table 15 Approaches to motivation

Table 15 (above) illustrates the range of motivational strategies adopted by ECLs. Luke preferred to use board work to presentations to motivate learners. He suggested that he "*knew*" that "*you're not meant to draw it on the board*", but that "*I don't use Power Points a lot, because I can't stand them.*" and considered that they did not motivate his learners. His response hinted at what appeared to be a widespread bias towards the use of presentation software, as an 'orthodoxy of pedagogy', at institutional levels.

Frances supporting teaching in a core subject area suggested that she tried to make things contemporary and that if learners were reluctant to read a text, she would suggest that they "*watch the film on Netflix*" for motivation.

For Siobhan choosing topics and materials to foster enjoyment, was a challenge in her current role feeling that she had to be "*more careful*" with her

current employer as they were "*more sensitive about this sort of material*", that it was "*more of a production line, high numbers*" with greater emphasis on achievement.

Assessment

Table 16 below shows observed assessment activity. Assessment was central to pedagogic practice driving and informing other pedagogic activities. It also took a substantial proportion of the ECLs time.

Observed range of assessment activity
• Formative/summative • Assessment for, as, of learning • Question and answer • Discussion • Debate • Checking and correcting • Worksheets • Formal essays • Project work • Workbooks • Practical assessments

Table 16 Observed Assessment Activities

Range of pedagogic activity

Table 17 below illustrates pedagogic activity observed which fell within a predictable range.

Observed pedagogic activity
• sharing lesson aims and objectives/outcomes • presentations, lectures (varying degrees of interactivity) • demonstration and modelling of techniques or strategies • seeding answer in discussion • leading whole group, small group and individual activities • grouping learners • maintaining the pace of the lesson • distributing resources • assessment for, of and as learning, including question and answer, checking and correcting, debate and discussing feedback • spelling words and correcting grammar and punctuation • applying differentiation strategies • invigilation • managing student behaviour.

Table 17 Observed Pedagogic Activity

Pedagogic Interactions

Observed pedagogic interaction with students
• clarification and explanation – concepts, information and assessment requirements • advice and guidance on assessment requirements • differentiated interaction – example targeted questioning • checking and correcting errors (particularly vocational areas) • question and answer • managing behaviour • non-verbal interactions • verbal reinforcement – positive and negative • organisational communications • links to employability

Table 18 Observed Pedagogic Interaction

Table 18 above illustrates the range of ECL interactions with students related to assessment and that they were very conscious of the need to integrate English and employability into their curriculum. Behaviour management was another important aspect, and it is interesting to note that David resorted to his own strategies finding institutional measures rendered redundant by conflicting funding drivers.

Interactions with students relating to employability

Creativity stifled by employment

> "*actually, if anything teachers are being given too many hours of classes to teach and thereby not having enough time to prep fantastic lessons for their students, and the main reason I see for that is because it is money at the end of the day, and an extra teacher is a lot of money for that College to commit.*"
>
> (George, interview transcript)

Creativity and innovation were contentious issues for many ECLs. Siobhan felt that her subject area and the assessment requirements limited her

creativity and that she had to be "*very, very on the ball*" and could not indulge in the same experimentation as subject specialists in different areas.

George also teaching in a core subject area echoed Siobhan's concerns suggesting that poorly managed expectations in his learners in school led to him having to spend time overcoming barriers rather than being able to teach as creatively as he would like. He explained that when he had made a "*huge effort*" to prepare creative lessons and learners are resistant to engaging with them, it alienates him. To the extent that on the morning of those classes he has thought, "*why am I even doing it?*".

> "*I think that I have lost my creativity, I don't mean my motivation, but I don't have the opportunity to be creative and that was a bit of a realisation.*"
>
> (Lucy, second interview transcript)

Luke also felt that there were barriers to his creativity, but he felt that these were organisational barriers and that anything that constituted truly creative or innovative practice, such as teaching outside in the summer would be frowned on organisationally.

Claudia explained how after completing her placement in an FE college she had chosen teaching employment at a private training provider because,

> "*the expectations that they [FE colleges] have of students, not students, teachers, er student teachers or just teachers are just, impossible to meet, erm, I didn't want to be in a position where I wasn't enjoying what I was doing and where I was having to focus, er, the bureaucracy side of it.*".

(Claudia, interview transcript)

She continued that "*you have not got as much support as you had previously, but I enjoy it. I like it where I am because it is flexible, and I can be creative.*"

Physical space

Physical teaching spaces were as important to some ECLs as staffroom space. For those teaching in STEM subjects having a purpose-built environment was a luxury available to some. However even when this luxury was available, organisational pressures meant that the rooms could not always be used as intended and that access to the same room for each lesson was not possible. For other subject areas, the more peripatetic nature of teaching moving from between buildings, sites and even counties (Siobhan, Sebastian, Maria, and Leah) enabled time for reflection and space for adaptation and creativity.

Artefacts associated with pedagogy

Category	Artefact	Participant
Technology and Presentation	iPads and laptops USB sticks Presentation clicker Calculator	Maggie, Luke, Flora, Claudia, David
Teaching resources	Plastic eggs, cards, post-its	Lucy
Organisation/ Reflection	Planner and diaries	Etkon, Frances
Organisational Paperwork	Inspection folders Course files Assessment materials	Maria, Frances, George, David, Zeinab, Luke, Sebastian, Siobhan
Stationery	Pencils, Pens and markers, Pencil case, post-its	Lucy, Joseph, David, George, Maria, Zeinab, Siobhan
Portable storage	Bags, laptop cases, suitcases	Maggie, Maria, Etkon, Frances, Zeinab, Siobhan, Joseph, Luke
Personal items	Novelty mug Cuddly toy Herbal tea bag Key ring	George, Lucy, Leah, Etkon, Samantha

Table 19 Inventory of Artefacts

Category	Artefact	Meaning
Technology and Presentation	iPads and laptops USB sticks Presentation clicker Calculator	communication, self-containment, control, portability, reliability, ownership, status, agency, pedagogy, practicality.
Teaching resources	Plastic eggs,	Creativity, differentiation, novelty
Organisation/ Reflection	Planner and diaries	information, storage, organisation, reflection, control, agency, practicality, fun.
Organisational Paperwork	Inspection folders Course files Assessment materials	Information, portability, organisation, ownership, control , compliance, resistance
Stationery	Pencils, Pens and markers, Pencil case, post-its	Portability, communication, practicality, reliability, pedagogy.
Portable storage	Bags, laptop cases, suitcases	transportation, portability, individuality, storage, self-containment, reliability, agency, practicality.
Personal items	Novelty mug Cuddly toy Herbal tea bag Key ring	identity, consumption, gift, novelty, humour, sustenance, individuality. security, pedagogy, creativity, differentiation, humour, agency, gift. Sustenance, health, stress management, status, balance, individuality utility object but used symbolically, individuality, agency, rebellion, oppression, security.

Table 20 Material Culture Attribution of Artefacts

Table 19 and 20 above identify the artefacts produced by ECLs and categorise them using a Material Culture approach.

Several artefacts related directly to pedagogic practice, such as presentation clickers (which reflected the ubiquity and homogeneity around pedagogic presentation), markers etc, others supported the identification of limitations of physical space such as bags which functioned as portable offices. Some teaching resources and personal items such as the cuddly toy had creative pedagogic applications for differentiated activity.

> "*So, it (the cuddly toy) works for primary school, secondary, college and SEN and I just adapt it to different levels. So obviously primary school love it and they believe it is real, my special needs learners love him because it is really sensory, and I use it to manage behaviour actually, because he is always watching, always watching.*"
>
> (Leah, interview transcript).

The toy itself was an owl having connotations of wisdom and learning (Athena, goddess of wisdom, is associated with owls, and Owl is represented as a didactic figure in Winnie the Pooh (Milne, 1926). It was also scented and therefore had an additional sensory dimension.

The use of plastic Easter eggs that could be filled with differentiated questions for a questioning game was the other artefact that spoke to creativity of pedagogic practice, but it was a legacy from the ITE period.

Social Practice

Staffroom access and relationships related to successful ECL development.

> "*no-one prepares you for a staffroom, you have a subject interest, but the people are diverse and very, very different and there's almost politics to the staffroom.*"
>
> (Maggie, interview transcript)

Maggie, Maria, Flora, Luke, Etkon, George, Sebastian and Frances all described positive staffroom environments that fostered positive and collaborative relationships with colleagues.

Although access, or lack of it, to a positive staffroom environment seemed important to most participants, having a "*really chatty, friendly staffroom*", was perceived to have disadvantages. As Maggie and others suggested, it could sometimes get in the way of getting work such as marking done in work time. A culture of mutual support was identified a feature of most positive staffroom relationships which were beneficial to the ECLs. Maggie and Joseph both felt that their "easy going" personalities were central to these relationships.

Flora described her small, multi-discipline staffroom in a big college as having a particularly good atmosphere with informal mentoring, particularly regarding negotiating work life balance issues, that she would not have had the confidence to raise by herself. She did note that she self-identified as a "*very competitive person*", who was, however, not competitive in regard to her teaching as she felt herself to be "*very new*", she thought that another member of staff who was similarly new to the profession did see them as being in competition.

Leah and Lucy described challenging aspects to relationships with colleagues, due to the nature of not being full-time members of staff. Lucy felt that this improved when she joined the full-time permanent establishment. It brought unspoken expectations of mentoring student teachers and new associate staff members, which impacted on her workload. When she raised this, she received immediate support from her own mentor in reducing her workload. Leah tried to mitigate difficulties by leaving colleagues "*friendly little notes*" on the whiteboard and updating them on class progress by email when acting as supply staff.

She also felt that being a "*bubbly person*" meant that she was "*not really scared to talk to anyone*" and enabled her to adjust to the wide range of teams that she worked with as an agency and independent teacher. Despite this she felt that it could be "*challenging to adapt to completely different ways*", but that in "*terms of maybe chatting to people, feeling comfortable I find it all right*".

In contrast Lucy found it quite hard to fit in when she was first employed as a variable-hours lecturer and observed this with new lecturers in the same situation. She explained that she felt that she "*had a chip on my shoulder about (not) having a desk*", as it was something that she had anticipated having as part of a teaching identity along with her own classroom as she had earlier explained. She described thoughts of putting a picture and her work out on her own desk in a staffroom and felt disappointment that this did not come with her teaching role. She also described how she had not been invited to team meetings as a variable-hours lecturer, but that now she was invited she "*hated*" having to go to them. She felt that not having her own desk and classroom was "*quite damaging*" in her "*NQT year*" was "very disheartening". Zeinab, Joseph and Claudia were all in a similar position of not having designated space in staffrooms, tending instead to remain in their classroom during breaks and lunchtimes and this impacted on their integration but enabled a degree of autonomy in their practice.

Siobhan felt that she was happier working across different campuses rather than being in one staffroom.

Etkon, Sebastian, Siobhan and Frances referred to relationships with colleagues that were somewhat equivocal, because of: school environment,

unwanted maternalistic behaviour as the only male in an older, all-female staffroom and dominant personalities of other staff.

Samantha felt that some of her colleagues felt "*threatened*" by her greater life and industry experience and higher qualifications, suggesting that being an associate lecturer, on a 'variable hours' contract, put a wedge between her and her colleagues who pushed her away for fear that she might "*take their jobs*" although that was not her intention.

Maggie suggested that her personality enabled her to "*just sort of force myself in, and just made myself part of the team*", she contrasted herself with "*some PGCE students that we have in who are incredibly quiet*" and who did not get involved where she had made a point of getting involved. She identified them as "*a nice team*" and humorously suggested that her contribution of baked goods meant that "*you can't dislike anyone that brings in cake, so I think that helped*". During informal conversation on the day of the interview and observation it seemed that her familiarity with the team who had taught her on her own undergraduate degree led her to feel confident with rules that she had already internalised, where other PGCE students had not.

Samantha and Claudia both felt it was easy to fit in with teams that they had worked with on their placement, but for Siobhan that closeness to the team made it "*quite hard*", because "*they all kind of knew who I was*", whereas she found fitting in to her new team easier because she was "*anonymous really*".

Sebastian, Flora and George, all found it easy to fit into completely new teams. Joseph described his as "*really supportive*", Flora as "a very nice group" and George suggested that his team staffroom was "*probably the most*

friendly staffroom in the college" and that the supportive nature of the team extended as high as his line management.

> "*We all look after each other, we all know how each*
>
> *other teaches and expects of their students and things*
>
> *like that.*"
>
> (George, interview transcript)

Maria found settling into a new team "*quite challenging*" because she had not had to do it before. As an in-service trainee, she joined the team before undertaking her ITE qualification. She described taking some time to understand the rules of the role and of the team, but that once she did, she identified that it "*wasn't a well-established team*" that "shared the same goals and views and aspirations". She suggested that it was a "*little bit disjointed*" and that when asked for help "*some people were more approachable than others, some people when asked for any help or clarity on anything gave a very general, "oh you will find your own way of doing it", which is great, but you need a way of doing it first before you find your own!*".

Interestingly it was suggested by one participant that the process of staff integration mirrored basic training in the services, with a degree of intentionality in providing a common cause against "*ridiculous*" managerial expectations. That ECLs are broken down and remodelled, everyone "*sticking together*" in face of organisational directives. Whilst tongue-in-cheek, it is interesting that staff relationship building can be interpreted in this way.

Luke echoed this in responding to organisational directives for practice suggested that sometimes the perception as non-sensical led to team bonding in the face of perceptions of 'ridiculous' and 'out of touch' expectations.

"'the men in the high castle' come out with

ridiculous things that nobody knows what it

means and everybody looks at each other

and laughs, I think it makes us feel good, I

don't know why, I think they're just so out

of touch. I know what I need to know."

(Luke, interview transcript)

Sebastian noted some difficulties with being the only young male in the department and the need to establish his authority with much older former colleagues. He also felt that there were unspoken things that "*you are compelled to do, because of the type of person you are, or the situation you are in*", he suggested that this could have both positive and negative effects. He felt that there were unwritten rules that he had been unaware of as a teaching assistant because they had not applied to him. He described "*stopping in the classroom and thinking*" about all the things that he needed to "*sort*", and that "it is that thing that "*well, all right, College finishes at four, but you are not finishing at four. Again, as a TA, I would be in the car by half past four*".

Maria noted that after completing her qualification and understanding the "*rules*" of her team she felt able to suggest ways that made the team more "*effective*".

Picking up rules of game

When asked about picking up the spoken and unspoken expectations of practice, Lucy referenced snakes and ladders,

"because you climb up at certain points and then you also fall down if you step on the wrong thing. It could be like you fall down because of your workload pushing you down, or students pushing you down. Yeah, so for every ladder you climb you can fall down another snake."

(Lucy, second interview transcript)

David likened it to Monopoly, where financial considerations determine the rules.

Even simple things about the acceptable times for arrival and departure were perceived as being subject to unwritten rules (Maggie, observation).

The nature of the game was in some cases considered to be explicit, Flora "*bet the words have been used, "Oh, you just need to learn how to play 'the rules of the game'. It has probably been fed to me since I have been working at college.*" Others were able to identify specific sub-games that they felt were played, for example around the impact of financial rules for recruitment and retention, that learners could be lost from the course in the first six weeks, but must be retained at all costs thereafter, this came as a surprise to some ECLs who had not been made aware of it during their training, "*I think I'm just surprised by the rules, I think I picked them up all right; I just can't believe they're there.*" (Luke).

It was also suggested that the 'games' did not have an unspoken rulebook, but "*a massive phonebook-sized manual!*" instead and that the rationale

behind the 'game' was "a strategic thing, but when you don't know the strategy it is very hard to kind of try and figure it out." (Samantha)

Balance with professional autonomy, trust, remuneration or work-life balance

"I do not see myself staying in the job, purely

and simply because I know that there are

other jobs that I can do with my qualifications

that although they may not be perfectly nine

to five, I am not going to be working 60-hour

weeks, when I am holiday, I am on holiday

and when it is the weekend, it is the

weekend."

(George, interview transcript)

George was the most disenchanted ECL. He stated that "*I would not recommend the job to anybody*" and that it was the most stressful thing that he had ever done, including his Higher Education studies. He went on to suggest that he understood the drain of teachers leaving the profession because of the stress, workload, and lack of early career support. He felt that there had been times in his first year when he had far exceeded his contracted hours and worked beyond the remit of his grade. He described the impact that this had on home/life balance and that if things did not improve within the next two years, he would leave the profession.

He also suggested that there were "*hours and hours of marking*" and it was clear from other ECL discourse that the expectation of a two-week turnaround was not unusual for those hours of marking, this was to allow time for moderation and for students to receive feedback before their next

assessment. It was felt that in the timeframe allowed it was possible to provide a mark but not to provide good quality detailed feedback.

Marking pressures were an issue for most ECLs. Zeinab noted that she had been marking since she arrived at 9am on the day of her observation and that she would still be marking into the evening on returning home. This was to enable feedback to be returned within the timeframe required. Luke felt that this early return of feedback was important for a first assignment, remarking, "*as teachers, feedback is a pain in the backside but for the students it is so important, for some [name of qualification] I am not practicing what I preach but it is so important.*" He felt that he was not always able to "*practice what he preached*" due to the time constraints imposed by 'bureaucracies of practice'.

Others also noted that although they still enjoyed, or even loved, teaching and working with students and developing their practice, they were put off by the lack of support they experienced, by time-consuming, emails, marking and planning loads, that they felt that there was a lack of respect for their role and by rapidly changing government policy requirements. David suggested that if he had known at the outset what he knew now "*it was 50:50*" as to whether he would have entered the profession.

Flora found that there were still some classes that "*I really, really struggle with, to be honest, I dread that class, but the other classes, I genuinely find I love teaching*". She identified marking and workloads as remaining a challenge that affected her "*a hundred percent*". She also stated that she had a "*non-existent*" work life balance.

Only Joseph and Siobhan felt that that they had sufficient time to provide feedback. Joseph ascribed this in part to his own time management but also

226

recognising that he had fewer additional responsibilities within his role than some colleagues, while Siobhan taught on modules where formal summative assessment was exam-based.

In addition to these issues of assessment, observations of professional practice found that large amounts of time that should have been taken as breaks was spent engaged in updating systems, responding to emails, or preparing lessons.

Artefacts associated with social practices

Category	Artefact	Meaning
Technology and Presentation	iPads and laptops USB sticks Presentation clicker Calculator	Communication, self-containment, control, portability, reliability, ownership, status, agency, pedagogy, practicality
Personal items	Novelty mug Cuddly toy Herbal teabag Key ring	Identity, consumption, gift, novelty humour, sustenance, individuality. Security, pedagogy, creativity, differentiation, humour, agency and gift. Sustenance, health, stress management, status, balance, individuality Utility object but used symbolically, individuality, agency, rebellion, oppression, security

Table 21 Social Practice Artefacts

Two categories have been selected from Table 21 (above), as particularly representative of social practices. The communication element of technology allowed communication with learners and managers both in and out of working time. The personal items which had been given as gifts had in one case been from a manager indicating comfortable social interaction and the other had been a gift from a student indicating gratitude and successful social interactions. The herbal tea bag reflected a self-contained and self-reliant social practice that ensured comfort regardless of physical location.

Identity Formation

ECLs discourse and observed practice revealed the need for accountability and responsibility for learners as being "*axiomatically obvious and 'true'*", an ontological facet of identity formed during training. Early employment added the perception that prioritising ECLs professional standing within an organisation or challenging the managerialistic structures in which they operate for all but STEM specialists or practitioners with the support of MKOs would fall "*outside sense*" (Lawler 2014, p.72) unless it formed part of an implicit "*habitus of resistance*". Other discourse revealed that identity formation was intricately linked to the need to present a "*mask*" (Flora) as part of a performance of identity.

Identity and performance

> *"when you walk into that room putting on*
>
> *don't mean that in a bad way, but you are*
>
> *putting on a show for the learners … I'm a*
>
> *different person in the staffroom, to who I am*
>
> *in the classroom."*
>
> (Claudia, interview transcript)

In addition to the metaphor of a game, practice was also likened to giving a performance, differing by social context, and requiring shifts in identity. These shifts in identity can be encapsulated by physical manifestations, which in turn affect social interactions outside of work and on occasion are utilised as 'weapons' of managerialist symbolic violence and of resistance and autonomy by practitioners.

Physical manifestations of identity

Some of the most interesting data on identity emerged from questions about the way that ECLs dressed professionally and socially. It became clear that there was as strong relationship between physical and teaching identities. Insights also emerged from the questions around the Professional Standards.

All the ECLs described a change in the way that they presented themselves in terms of dress from previous employment or study to becoming an employed teacher. Some described continuing to change their physical presentation during the period of their early employment. For example, Zeinab felt that as a student she had been "*quite cool*" but was now "*a bit boring in the way that I dress*" and was more formal from head to toe in her "*downplayed dark colours*" wearing dresses with leggings, a jacket and a "*not funky*" hijab.

A number had worn uniforms in previous employment and considered it appropriate to change their physical appearance to reflect the nature of their employment, which was only problematic when it reflected a work identity that they had settled for rather than sought (Maria or Leah working in nursery uniforms). Those who were encouraged to wear corporate logoed clothing were generally happy to do so as it reflected a chosen identity, although when suggested that wearing it became mandatory all sorts of issues about subsumed identity, including stereotypical clothing for pre-existing vocational identities emerged (e.g. Scientists wear white coats and craftsmen wear blue ones, academics wear sports jackets and tattoos are associated with creative areas such as fashion and beauty) (Maria, David, George, Luke). Etkon working in a school could suggest, "*Obviously how you dress reflects your*

personality", but organisational expectations, or those of the ECLs themselves, might imply that it is far from obvious or uncontested.

Many ECLs had dressed casually as students, wearing for example, "*trackies, hoodies and trainers*" (Siobhan, Sebastian, Maria) and in their previous job roles. To some extent this also reflected previous working or lower middle-class identities. This presented challenges both of identity and of financial *capital* when they realised, or in some cases made aware, that spoken or unspoken dress codes required adjustments towards more formal attire (Maria, Joseph, Sebastian, Frances, Siobhan, Samantha, Etkon, Zeinab, Claudia, Flora). Several ECLs took a staged approach to replacing their work wardrobe for pragmatic financial reasons.

Impact of changing identity on social relations outside of employment

It was also for these reasons that ECLs increasingly dressed in a similar manner both professionally and socially and this added to their social recognition as teachers and understanding that they had professional responsibilities that affected their social activity (Frances, Lucy, Sebastian). Changes in clothing that extended to social contexts often exposed or challenged changes to identity. For example, Sebastian noted that his social connections were,

> "*always saying, "You don't wear trainers*
>
> *anymore, you always wear shoes, or loafers",*
>
> *you know, "or you never wear", t-shirts that*
>
> *you might have worn, "you never wear that*
>
> *anymore", because it might have something*
>
> *on it [slogan, logo etc] or whatever. "You*

> *always wear shirts; you've changed you*
>
> *have*".".
>
> (Sebastian, interview transcript)

and that other friends would now introduce him socially as a teacher rather than just by his name. He even considered that his new teaching identity curbed his social behaviour and that his friends were understanding of this.

> "*So, no, the way I dress and the way that I*
>
> *present in lots of different things, things that I*
>
> *will get involved with and not get involved*
>
> *with, and that might just be, you go to the pub*
>
> *and watch a football match on the TV playing,*
>
> *and people are saying things that you*
>
> *definitely shouldn't be saying, rather than*
>
> *challenge, I will just remove and go and sit*
>
> *somewhere else. And my friends now are*
>
> *much more understanding of that than they*
>
> *were, because it started out, "well you are not*
>
> *in work", well no, I am not in work, but you*
>
> *don't really leave work fully.*"
>
> (Sebastian, interview transcript)

These changes in professional identity apparent in his dress were also demonstrated throughout Sebastian's interview in his increased linguistic *habitus* and *capital* which was firmly based in the lexis of education and of FE. Interestingly, his professional identity and changed linguistic *habitus*

appeared to cause conflict in his external social relations and it was apparent elsewhere in the interview that this based in its conflict with his class identity.

For others, the opportunity to dress "*like a teacher*" was a positive semiotic development towards a teaching identity (Maggie, Lucy, Frances) and shopping for new clothing was an exciting occasion (Lucy). Other aspects of physical appearance were more challenging to accommodate in the transition towards being a teacher, tattoos, bright hair colours, piercings, make-up, and heels were all contested areas for several ECLs (Maria, Samantha, Sebastian, Claudia). While there was clearly a gendered aspect to this in terms of expectations of women in the workplace, some elements were an issue for male ECLs. For example, while some female ECLs were under pressure, covert and overt, to wear make-up and high heels, tattoos and piercings were an issue for all. It was generally accepted that tattoos and non-facial piercings should be covered up, but when organisations attempted to add this to formal dress codes it was strongly resisted. It was considered a matter of professional choice rather than organisational imposition, a question of trusting their professional judgement and respecting individual identity.

Younger ECLs perceived dressing formally as a protection as they felt that they were vulnerable due to their youth and proximity in age to their learners. They also perceived it as a barrier to inappropriate attention and a bolster to their personal authority (Maggie, Lucy, Sebastian). Interestingly as time passed and life-experience grew, ECLs felt able to revert to more casual, but still smart, clothing without losing that sense of authority.

Interestingly when Flora worked in a more challenged socio-economic area, she chose to dress more formally than in her current employment because

she wanted to "*show the professional side of things*" to learners who may not have experienced this.

What constituted "*professional dress*" varied contextually, for example Maggie could exclaim "*Oh god! I'd never wear trackies!",* and Joseph could express his determination not to "*dress like a chav*", suggesting that perceptions of social class were of concern, yet Sebastian and Leah could legitimately wear "*trackies*" when their teaching activities required. Being "*front facing*" or "*client facing*" (Leah, Siobhan, George) presented a requirement for more formal dress that could be relaxed towards the end of the academic year when students were no longer on campus (George).

Generally, there was consensus amongst the ECLs that "*professional clothing*", for both genders, was dark coloured, smart casual (or in some cases "*business casual*") clothing that was not revealing and that hid obvious or inappropriate tattoos. Beyond that, there was scope for individual interpretation.

Changes in clothing could be used to both hide and change identity, Flora's work clothing was part of her "*mask*", which was replaced by jeans, which she "*would never wear at work*" when she had taken off her mask in her social environment. Joseph also had a clear demarcation between the way he dressed at work and the way that he dressed outside of work, and that donning "*trackies*" and t-shirts allowed him to resume his social identity as a '*bit of a joker*'. Others used their "*teacher clothing*" to develop their teaching identity, as a sign of status or of egalitarianism (David, PPE and workshop clothing) and of academic discipline versus vocational background (white lab coats versus blue lab coats). All the ECLs had given considerable thought to

the way that they presented themselves, and to how this represented their identity. George perhaps summed up the general feeling, that what dress is important to both internal identity and external perceptions. He commented that,

> "*I think that that [the way you dress] helps you approach things differently, I think the best example is when my sister got married earlier in the year and I had to give my dad a lift somewhere in the car and I was already in my suit. … driving around in a suit, you automatically sit up a bit straighter you are all sharp and ready to go. It automatically changes, not the way that you think but even just noticing the external perceptions of you, people move out of your way quicker if you are in corporate gear! (laughter).*" (George, interview transcript).

Observation data supported the interview data, ECLs who were interviewed at their employing organisation dressed as they had described for work, excepting Maria who noted that she was dressed unusually due to the cold weather (she was wearing more layers and boots). Flora, Sebastian, Frances and Siobhan were interviewed off-site but were wearing their work clothes having come from work. Leah, Claudia, Lucy, and Samantha were all dressed casually when interviewed off-site, Claudia and Lucy were then dressed more formally when they were observed.

Managerial and organisational symbolic violence

Where there were tensions about physical presentation, for example the expectation that female ECLs would wear make-up or high heels, this seemed to reflect other tensions around controlling expectations of "*professionalism*" and performativity. Samantha felt that for her this triggered cognitive dissonance around competing personal and organisational concepts of professionalism, that she initially "*complied*" but that this had "*affected her personality*", that she had "*got it into my head that I needed to change to fit in*". She considered that this was only sustainable for a certain amount of time before her "*real self*" re-emerged and that she had gone on to have two more tattoos during her employment as a personal rebellion against a perception of imposed identity.

Flora struggled to reconcile her identity with professional and organisational expectations,

> *"we've got all this emotional labour that I have to express, students that I see all through the day, I should be able to come into the office and just take that mask off and absolutely, like fall to pieces, basically… I have learnt basically that you have to lie to my manager as well as the students that kind of sounds horrible."*
>
> (Flora, interview transcript)

Artefacts associated with identity formation

Category	Artefact	Meaning
Technology and Presentation	iPads and laptops, USB sticks, Presentation clicker, Calculator	Communication, self-containment, control, portability, reliability, ownership, status, agency, pedagogy, practicality
Personal items	Novelty mug Cuddly toy Herbal teabag Key ring	Identity, consumption, gift, novelty humour, sustenance, individuality. Security, pedagogy, creativity, differentiation, humour, agency, and gift. Sustenance, health, stress management, status, balance, individuality Utility object but used symbolically, individuality, agency, rebellion, oppression, security

Table 22 Identity Formation Artefacts

The same categories as in the previous section illustrate important aspects of identity formation and resilience in the face of work-based pressure (see table 23 above). The technological items spoke to perceptions of self-reliance, status, and agency. The personal items were particularly revealing, the novelty mugs both spoke to a teaching identity and in one case a subject specialist identity, as gifts this identity was being 'gifted' to the ECLs. The herbal teabag was a means of maintaining resilience in the face of stress, as well as presenting a calm identity. The key ring, a spaceship from the Science Fiction series Firefly, was the most interesting representing resistance to imposed identities.

> "… *Serenity actually in terms of just the word that being at peace, but in terms of me and my geeky personality, it was something I could keep with me.*

So I had a little piece of me I didn't have to cover up

that I didn't have to hide, nobody would particularly

know what the reference was … the theme song is

you can't take the skies from me, and it's about still

being free even if everything else is gone from your

lives. So, for me it is a symbol of hope, it is a symbol

that I'm still me."

(Samantha, interview transcript)

Summary of analysis and framework for discussion

This section summarises the findings in context of the research questions and provides a framework for the discussion in the next chapter.

Professional Practice

Several important points for discussion have emerged: the impact that different employment pathways have on developing ECL practice and agency; the low uptake of QTLS amongst ECLs and their ambivalent attitude towards its relevance and cost benefit; ECLs "*baptism of fire*" on entering the profession after qualification and the expectation that they will emerge from training as fully formed professionals.

The wide degree of variation in this expectation from managers and organisations made the transition to employment stressful for some ECLs and exhilarating for others. This stressful transition is discussed in terms of the lack of an equivalent of a formalised NQT (Newly Qualified Teacher) year and of engagement by ECLs with the support that the SET might be expected to provide.

As was identified in the findings in relation to Research Question 1, '*dual professionalism*' is a problematic concept, for some ECLs exacerbated by the expectation that teaching English and or maths at GCSE, or functional skills, in addition to or instead of their specialist subject is required to enable organisations to meet the staffing demands generated by Government policy. This and the mismatch between policy demands for practitioners with strong industry links, organisational bureaucracies and issues of recruitment and retention form an important strand in the discussion.

A further point for discussion is ECLs' own sense of their professional social identity, the possible reasons behind their preoccupation with accountability and responsibility and the varying degrees to which they can act autonomously and use their own judgement.

How far ECLs should and do work within models of reflective practice, the degree to which there is a need for them to engage with research and vocational updating and the utility of the forms of CPD that they can access are also discussed, as is the extent to which professional responsibility should extend when it is not matched by professional autonomy, trust, remuneration or work-life balance.

Data analysis shows that ECLs are conscious of the business-model view of Further Education represented in the guidance, and that they have the capacity to see when it conflicts with their professional interests. Analysis of discourse shows that those who have connections to industry feel that they are prevented from engaging with these connections by the bureaucracies of practice in their organisations. The potential implications of this for

implementation of policy around T-levels, is significant in relation to Research Question 2 and forms an important strand in the discussion chapter.

Social Practice

Important discussion points on social practice centre around the importance of staffroom access and relationships to successful ECL development. The scope that it provides for professional support and for professional opposition and the degree to which and reasons why management may seek to reduce this scope are discussed, as is the significance of employment contracts, and the relationship to professional status. The benefits and pitfalls of joining the team that you trained with are also considered.

Another strand of the discussion is the impact of current ECL working practices on their social relations outside of employment and whether this can be justified within existing terms and conditions and remuneration levels.

Pedagogic Practice

The clear picture of the homogeneity of practice emerging from interview discourse and observation data is a key finding around developing pedagogic practice. It can be viewed in several ways, for example it could be seen as reassuring that '*best practice'* is embedded during the early career period, or it may be hoped that basic practice is embedded during the early career but may develop to be more creative and innovative as experience is gained, or there may be concerns that early signs of creativity and innovation during training are thwarted once ECLs encounter the pressures of employment. The questions arise, are these orthodoxies of pedagogy appropriate for all specialisms within the sector, or even if there is need for innovation and creativity at all?

Arguments and possible strategies for keeping the best elements of orthodox practice, while seeking new and innovative strategies where appropriate are considered in the discussion.

The artefacts associated with pedagogy are used to illustrate these concerns about and possibilities for practice.

Identity

The findings around ECL identity formation, around physical manifestations of identity development and the ways in which new professional identities inform their social identity are discussed in relation to concepts of *habitus* and agency.

The importance of physical space to ECLs sense of themselves as professional practitioners and in developing their practice effectively is also discussed, as is how this relates to their sense of security and status as professionals.

The extent to which ECLs are subject to acts of managerial and organisational symbolic violence is also discussed, and the potentially detrimental effect on retention in the sector is considered, as are the strategies ECLs adopt to maintain resilience to stay in the sector. Identity formation was also found to be a relational strand in all other categories of analysis.

Unexpected findings

Two connected issues emerge from the interviews and are important in ECL development, although they do not relate directly to the research questions. First, the expectations that trainee teachers will teach hours in their placement beyond the requirements of the qualification, in some cases two or three times the hours required (Samantha, Lucy, Frances), and second that this is

presented as an extended job interview in which participation increase the probability of future employment within the organisation. This informal understanding is honoured in some cases, yet in others it is clear that even though the trainee has met their side of the understanding there are in fact no jobs available at the end of the placement (Frances and numerous potential participants were unable to find employment in the sector on qualification). This is of deep concern and its implications are considered in the discussion chapter.

Focus of discussion

The next chapter situates the findings, and discussion points identified above, in the reviewed literature. It discusses how theoretical models and metaphors may develop our understanding of the findings and draws conclusions about the limitations of the research and its implications of the findings for the development of ECLs and by association for the sector and the policy which seeks to shape it.

Chapter 8 Discussion

This chapter reviews and discusses the findings in Chapters 6 and 7 in context of the literature, the proposed theoretical lenses, and interdisciplinary devices used to support the answers to the research questions in this thesis. It discusses the application of theoretical lenses and their utility in understanding FE policy and ECL practice. It deploys interdisciplinary analytical tools and metaphorical devices to develop arguments about professional practice and professional identity. Another area of discussion is the utility of these devices in furthering understanding of practice and identity.

FE policy aims and professional development - RQ1

The analysis has shown that, despite the aspirations of the ETF Standards, ECLs still must contend with "*top-down*" performative and managerialist cultures identified by Avis (1981, 2007), Coffield (2007) and Boocock (2017 and 2019), reinforced by employer-led policy on professionalism and professionalisation (Tummons, 2016). While agreeing with Elmore (1996) that policy is not the only driver for practitioner behaviour and development, it is suggested here, from evidence in ECL discourse and the artefacts presented, that policy can be translated into the language and artefacts of practice, as suggested by Ball et al (2011). This top-down approach has resulted, to some degree, in incoherent interpretations of the philosophies of teaching and learning (visible in participants' selection of artefacts, e.g., presentation clickers, presentation templates, Ofsted folders).

Top-down cultures, that are imposed on practitioners, rather than developed with them (Tummons, 2014a), can be present even when managers and organisations aspire to be supportive of their employees. This impacts directly

on ECLs both in terms of professional and pedagogic development, for example, in the response to perceptions of Ofsted that was evident in many ECLs discourse and observed practice.

The long-term underfunding and fragmentation of the sector (Tummons 2016, Orr 2020) reproduces implementation gaps whenever new policy initiatives seek to mitigate these cultures and to award more professional agency to practitioners, for example through revised professional standards (ETF, 2014a). Shortages of staff are attributed to funding shortages in some ECL discourse, and this is thought to have an impact on the quality of teaching provision, with too many teaching hours and students for too few staff. Policy discourse in the Contextualisation chapter, raises the possibility that recent shortages could be a deliberate strategy to implement economies of scale so that more students can be taught by subject specialists with minimal budgetary impact to cope with funding shortfalls.

It is well outside the role and capacity of ECLs to attempt to challenge these policy impacts and cultures and their discourse shows that while aware of their impact they know that it is beyond their power to directly challenge them. Instead, they try to work around them, while making 'micro challenges' when they feel that it is appropriate. These 'micro challenges' take many different forms and differ in scale, partly in relation to ECLs *capital*s. In one example, ECLs continued to work on the authentic electronic version of a document instead of taking time to annotate the static printed copies intended for Ofsted inspection, in another example more creative and subject appropriate presentation design is used instead of the prescribed organisational template, behind the organisation's 'back'. A third example is bypassing funding

constraints by providing unpaid 1:1 support for adult learners. These small-scale acts of autonomy are often all that are available to ECLs in the compliance culture identified by Ball et al (2011), in which their only choices are to comply, ignore, or refuse, although Hammond (in Daley et al, 2017, p.3446) argues that "*spaces of agency remain*, where possibilities *of academic freedom aligned with subjective tactics of empowerment can still be found and defended.*". Access to, and awareness of, these spaces seem beyond the scope of many ECLs at this stage of their careers.

These cultures are particularly challenging for ECLs on part-time and variable hours contracts or agency work (Samantha, Zeinab, Frances, Claudia, Lucy, and Leah). Organisations recognise their vulnerability (Jameson and Hillier 2008), often exploiting it to require them to work outside their disciplines and expertise and far exceeding their contracted hours, reducing their armour of cultural and social *capital*. Even ostensibly secure ECLs like Sebastian express anxiety over job security in response to central and local policy decisions, suggesting that for many colleagues these anxieties took precedence over CPD considerations. Despite this, some apparently vulnerable ECLs can arm themselves with additional *capital*s to exercise professional agency and autonomy creatively (Leah is a key example, as are Claudia and Lucy in their earliest employment) in the form of entrepreneurial patchwork employment. In doing so they are freer to develop their practice creatively but lose out in terms of transferrable CPD.

Inequalities of cultural and social *capital* can lead to the loss of previously accrued *capital*s by vulnerable ECLs precluding them from developing an appropriate professional '*habitus* of resistance' to market forces that act

against the interests of learners or of the democratic professionalism of their subject discipline. For example, insufficient *capital* afforded to industry connections makes it harder for ECLs to maintain these contacts, leading in turn to a loss of a cultural *capital* that would benefit learners.

These inequalities lie at the heart of a policy gap between conflicting discourses that at once represent practitioners as professional specialists and experts, while simultaneously treating them as a generic transferrable resource, or as Coffield (2007, p.16) suggests an unquestioning "*technician or government agent continuously developing to meet the requirements of government, the desires of employers and the needs of learners*". The inevitable implementation gap gives the ETF and SET a limited and contested role in ECL discourse, as it runs counter to their experience and is unable to provide the supportive role envisaged in the guidance documents and represented on their websites.

Early lack of buy-in to the ETF and SET may be linked to its failure to provide a rationale for its new Standards; vulnerable ECLs do not see how participation will help them. The notable absence of the Standards from the Ofsted CIF for the sector illustrates the failure to make a case for their wider use beyond ITE and the benefits of expensive professional membership to professional development.

Interview discourse shows that trainees forget the content, and even existence, of the Standards as part of their professional knowledge very quickly on entering employment and do not associate them with their professional identity in employment, nor are they aware of the support available to them from the ETF and SET beyond QTLS. Ofsted expectations

(real or perceived) seem to be central to organisational policy formation and therefore play a bigger role ECL discourse around their development and practice (see for example Zeinab talking about learner profiles) than the Standards.

The same inequalities of *capital* are at the heart of the low take up of QTLS. Acquiring QTLS is a "luxury" (Sebastian) which is outside the cultural or financial *capital* of some ECLs. As Frances objects, "… you know like when we were told we had to pay six hundred pounds to do the QTLS, like I've just taken out a nine-thousand-pound student loan and done without earnings for a year to get this".

In addition, their discourse shows that other ECLs consider that QTLS is of limited utility to them. It is perhaps unsurprising that some, like Etkon, see its greatest value in enabling them to work outside the FE *field*, by giving them the *capital* to work in the school sector. This is the result of a policy period that gave with one hand and took with the other: on the one hand, QTLS received parity with QTS, and on the other, it was no longer a mandatory requirement to work in FE. This effectively removed its value to many in the sector.

To support ECL development, it seems to be necessary to reconcile the expectations of internal (practitioner and employing organisation) and external (professional body, inspection regime and industry employers) forces. Government, employers, quangos, and "independent" organisations nominally representing practitioners have all made the attempt, supported by limited research and authentic practitioner engagement. This may only be achievable with more long-term, genuinely practitioner-led engagement rather than "quick fix" policies.

A final inequality has some responsibility for vulnerabilities and variation in *capital* mentioned above. As policy directions shift, different subject areas are targeted, often through the provision or withdrawal of training bursaries (DfE 2018). Historically, this has shifted between prioritising academic and vocational disciplines in FE (DfE, 2018) The present policy agenda falls firmly in favour of maths and English specialists at the expense of vocational, professional, and academic disciplines (DfE, 2018). As described above this has had a profound effect on the professional development of the ECLs participants.

Policy and Practice

Following LeGrand (2003) and Boocock (2015) this thesis acknowledges the oversimplification of characterising public sector professionals in general, and specifically FE lecturers, as either altruistic 'knights', self-serving 'knaves' or 'pawns' at the mercy of managerialism. FE policy in the 2010s, manifested in the ETF Standards and organisational policies, does however seem to fall into this simplistic pattern. The analysis chapters suggest that there are conflicting representations of FE practitioners in the exhortive, and imperative policy reflected in the ETF Professional Standards and the imperative wider policy context described in Chapter 2 (Ball et al 2011). In the former it can be inferred that they are knights with professional agency who can be expected to embody the various attributes prescribed for them in the regulative discourse (Woodside-Jiron in Rogers 2011), and in the latter as pawns who will be self-serving knaves if not managed carefully through internal and external quality systems. This leads to tensions between the regulative discourse (Woodside-Jiron in Rogers 2011). present in the Standards and the

instructional discourse of ITE programmes, and the regulative and instructional discourse encountered in employment This tension is visible in the Standards guidance where the two conflicting discourse meet in unchallenged contradiction.

These conflicting representations extend to confusion over the complex and contradictory approaches to teacher, teaching, and learning, illustrated by ECL discourse around theoretically and evidence-based practice in Chapter 6. ECLs espouse theory that they are unable to accurately describe or explain in application to their practice. The majority are unaware of the principles of evidence-based practice advocated in policy and are therefore unable to support or challenge its utility.

ECL discourse shows that intrusive quality improvement systems constrain and even grind down their initial altruistic motivation, enthusiasm, and creative aspiration for practice. This suggests that there is a 'policy gap' between the intention of the ETF Standards values and attributes and the scope of local implementation of ECL development (Trowler, 2003).

This is important in understanding the reasons why STEM professionals, like those in the Construction sector (Page, 2013), are particularly hard to recruit and even harder to retain in the sector when they feel that their altruistic impulses to give something back to their discipline or craft are thwarted by bureaucracy. More than other ECLs, they have *capital*s (cultural, social, and financial) available to them to resist overly bureaucratic systems. However, they will withdraw from the *field* if they feel that they are being constrained and their aspirations are not being met (Luke, George, and David) and it would often be in their financial and social interests. The same is true, albeit

to a lesser degree, of ECLs with strong industry links outside of STEM (Samantha, Claudia, and Maria). This has serious implications for the recruitment and retention of the staff needed for the successful implementation of policy around T-levels which Page (2013) has already identified as problematic. ECLs from other subject areas, with less cultural *capital,* are more likely to passively comply but will ultimately consider withdrawing, even if it is only to another part of the sector, if they are pushed beyond their personal limits (for example, Lucy, Siobhan, and Flora). This is important because if high *capital* ECLs are unable to fully exercise appropriate professional agency what hope do ECLs with fewer *capitals* have of exercising it at all?

ECL discourse shows that, as policy subjects, the responses available to them are framed within an agenda of compliance as suggested by Ball et al (2011). ECLs can exert their agency by either accepting or seeking to work around policy imperatives; to comply, to ignore and rarely to refuse. They are seldom, if ever, able to use their existing and acquired expertise to inform policy development and this is considered a central problem for the sector by this thesis.

The rate of policy change for STEM and English specialists remains rapid. ECL discourse shows that the resulting organisational policy change, usually in response to perceptions of Ofsted's expectations, is just another thing with which they have to 'cope' and keep up, in line with Ball et al (2011), with which they may chose to ignore rather than comply if they feel overloaded. This also fits with Ball et al (2011) in identifying that policy that is central to practice for one ECL, may be peripheral to that of another.

Internal and external compliance culture drivers are traceable in some of the artefacts selected by ECLs, for example external drivers in the case of 'Ofsted folders' and internal drivers in the case of presentation templates and clickers, and course files. ECLs with a STEM background were confident in challenging the use of artificial resources collated and carried solely for the purposes of quality control and that considered to run counter to learner interests and confidentiality (Luke, David and George). In some cases, these drivers improved organisational rather than individual practice, for example identification of and provision for learner needs (Lucy and Zeinab). This illustrates the *misrecognition* of the focus of external quality systems, whereby organisations shift focus (and implicitly blame) onto teaching practitioners as bureaucrats, instead of onto those in management and administration where this thesis argues it should legitimately rest. It also argues that it should be the role of management and administration to support and facilitate lecturers and learners in their educational endeavour rather than to constrain them in compliance with rapidly changing bureaucracies of practice (Coffield et al, 2007). It is worth remembering here that the rapid rate of policy change in FE up to this point has meant that there is a lack of strategic thinking at a macro level, making it challenging for ECLs to respond at the implementation level (Heimans, 2012). The time spent by ECLs in undertaking bureaucratic activity restricts the time available to develop their pedagogic repertoire and to engage with discussion and debate to inform policy developments. As Lucy and Siobhan's discourse demonstrates, reducing lecturers to bureaucrats early in their careers' thwarts creative and innovative approaches to pedagogy and wastes capital resources. It is not necessary to conceive of ECLs as

altruistic knights (Le Grand, 1997, 2004) to consider that giving them the trust and scope to continue their professional learning will improve their professional development. Whilst it is necessary to protect learner and organisational interests there need not be an inherent conflict between nurtured professionals and policy aims indeed it may even be essential to achieve them, as in the case of T-levels. Recruitment policy initiatives, which rely on financial incentives to recruit and retain ECLs, who in many cases have been earning (or would be able to earn) far more in industry, miss the point. ECL discourse suggests that trust, time, and recognition are more motivational to them than inadequate financial incentives. A reasonable sense of self-interest does not preclude ECLs from having altruistic aims and motivation. They expect to give up elements of their cultural, financial, and social *capital* but anticipate exchanging this for cultural *capital* in the form of professional and social recognition, and a degree of autonomy and financial *capital* in the form of time. If they do not receive a satisfactory level of exchange, they may withdraw from the *field* to the wider detriment of society.

It is also worth noting that in the game of chess, both Knights and Pawns have the capacity for great strength and to act beyond the limitations of their primary role, providing that they are not isolated (Kasparov 2012).

Professional and Pedagogic Practice

The division of early career development into four categories, professional, pedagogic, social and identity formation developed for the analysis chapters using Rawolle's (2011) framework, is used here to review the different forms of *capital* that are conceived as informing professional development and

autonomy. This section focuses on the first two categories of professional and pedagogic development.

The analysis shows that pathways into early career employment for professional development are important, as are ways in which different forms of *capital* (beyond the quality of an ECL's teaching) provide or limit access to employment opportunities. Constraints on ECLs' professional autonomy limit their capacity to develop professional responsibility in practice, as does the lack of support available to enable them to develop and exercise professional judgement. Access to '*more knowledgeable*' colleagues (Vygotsky, 1978) is important for ECL development and therefore it is also important that these colleagues receive greater support themselves, a craft may be learnt by observation (Gove 2010) but those being observed need to be able to have scope to become skilled exemplars, and artists need to practice and experiment in a supportive environment.

Analysis also shows the relationship between creativity and autonomy in developing pedagogic practice, and the limitations placed on both by organisational bureaucracy.

Available models of CPD institutionally and externally to ECLs are either expensive, inappropriate, or both, and it is suggested here that only superficial learning takes place. This results in a restricted range of linguistic *capital*, pedagogic knowledge and theoretical understanding making it harder for some practitioners to achieve legitimacy in their role. Individual reflective practice, sometimes in a limited form, is the primary source of pedagogic development in ECLs. This impoverished model of CPD has negative

implications for retention of STEM staff, pedagogic practice, assessment, bureaucratic strategies, and industry links.

Entering employment, developing professional and pedagogic practice

It was noted during recruitment that pre-service graduates were having difficulties in finding employment, reflecting the challenging environment of funding cuts and removal of legal requirements for qualification to practice (Tummons, 2016, p.347). Recruits to the sample had all found employment within seven months of qualification, illustrating the importance of different forms of *capital* at play in achieving employment in the sector. Those most likely to be employed had cultural *capital* in the form of subject area, professional flexibility or vocational experience, and often linguistic and social *capital* achieved while on placement. As Bourdieu and Passeron (1990) suggest, it was important that their *capital* aligned with both the requirements of the *field* and a flexible, adaptable *habitus* or a strong existing vocational or entrepreneurial *habitus*. For those participants with the strongest vocational backgrounds, the traditional route of employment followed by in-service training was still preferred, while for those with academic backgrounds pre-service training was typical. The level of support to achieve a teaching qualification was subordinate to subject specialist qualification, indicating the precedence of subject specialism over pedagogic qualification in the order of discourse of 'dual professionalism'. There was a sliding scale of *capital* from those STEM specialists able to enter permanent full-time employment, to those with less desirable specialisms teaching on precarious variable hours contracts or outside the sector. This made clear that not all subject specialisms are equal, and that employment is market and policy driven.

Some ECLs *capital* lay in their ability and willingness to become fodder for Literacy and numeracy policies. Those teaching outside their area on functional skills and employability programmes, the 'Heinz 57s' (Samantha interview) ECLs, had fewest *capital*s and most vulnerability to the uncertainties of the sector as suggested by Wallace and Gravells. (2010).

ECLs with the strongest pre-existing entrepreneurial *habitus* and the most creative or marketable specialisms are most able to flourish in patchwork employment using their cultural *capital* to achieve the flexibility needed for diverse requirements for work-life balance.

The lack of support for STEM specialists, despite their higher *capital*, in making and maintaining industry connections has implications for ECLs in other subject areas. Their capacity to develop their subject specialist *capital* may be even more limited when they are confronted with the pre-eminence of bureaucratic structures. Within the 'game', even those with highest *capital* appear to be playing with one hand tied behind their back, and the rewards are similarly restricted. ECLs with the fewest forms and least amount of *capital* perceived the rewards available most positively, whilst those with most *capital* had the most negative perceptions (Bourdieu and Wacquant, 1992). Like Alice in Wonderland's (Carroll,1865) game of croquet, ECLs have uncooperative hedgehogs and flamingos for equipment and moving playing card hoops of national and organisational bureaucracies that undermine even the most skilled and best-equipped players and in which the rewards of a successful '*game*' might still be the "*off with their heads*" of redundancy!

ECL discourse makes it clear that while undergoing the "*baptism of fire*" of entering employment as a 'fully-formed professional', access to "*more*

knowledgeable" colleagues (Vygotsky, 1978) is critical in giving confidence to exercise professional judgement both pedagogically and regarding bureaucratic and social practices. It is a notable finding that ECLs are more likely to seek this support than approach professional bodies or unions to shape their professional practice. In some cases, organisations appear to recognise this by appointing mentors, but generally, it is an informal process, with some ECLs contacting their training mentors for informal advice and guidance. Other ECLs find themselves isolated without access to staffroom cultures, and by necessity rely on their own judgement in a vacuum. This raises questions about the quality of support available and has implications for social reproduction of social and professional practices.

Supporting anecdotal insights gained from my time in teacher education, most ECLs indicated that they would have found it useful to have been better prepared for organisational paperwork in their training as this was significantly lacking. This is a challenging request for ITE programmes designed to be generic and transferrable, rather than specific to an organisation. Arguably, this preparation should be part of an organisational induction period of at least days or weeks focussed on the implementation of local bureaucracy rather than as part of initial training. ECLs being unprepared suggests that organisations are failing to provide adequate induction and training for new employees. This is troubling, if ECLs feel unprepared what is the situation for the many unqualified staff who lack any substantial pedagogic training on employment? Where ITE may be deficient is in failing to prepare ECLs to ask questions around practice that would enable them to 'know what they don't know', by arming them with the 'linguistic *capital*' (Fairclough, 2003) to broach

these issues. This is where ECLs who gained employment in their placement sites had a key advantage, they were armed with the linguistic *capital* accrued both from pedagogic training and in organisational practice and had at least some insight into the unspoken rules of the game.

From trainee to employee

The nature of the sample and findings from ECL discourse on the low uptake of QTLS and SET membership is important in understanding transition into employment and future development opportunities. The cost/benefit analysis that ECLs undertake is informed by the trade-off between financial capital outlay and accrued cultural *capital*. There is a marked division here between those willing and able to pay the price and those for whom it is unachievable due to lack of financial, cultural, or academic *capital* and between those who struggle to find relevance and value commensurate with the costs. Differences in ECL *habitus* towards concepts of professionalism and academic standing can also account for the reluctance of some ECLs to engage with QTLS. For those whose primary social identity is allied to, and their *habitus* formed by, their previous discipline or craft, professional recognition rests in their *field* of origin. This shows the failure of the discourse around '*dual professionalism*' extends beyond lack of organisational buy-in to the concept of subject specialism, to lack of practitioner engagement with a professional pedagogic identity. It is further undermined by Government rhetoric which prioritises subject specialism at the expense of pedagogic qualification, particularly in STEM subject areas and the by organisational expectations of bureaucracy.

Professional and pedagogic learning and development.

ECL discourse shows the same profound lack of engagement with the ETF Standards (2014) as it does with QTLS professional formation. This indicates that the limited utility of the Standards for ECL development as a framework for independently sourced advanced CPD offerings. To support their CPD, ECLs could be encouraged to retain engagement with the Standards in developing their practice, further they could be encouraged at an organisational level to take ownership of them. It is important that this should not result in further layers of bureaucracy and that it should free them from some of the bureaucratic constraints that act as a barrier to development. In context of the literature on policy, professionalism and professionalisation, to be useful to practitioners, professional standards should act as a framework for discussion of, and reflection on, practice and development throughout their early career development rather than just for training and performative measures of competence. The analysis in Chapters 6 and 7 demonstrates that this was clearly not the case for ECLs involved in this research.

This both supports and diverges from Orr's (2012) call for "*increasing autonomy of teachers … constructed around a body of professional knowledge rather than a long list of statutory professional standards*" (p.51). The analysis of the ETF Standards shows them as a relatively brief shorthand for a generic body of professional knowledge within which practitioners can situate their own knowledge and experiences. As previously noted, they are substantially shorter and less prescriptive than the LLUK Standards and lend themselves better to acting as a schema for professional knowledge. The caveat to this is that it needs to be tempered by a stronger evidence base for that body of knowledge, supported by peer-reviewed research, rather than

being led by damaging populist fads and fashions in research which are hard to shake (see for example Coffield et al 2006). There is scope for a certain creative autonomy in developing pedagogic practice, but practitioner discourse suggests that current CPD offers are failing to support it. Contrary to Orr's (2008) hopes, there is little evidence to suggest the development of '*ecologies of practice*' as a result of self-directed CPD, indeed the available pedagogies remain as arid, homogenous and prescribed as at any time in the recent regulated past, due in no small part to systemic failures to support practitioners in developing their own CPD opportunities. CPD is still a tick box culture but now the tick boxes are set directly by Government (in terms of statutory CPD) and Institutions (in terms of organisational CPD) (Orr 2009, a&b, 2012) and the rest of CPD provision remain nebulous with less clarity about how to source and record it. The trajectory of performative models disguised as CPD continues (Orr 2009 a) despite the more laissez-faire policy environment. In addition, the financial burdens of CPD: professional membership, QTLS, conferences etcetera, have been offloaded onto individual practitioners and departments making it accessible only with the appropriate financial and social *capital*. ECL discourse does offer some limited support for Greatbatch and Tate's (2018) suggestion that lesson observations can be both beneficial and detrimental as a tool for professional development and that this rests on individual institutional and managerial approaches to the process. There was little to support the contention in policy discourse (DfE 2017c p.160) that graded observations provided real evidence of improvements in teaching and learning and that rather they reflected homogeneity of practice, based on the observations for this thesis.

It is also apparent that not all the problems of professional learning and development can be attributed to the perceived prescriptive and controlling New Labour ideology of the last policy cycle (Bathmaker and Avis, 2013, Orr 2009 a&b, 2012) but that they are in fact a response to systemic institutional managerialism that can be ascribed to the more general ideology of neo-liberalism has spanned party political ideology in the last thirty years (Chitty, 2014).

It is clear from ECL discourse they can engage at least at a superficial level with Timperley et al's (2007) first professional learning process of cueing and retrieving prior knowledge. They draw, to at least a limited degree, from their training and other prior pedagogic experiences to inform their development but they struggle with the second and third stages of awareness of new information and skills and creating dissonance with their current position, very quickly becoming entrenched in a repertoire of practice.

Vocational ECL ability to demonstrate the CAVTL eight features of vocational pedagogy (LSIS, 2013 b) are also limited by constraints in practice for example the ability to work across settings is limited by pressures for optimum room occupancy which means that workshops and classroom settings are not always available.

Straw (2017), found that FE lecturers who belonged to the SET found CPD both a barrier and enabling factor to career progression, reflecting the diverse range in the quality of CPD provision and opportunities. If poor CPD provision has been a barrier to progression for established lecturers who proactively belong to a professional body which provides CPD opportunities, it is unsurprising that ECLs also find it challenging.

CPD opportunities for ECLs described in their discourse are still far removed from the ideal of a transformative model identified in Chapter 3 (Kennedy, 2005) and scope for alternative approaches are largely unexplored. ECLs seem to become entrenched in their own values and approaches to practice early after qualification, with teaching and learning concepts from their training under-examined and poorly understood. This seems to be in part due to the sensitivity to "*constantly changing local contexts*" identified by Coffield and Edwards (2009), particularly relating to tensions between perceptions of policy requirements limiting an "*open-ended approach to 'good' practice."* (p.388), particularly local interpretations of the expectations of the CIF.

 ECLs internalise the view of a pedagogy on their training with a broadly social justice driven agenda and with a socially constructed view of learning from their training but this can conflict with national and local policy requirements for industry-driven, employer-led practice. Early career appears to be a period of reconciliation of these tensions rather than of experimentation and innovation which for many ECLs ends with their training. It is interesting to consider that far from Clarke and Moore's (2013) view that standardisation limits the formation of identity, creativity, and individual agency, ECL discourse suggests that their period of standardised practice (during training), when they were aware of and striving to meet the Professional Standards was when they first felt a strong teaching identity and had the scope for creativity and agency in their practice.

The findings around professional learning and career development raise questions about how the potential breadth and depth of the ECL repertoire of practice might be better recognised. How can ECLs (and their employers)

become less focussed on inspection drivers and more focussed on developing practice to reflect the broader concerns of the sector and a deeper approach to pedagogy? How can more support be given in dealing with the dynamic and unpredictable nature of ECL experience enabling them to reflect on and develop from their practice in a more structured and considered way?

Other questions arise around on the favoured approaches to pedagogy identified in policy. Chapter 3 discussed the controversy around evidence-based practice as an educational approach. The first part of this chapter suggested that ECLs cannot evaluate the validity and applicability of evidence-based practice because of their lack of knowledge and understanding (with the notable exception of Maria). Thus, the model of evidence-based practice with strong theoretical underpinning, promoted in the ETF Professional Standards, is described here as a challenging model of professional development. Discussion and debate of evidence-based practice is clearly missing from both ITE and CPD offers. For this model to be adopted or challenged by practitioners in the sector it must be a feature of both. If evidence-based practice really is the Holy Grail of professional and pedagogic development and practice, it must be better understood and justified.

Discourse shows that many theories and models suggested in ITE and CPD that are espoused by ECLs in theory are confused in relation to practice. The universality of this confusion for the participants in this research suggests that either the theory base is weak, or it is poorly linked to practice in ITE and CPD programmes, or both. Or perhaps, as Peutrell (in Daley et al 2017) suggests, they are just a distraction when faced with the reality of the pressures of their working environment. Much work needs to be done in justifying or refuting the

theory base for ITE and this is where evidence-based practice may have a role but also as is argued throughout this thesis in improving ECLs experience of early employment.

As Kvernbekk (2017) suggests, more research is needed before the use of evidence-based practice can be justified. It might also be useful to review the validity of the theory base to further ECLs knowledge of how learning takes place and how this can be understood through educational and psychological theories. It would also be useful for them to be giving time and funding to establish their own personal theories through focussed action research in their early career period. Although work would need to be done on the "*underdeveloped pedagogy*" of research methods (Gray et al, 2015) in UK HE to equip ECLs to attempt valid research. This would fit with the spirit of the Professional Standards which relate to educational research (ETF 2014a, Appendix 3, p 314).

The only model of practice that seems to be both espoused and acted on by ECLs is reflective practice, even those who claim not to engage in formal reflective practice are able to reflect informally and to amend and develop their practice in response.

With more access and time for these forms of professional and pedagogic learning the homogeneity of practice identified in Chapters 6 and 7 can either be justified or challenged. The case for creativity and innovation in practice, promoted in ITE but rapidly abandoned in early practice (see for example Lucy) can be argued or disputed (see Husband in Daley et al 2017). A laissez-faire view might be that the homogeneity and orthodoxies of practice are reassuring, with 'best practice' embedded in the early career period, this

thesis however would support the view that "*high-quality, well-planned and robust teaching*" must come first and that innovative teaching "*should be commended, shared and celebrated*" but not "*measured, demanded and inspected*" (Husband in Daley et al, 2017, p.2557- 2560).

Social Practice

This section focusses on the third category, social practice. One aspect of this is the interplay between technical and social relations identified in the literature (Avis, 1981). The policy environment continues to focus on technical relations, at the expense of social relations rather than seeing them as intrinsically linked, each being essential to the successful functioning of the other. Structures of gender, generation and patriarchy are also significant in ECL developing social practices.

The terms of early employment and professional status can limit or enhance the scope for ECL social interaction. Access to a staffroom environment which is afforded by the terms of some ECL employment and denied to others is critical to professional and social interaction and leaves some ECLs feel unprepared to negotiate the 'game' within that *field*. The *field* of the staffroom provides scope for informal mentoring for some and an arena of competition for others. Staffroom access also presents an opportunity for professional agency or opposition to managerial imperatives, leading even benign and supportive management to seek to limit or police ECL access to staffroom culture. The findings also suggest benefits and pitfalls for ECLs joining the teams that they have trained with, the double-edged sword of being a "*known quantity*" and the importance of a sense of shared endeavour with colleagues. The process of transition from student teacher to ECL is a demanding one

and has implications for external social relations, which go unrecognised in the status and remuneration available to ECLs.

Social practices and development

Technical versus Social Relations

The findings in Chapter 6 suggested that policy foregrounds the technical relations of FE at the expense of the social relations needed to exercise vocational expertise and that the resulting risk of managerialism that Avis (1981) adverted to is very real. His suggestion that a "*relative autonomy*" of technical relations was needed despite this risk seems to be particularly valid in relation to STEM subject lecturers, but it was also clear that as suggested social relations were essential to the development of authentic technical relations (Avis, 1981, p.161). The reproductive nature of these relations was at the heart of the tensions that ECLs experienced in early practice and employment and were central to the risks of premature exit from the profession. More widely questions arise from these tensions about the developmental needs of ECLs. The findings in Chapters 6 and 7 suggest that for ECLs to flourish technical and social relations need to be in balance and that an element of professional autonomy needs to accompany the 'relative autonomy' of technical relations to reduce the risk of managerialism and to enable the development of technical relations through the social. This was particularly evident in David and Luke's discourse on organisational practices around technical relations acting as a barrier to authentic social relations with industry which suggested that there is a real risk of STEM specialists being relegated from knights to pawns on entering employment in FE. It was also clear from the findings that structures outside of production such as gender,

generation, and patriarchy have relevance to the development of social relations between ECLs and the *field* and thus to the development of technical relations. This was particularly evident in the gender imbalance in different subject areas. The maternalistic behaviours described in a predominantly older, female dominated subject *field* made forming social relations with colleagues difficult for Sebastian, while the expectations of providing pastoral support for older students made maintaining social relations uncomfortable for Lucy and Maggie. The patriarchal structures of some STEM subjects made for exclusively male social and technical relations. ECLs from these subject *field*s described their desire to address these imbalances and the obstacles to recruitment presented by their deeply entrenched nature in both education and industry although they felt that, anecdotally, industry cultures were changing faster than the uptake of STEM subjects by female pupils in secondary education, reflecting the issues identified in the Sainsbury Review, but as has been previously suggested not prioritising female STEM lecturers as a way of encouraging participation. These findings suggest that, nearly 40 years on, Avis' (1981) argument that the intersection of these structures as structuring the form of social relations remains relevant. They also suggest that successive policy initiatives have failed to move the debate beyond the perceived needs of individuals and industry in competition rather than synergy. A move towards a more holistic approach in which social relations are recognised as not only being critical to the successful development of technical relations but also to professional development of individuals and that the "*relative autonomy*" of the one must not impinge on the development of the other. At the time of writing nothing suggests that the changes needed to

attract and retain the "*highly-skilled teachers*" that the DfE identify as critical to the success of T-levels (DfE 2017) are in place.

Social relations – staffroom and managerial cultures

Chapters 6 and 7 identified terms and conditions of employment, access to physical environments, developmental support and professional status as critical factors for professional growth and development of ECLs.

Access to the staffroom as a *field* of social relations was shown to be critical both for relationships and the scope that it provides for professional support and for professional opposition (Christensen, 2020). There were practical and cultural reasons why access for some ECLs might be limited, for example physical space, time of day and employment status. Its role as a potential site for dissent (Kainan, 1994) and collective action (not necessarily through unionisation) as described in ECL discourse (see Maggie, Flora, David and George) seemed another likely factor that might encourage management to reduce access. ECLs lack of preparation to negotiate staffroom interactions and etiquette viewed here as a form of illusio (Bourdieu and Wacquant, 1992) presented another barrier to successful social relations.

Experienced and accessible professional support has been central to the social justice approach to mentoring of trainee teachers with current models based on subject specialist pedagogy and assessment (Duckworth and Maxwell, 2014). Although in practice this access has not been consistent in quality (see for example David) for all trainees it has been the ideal. ECL discourse makes it clear that many lose formal mentoring support (beyond nominal provision) on employment, others enjoy formal and/or informal models through staffroom access. This discourse (for example Maggie or

Flora) suggests that access to "*more knowledgeable others*" (Vygotsky, 1998) is central in enabling ECLs to exercise social justice principles for learners and against illegitimate managerial pressures. The staffroom becomes the main site for accessing this form of support for those ECLs without formal mentoring relationships.

This form of support is important in resisting the negative social impacts of "*surveillance culture*" (Mather and Seifert, 2014) on ECLs in the form of observations and responses to anticipated external inspection. There are many examples of ECLs exercising their agency to oppose perceived managerialist pressures (see for example Luke, David, Flora) and of using the staffroom as a focus for this opposition. The findings, however, also identify examples of social and professional agency being supported by work with managers at all levels. This is revealed in discourse around shared goals and aspirations for example in Lucy's and David's use of "*we*" throughout some sections of the interview, in the way that some STEM specialists talked about support from departmental managers and in one of the artefacts that had been a birthday present from a manager. This illustrates that to view the ECLs social and professional role as that of pawns at the mercy of managerialism as suggested by Mather and Seifert (2014) or to see them solely as knights opposing oppression misses some of the nuances of both ECL and managerial individual agency (Le Grand, 2004, Boocock 2015) and professional identity. Managers clearly have an important role to play in ECL development and in exercising an individual agency, sometimes in opposition to prevailing managerialist pressures, they can be mentors and have positive social relationships.

The impact of pre-existing relationships from training or changing job roles in the same organisation clearly has implications for ECL development both positive and negative. It is a quite different situation to join a team that an ECL has worked with throughout training than to join one in a new organisation and in some cases even a new sector. There were examples of ECL professional growth being supported by long-term relationships (Maggie and Lucy) but also of challenges of being pre-judged in a way that would not happen on joining a new team (Siobhan, Sebastian, Frances). Equally those changing roles struggled to adapt to new relationships with previous colleagues (Frances and Sebastian). Etkon entering a new sector struggled to establish social relationships and had to develop a new *habitus* that her colleagues had acquired training for the sector to facilitate both social and professional relations. ECLs were not prepared for these adaptations by their training, nor are they recognised in the guidelines for the Standards or in organisational inductions. A more formalised mentoring process during an NQL period, or access to NQT provision for those changing sectors, might support ECL social development as well as professional development.

New professional behaviours, *habitus* and acquired linguistic *capital* had unexpected social consequences for some ECLs outside of the workplace, engendering feelings of a strong social responsibility for the way they presented themselves and responded to the behaviour of others, demonstrating a conflict between professional social identity, social and personal identities (Sebastian, Maria, Joseph). This was conceived as part of their professional role and that conception was reinforced during training. It also impacted on familial relationships and how ECLs were perceived by

family members and close friends. This was particularly true for ECLs from working and lower middle class or specific cultural backgrounds, as experienced through the reproductive nature of ITE and HE. It seems that there is little professional or societal recognition of the pressures caused by these feelings of professional constraint and social distance from family and friends. It is certainly not rewarded by financial remuneration nor can it be justified within existing terms and conditions of employment. If society really has these expectations, then it is arguable that ECLs, and in fact the whole profession, should expect commensurate status and financial recognition. It is hard to think of another profession, apart from the public services, where social expectations are met with such limited rewards.

It is clear from the analysis that ECLs meet Robson's (2006) themes of professionalism in their discourse around responsibility for learners and in their professional knowledge, although there are issues around their understanding of pedagogic theory. They prioritise these themes over employing the "*strategies and rhetoric*" to increase their "*status, salary and conditions*" suggested by Hoyle (1995 in Evans, 2008, p.22), and although status and reward feature in their discourse it is clear that it is either not forthcoming or not commensurate with the work involved or the sacrifices made. It is also clear that as Taubman (in Daley et al 2015) suggests, managers rather than practitioners, set the parameters of professional practice, sometimes using it as a performative measure and as symbolic violence. The current model of professionalism is still one of control and power as suggested by Avis et al (2010) but some of the control and power has shifted to learners as clients and to employers as consumers.

Identity

This section is concerned with the final category of identity. As previously argued, ECLs' identity construction is situated in contested perceptions of public sector professionalism (Bathmaker and Avis, 2013, Boocock 2015 and Taubman, 2015). Within this *field*, their professional identity formation is a fluid process of multiple identities being organised and reorganised partly as a conscious process and partly informed by pre-existing *habitus*.

As in other professions, expectations of "*professional dress*" can be used as "*symbolic violence*" against ECL identity and have implications for their social, cultural and economic *capital* and concomitant ability to 'play the game' in the *field*. This has implications for recruitment and retention of ECLs, discussed later in the chapter.

New identities are formed by merging new and existing identities and the interplay between *capital*, social knowledge, and social and organisational structures. This starts during training but accelerates during the transition between trainee and employee. This transitional process is different for pre-service and in-service trainees, as Spenceley 2010 suggests these differences inform identity formation, but this is seen here to be as much to do with subject specialism as with pathway to employment, although both are significant. It is also the case that policy changes around qualifications in the period have muddied the waters around the cultural *capital*s of the two groups.

Professional identity formation can be challenging particularly for ECLs with low cultural and social *capital* leading to vulnerabilities to excessive organisational expectations. These vulnerabilities also lead to potential

conflicts between development of innovative and creative practices and organisational bureaucracies. As Spenceley (2007) suggests there can be an emotional response to the transition to employment, while this can be positive there are also elements of emotional strain resulting from transformed identities and approaches to pedagogy.

Identity formation

Understanding the role of identity formation in developing practice has been shown to be significant in the literature (Florres and Day 2006, Bathmaker and Avis 2013), and in the findings in this thesis.

Bathmaker and Avis (2013) conflate ECL identity with developing professionalism and pedagogic practice and this view is shared here. Although, interview data suggests that their identity formation is more nuanced with additional factors such as prior identities and *habitus*, cultural and social *capital* and social relations and discursive identity all playing a part in forming multiple layers of professional and pedagogic identity, after Erikson's (1950) view of identity as a multi-dimensional construct (Kroger and Marcia in Schwartz et al, 2011).

ECL developing layers of identity then can be described as "*socially fluid and insecure*" (Lawler 2014, p.3) in that they are part of a process of formation rather than innate, they are shown to be at least in part "*done rather than owned*" (Lawler 2014, p. 5) and subject to change in relation to the social and professional environments in which they find themselves. Through the process of formation, ECLs initially adopt conscious new identities in "*a reflexively organised endeavour*" (Giddens, 1991, p.5), reflected in dress, behaviour, and speech and that over time these adopted, and fluid identities

are either internalised as part of *habitus* formation, acquired as linguistic and social *capital* or discarded if they do not fit with existing *habitus* or result in the anticipated *capital*s. Examples of this are Lucy discarding or retaining aspects of dress and behaviour over time as she worked in different contexts and became more confident in her professional identity, Flora using dress as an aspirational tool for disadvantaged learners and STEM specialists resisting or embracing the adoption of white coats depending on their previous identity and formed *habitus*. This acceptance and resistance are conceived here as acting as a proxy for acceptance and resistance of other aspects of professional practice and identity.

ECLs discursive use of collective pronouns reflects how this acceptance or resistance fits with the identities of colleagues and managers in terms of 'sameness' or 'difference' across multiple categories of identity. It also indicates that for ECLs to be absorbed into a collective organisational identity, they need to feel that the agency of their individual identity is respected and valued and that they are collaborative stakeholders rather than human resources to be deployed. An example of this was the widespread perception that corporate identity through clothing was acceptable if there was choice about how it was adopted. There needs to be a recognition that it can be problematic in terms of subject area, personality, identity and financial *capital* and that a staged approach to changing appearance is essential to avoid connotations of managerial and organisational symbolic violence, particularly regarding age and gender, that can be used punitively in performance management (see Samantha).

As individuals, ECLs negotiate the categories of social identity accessible to them in terms of their intersecting social categories (class, gender, religion, age, ethnicity etc), their existing *habitus* and the subjectivity of their professional formation which spans across these categories (Lawler, 2014, p.176) and Taylor and Spencer, 2004). For example, Sebastian's struggles with his role in his department and his social interactions outside of work reflected his class, gender, and age identities but his existing *habitus* and subjective confidence in his engagement in complex organisational processes enabled him to consciously form a new professional identity. In contrast, both Frances and Samantha found their existing gender and age identities and their previous *habitus* presented barriers to engaging with these organisational processes, despite their confidence in their professional identity and understanding of these processes. This appears to suggest gendered and age barriers, but this thesis suggests that factors such as subject area and social relations intersect with these identities enabling or preventing further access to employment and progression.

The interviews and observations also revealed some of the difficulty identified by Fanghanel and Trowler (2008) in reconciling their teaching and academic identities, although some ECLs work hard to achieve this form of dual professional identity (e.g., Lucy, Maggie and George). This tension was particularly felt by those teaching HE in FE, reflecting Jephcoate and Salisbury's (2009) identification of the pressure of performativity on identity formation and the challenge to stability formed by the impact of meeting student needs in an FE environment.

It is interesting to consider the differences in how ECLs with similar identity categories exercise their agency within similar structural contexts. For example, there were some similarities in identity and context between Lucy and Zeinab, but Lucy had some different identity categories, such as ethnicity, and had greater social and cultural *capital* in terms of social relations and postgraduate study. These differences enabled her to exercise greater agency and develop a stronger professional identity with more complex pedagogic practice, in turn allowing her to make greater progress within the organisation. Lucy showed a greater reflexivity about her identity and development in her interviews, and recognised the *capital* that she was accruing, embodied in her staffroom access.

The greater the ECL reflexivity, the more conscious their engagement with identity formation, the more secure their *habitus* and the greater their *capital*, the more they were able to exercise agency over their 'empirical' world. For example, Claudia's conscious engagement with the 'game' as an identity performance enabled her to actively modify and transform the structures of her empirical world through her practice (Trent, 2010), shaping new and unique roles for herself within the organisation and different ways of working within or bending its existing structures. Some of these different ways of working and bending, however, were limited in scope and ambition for example in the covert subversion of organisational structures around PowerPoint presentations. Claudia's ability to engage with the 'game' also related to her "*structuring's of knowledge*" shaping her identity formation (Beck and Young 2005).

Fluid social and professional identities then are central to ECL professional development and formation. New professional identities are formed by the unique and individual merging of social identities, underpinned by different forms of *capital* and social knowledge, informed by conscious choices, that shape and are shaped by existing *habitus*, within social and organisational structures.

Identity formation - creativity versus bureaucracy?

Professional Identity

ECL discourse demonstrates that they share elements of Taubman's (in Daley et al, 2015) view of professional identity as activist professionals concerned with a social justice agenda to "*reduce or eliminate exploitation, inequality and oppression*" (Taubmann, in Daley et al, 2015, p2585.) operating within communities of practice (Wenger 1998) (although it is harder to make the case for the latter because it is not clear that fully functional communities of practice operate in FE). This view also fits with some elements of the ETF aspirations for sectoral and professional identity, although the ECLs were not aware of any of the potential support from ETF and SET in achieving this at the time of the interviews and observations.

It was also clear from the ECL discourse that there were elements of their existing professional identities that might limit engagement (particularly from some STEM vocational areas), for example the limitations presented by gender and age bias in some areas.

ECL discourse also makes clear that current emphasis in the sector is on 'business first' and lack of criticality around organisational identities can be viewed as a fundamental misrecognition of their current practices. This

misrecognition attributes practices as benign or supportive when they may, in a different reality, be exploitative. ECLs described perceived status acquired from being expected to work beyond their grade and paid hours. These faux 'promotions', which are often in fact the result of delegation from above, lack formal organisational recognition and recompense. Despite this they achieve a sense of buy-in and agency from vulnerable ECLs and this can be demonstrated by some of the incidence of the use collective pronouns. It is argued here that while the use of collective pronouns can reflect engagement and belonging within benign management and teams, it can also show a misrecognition of the *capital* that ECLs have within their organisations. It is also argued that they are sometimes given a false picture of the extent of their cultural *capital* and then are 'dropped from a great height' when they burn out under pressure for which they are not remunerated or supported. This in turn can detract from ECLs developing Taubman's individual professional identity with the ethical awareness that would accompany it. The *illusio* of ITE expects that trainees' teaching hours far exceed the prescribed placement hours meaning that the vulnerability to this form of exploitation is structured into ECL *habitus* from early on.

It is only when ECLs recognise this process that they can resist it or to choose to work with it on their own terms, adopting that different professional identity, exercising agency to support their learners, albeit at some cost to themselves (see for example, David or Maria).

The ECLs' professional identity, which broadly encompasses a preoccupation with accountability and responsibility for their learners, can also make them vulnerable to this form of exploitation and is not reliant on the varying levels of

276

agency, autonomy, and ability to exercise own judgement. Higher levels of agency and autonomy achieved through different forms of *capital* do seem to make ECLs more willing and able to oppose the potential for exploitation, but they are still at greater risk than more experienced colleagues (see Flora).

ECLs need time to develop a resilient professional identity without exploitative pressures with time to develop agency and autonomy both in their pedagogy and in their social relations before they are subsumed by the pressures imposed by a collective organisational identity.

This is reflected in Samantha's discourse accompanying her artefact selection of the *Serenity* keyring in which she articulates her struggle to maintain her own professional identity and values while fitting in with organisational pressures and expectations. Even without the accompanying discourse, this artefact had semiotic significance from a material culture perspective, conveying powerful messages about hidden rebellion and assertion of individual moral compass and personal identity.

The inability to withstand organisational pressures and exploitation (which are in turn often a response to perceptions of national policy expectations) is potentially damaging to recruitment and retention of staff in the sector. Like the girl wearing the red shoes in Andersen's tale (1845), they are expected to put on the 'red shoes' of organisational bureaucracy, and then have to 'dance on and on', without the time for reflection or development that is critical to creative and innovative practice. Rather than being the dancing princesses hoped for by Daley et al (2015), they can become trapped in a dance not of their own choreography. It is also clear that ECL identity transcends, informs, and is informed by each of the categories of practice.

Improved models of early career professionalism

Building on the earlier discussion and the literature this section explores what ECL development could look like in an FE sector with more collaborative and transformative models of professionalism. It suggests practical approaches that promote CPD models supportive of early career development, which build to produce empowered professional practitioners with the agency, knowledge, and experience to benefit their learners in achieving employment and in their personal development. It examines the ways that these strategies could support the espoused ambition for evidence-based practice and authentic 'dual professionalism' or a new model of democratic education (Daley et al 2017 and 2020). It also recognises the financial pressures that might limit the application of these approaches.

Additionally, it considers what collaborative development as part of democratic education (Daley et al 2017 and 2020) might look like for ECLs. It reflects on simple changes that might support ECLs in developing as professionals in practice. Indeed, some of these changes might be of value to all those practising in the sector.

Based on the analysis and discussion of ECL discourse, small practical changes such as for example: round table discussion and development meetings without hierarchical barriers; reduction in requirements for practitioners to document every aspect of practice, both internally and externally and real scope for feeding up on improvements to systems from the lecturers' perspective. Small-scale interventions like the examples given would have very few cost implications for organisations but would increase scope for practitioner agency and time for professional development without

losing accountability for practice. Most organisations seem to have their own systems for bureaucratic tasks but too many are inflexible, time consuming and not lecturer driven.

Interview data suggests that improvements to current CPD practice are essential for ECL development. Some of these have some cost implications, but so does existing provision. Some are already in place but ECLs are unaware of their existence. For example, all ECLs could benefit from bespoke and adaptable CPD units building on rather than replicating ITE practice. The ETF has some courses available on their website (ETF, 2020), but none of the ECLs in this study was aware of them at the time of interview. There is also an argument for including ECLs in internal action research projects, in line with the spirit of the Professional Standards (ETF 2014 a, Appendix 3, pp.314-5) there is however a cost implication here as access to staff qualified and trained in action research will be needed and to be effective a time allocation would be necessary. Similarly, time for engagement with industry links should be recognised and compensated to allow ECLs to maintain and forge professional relationships.

Small changes to the physical environment might also be significant in supporting ECL development as well as being beneficial to existing staff. When new teaching and learning environments are designed, consultation should take place with the staff who will be using them to identify their requirements for the space. ECL discourse suggests that on the rare occasions that this happens, organisational needs for efficient room occupancy trump these pedagogic or vocational requirements.

The overlap between professional and social space for ECLs without permanent staffroom access and for those who invested in their teaching space with wall displays, suggested that they would value having a designated teaching space, rather than having to move between sessions. This might also support learners in being able to locate staff outside of class time. Where this is not possible the provision of a wheeled case with all the essentials such as board markers, pens, wipers, small whiteboards, post-its and display paper, a 'classroom on wheels', might be a sensible solution (for example Maria's case and the way that ECLs, like Etkon and Joseph, used their bags).

The importance of the staffroom as a professional and social space and the barrier that lack of access presented was an important finding in the last chapter, replicating Kevin Orr's findings from 2009b that the staffroom is an important location for the social and professional development of ECLs entering the *field* and increased access for ECLs should be a key message (Orr, 2009b). This thesis goes further in suggesting that access to the staffroom as a shared professional and social space has become a form of social *capital* for ECLs.

Lack of access to onsite computers and staffrooms had other implications for ECLs. Access to online staff 'manuals' and a regularly updated online calendar with key dates is often restricted to onsite intranets and this led to reliance on-line managers to transmit these deadlines. This makes ECLs without access vulnerable and diminishes their autonomy. Access to this sort of centralised information both on and off campus is important in assuring equality of access and information for ECLs.

Without these changes ECLs have an almost itinerant identity within their organisation and profession being reduced to travelling peddlers of knowledge and skills, reminiscent of the teachers on Discworld (Pratchett, 2003).

> *"the teachers … wandered through the mountains, along with the tinkers, portable blacksmiths, miracle medicine men, cloth pedlars, fortune-tellers and all other people who sold things people didn't need every day but occasionally found useful … They lived rough lives, surviving on what food they could earn from giving lessons to anyone who would listen …" (Pratchett, 2003, p.26)*

Another area of vulnerability for both ECLs and their learners is the lack of advice and guidance available on policy changes. This is of greatest concern in small, private providers but can also be an issue for larger FE colleges. An internal policy service regularly updating and advising staff on policy changes that may have statutory, regulatory, or financial implications for provision and learners seems to be especially necessary to support ECLs who are 'promoted' into roles of responsibility.

Other small changes that would support ECL pedagogic development would be the removal of the pressure for presentation style lectures in every session and particularly the removal of corporate templates that restrict the format of these presentations. The assumption that delivery should be a uniform and homogenous commodity should be challenged in the FE sector, in favour of developing more authentic and creative pedagogic practices that benefit

learners and enrich practitioners. Removing the focus from 'dual professionalism', subject specialism or academic versus vocationalism and reframing it on collaborative and thematic models of learning might address issues of recruitment and retention of staff, particularly in an environment where all voices are heard and valued at all levels within the sector (Daley, in Daley et al, 2020). If performance management and quality improvement measures cannot be abandoned, they could be adapted for ECLs, adopting development and motivation strategies rather than performance measurement with a 360-degree focus on their whole contribution and idiographic development. Time is needed to allow ECLs to discover their own teaching style and strategies, freedom to experiment is essential for ECLs to become skilled practitioners. An assumption that qualification means a minimum level of competence has been achieved would reduce overly intrusive performativity, as would a recognition that repetitive and reductivist CPD offers are unhelpful in supporting ECL development. Scope is needed for ECLs to experiment and to make mistakes but with the support of an MKO team teacher as learner safety net.

It would also be helpful if there was greater respect for the developing professional identity of ECLs and recognition of the social sacrifices that they make. Small steps would be reductions in out of hours contact and reduction in the expectation of additional out of hours working at home, for example marking students' work. Linked to this would be a healthy respect for the professional, vocational, or academic knowledge and experience that ECLs are bringing with them to the sector within the broad framework of a democratic educational environment.

Although there was some evidence in the interview discourse and observed practice of planning for programmes of study being devolved in the manner suggested in policy discourse (DfE 2017c, p.106) (Luke and George interview transcripts), the reduction in traditional contact hours provided less autonomy than suggested in policy discourse and in practice did more to add to constraints in delivery (again Luke and George).

The need for these small changes reflects the model of the *illusio* of ECL reproduction depicted below (Figure 2 below). The model was devised in response to the analysis of interview, artefact, and observational data. The model uses concepts from Bourdieu's social theory of practice (1977) to illustrate the degree to which ECLs can inform their own development and where the other forces that inform their development are located. The core of the ECL their existing values, experiences and lived experience is represented by the inner sphere, their *habitus* and identity are in the second sphere because during the period of development they are acted on and act upon by external forces and are altered to reproduce shared dispositions and practices, and together enabling the ECL to accrue, retain or lose *capital*s. The areas inside and outside the *field* that influence ECL development grouped in four quadrants, professional, social, practice and environment. The arrows show the directions in which these forces act or are acted upon by the ECL, the broken line arrows indicate a one-way direction of influence, the double headed arrows indicate that influences run both inwards and outwards which would be the preferred model of development.

This diagram shows that the only aspect of the FE *field* which ECLs can influence outside their immediate sphere, as part of their development

process, is the social. Social relations with managers, awarding organisations and validating HEIs enable ECLs to feedback their ideas and experiences enabling them to have a degree of agency in these relationships and resulting policies. In every other quadrant in the wider *field* forces are directed to them, rather than being informed by them with reciprocity and collaboratively. They are engaged in an isolated and reductive practice rather than collaborative enterprise. This supports Taubman (in Daley et al 2015) in identifying competing models of managerialist and democratic models of professionalism and that the prevailing paradigm of professionalism is far from democratic.
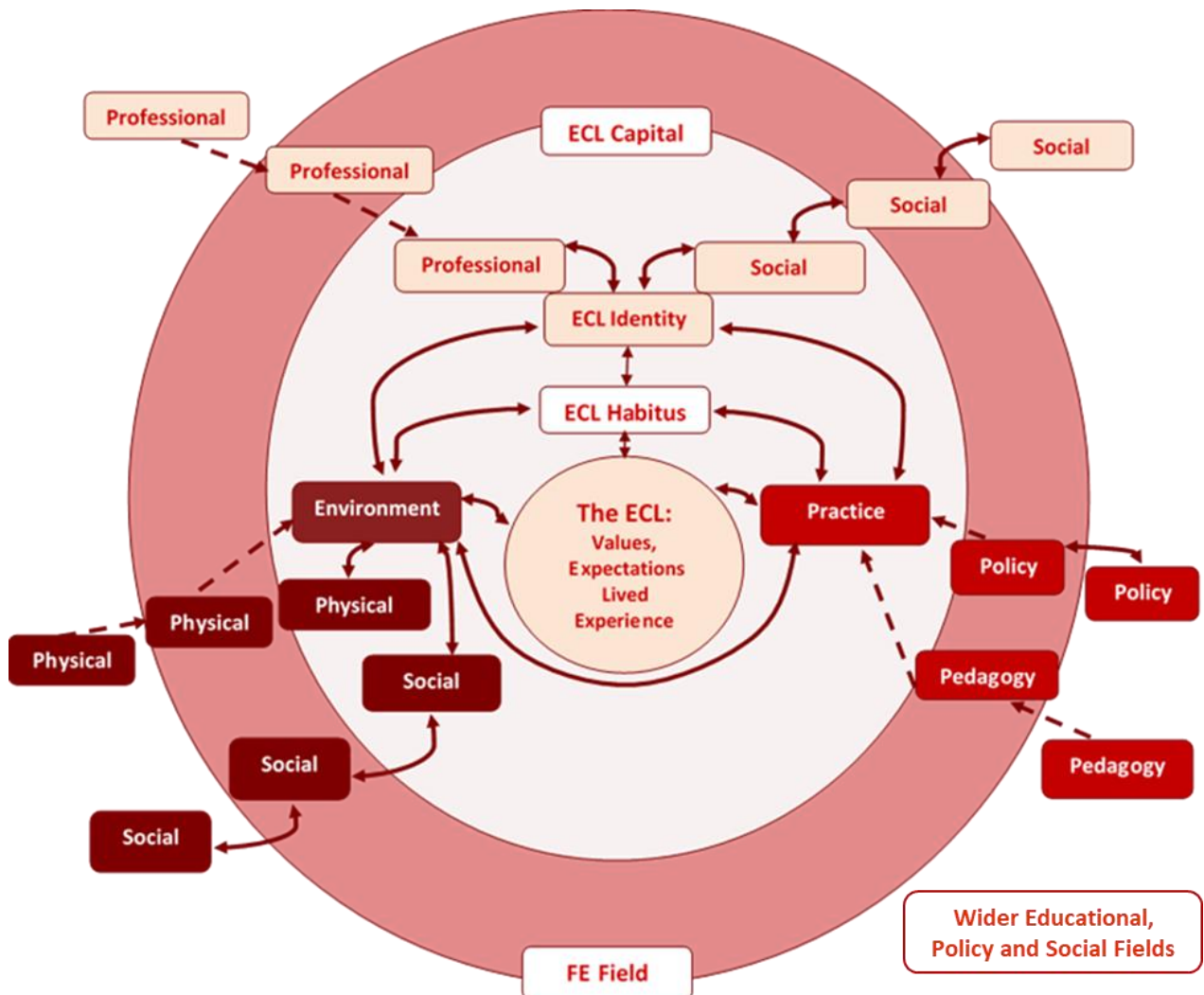
Figure 2 - The 'illusio' of ECL reproduction

Theoretical and analytical lenses, tools, and devices

This section is concerned with the third research question; it identifies the theoretical lens and analytical tools and devices used in this chapter. It evaluates how effective they have been in understanding "*the complexities and ambiguities*" (Spicer and Alvesson, 2011, p.6) of the FE *field* in discussing the first two research questions. Finally, it considers their wider applicability as analytical research tools.

Social theories

The original intention was to use Bourdieu's concept of *habitus* as a theoretical lens for interpreting ECL practices and development. It became apparent during the process of reviewing Bourdieu's work and analysing the data that a more meaningful approach would be to use the full suite of his conceptual tools. To understand how ECLs *habitus* informed and was informed by the early career period it was necessary to account for their existing and accrued *capital*s and their position in relation to the *field*. This made it possible to see ECLs as individual agents as well as to identify their shared *habitus.* It also became clear that it would also be beneficial to consider identity formation alongside these concepts as ECLs self-identity emerged as an important marker for practice and development.

Analysis of discourse identified loss and acquisition of *capital* by some ECLs, for example Frances who lost *capital* when becoming a TA, and conversely Sebastian acquired it when moving from a TA to a permanent teaching role. David lost some vocational *capital* on moving into teaching from industry but gained some academic capital. Geoff and Lucy also acquired new cultural *capital* through advanced academic qualifications. It also explained how these

losses and gains related to ECLs developing *habitus* as practitioners and the impact that they had on pre-existing *habitus*. It also demonstrated how their position in the *field* was affected by or affected their *capital* acquisition or loss. Bourdieu's tools also accounted for shared *doxa* in relation to pedagogic practices that could be compared with the expectations of the ETF (2014) Standards and the way that this shaped a limited repertoire of practice.

Applying Rawolle's (2011) five elements it became clear that ECLs form an identifiable set of agents with shared social and pedagogic practices delineated by social time and space. Viewing their shared activities, nominalised by terms such as 'CPD', 'Teaching' and 'Learning', 'Planning', 'Marking' and 'Feedback' enabled comparison with those identified in the Professional Standards and gave a focus in observing practice. Combined with CDA this revealed, social and vocational inequalities both in the Standards and guidance and in ECL discourse and activity. The different rewards of the game given to different *capital*s in the FE *field* have been shown to be related to subject specialism, previous *habitus* and *field*, qualification, and prior *habitus*. The value of these *capital*s has also been shown to be fragile and unstable, cultural arbitraries easily changing in relation to external and internal policy shifts responding to the perceived needs of the market. For example, in the current policy environment STEM subject specialists have greater cultural *capital* than academic subject specialists, particularly those side lined into delivering functional skills, in the present policy environment but that could easily change with changes in policy. If Bourdieu's suggestion that the reproduction of a cultural arbitrary is linked to the durable production of the *habitus* and developing practices which

conform to it is correct, this could partially account for the difficulty ECLs experience in adjusting when these arbitraries alter (Bourdieu 1977, p.32). It is also able to account to some extent for the discomfort experienced by ECLs whose working or lower middle-class origins and *habitus* both physical and linguistic, are furthest from the socially reproductive arbitraries of dress and academic language that they must achieve in their practice and absorb into their *habitus* to form new identities. This is particularly true for ECLs caught between the cultural arbitrary distinction between vocational and academic identities. As Bourdieu and Passeron (1990) explain these relations between academic discipline, social origin, and performance, individually cannot be held to account for an individual's progress in the *field* viewed in concert they are illuminating. Analysis has partially supported their suggestion that the further removed teachers' origins are from the acquisition of linguistic *capital* and the wider the participation in their subject discipline the greater the risk of apparent inability to achieve legitimacy in their role. (p94). However existing and acquired *capital*s related to subject area and qualification seem to be more significant in their ability to achieve this legitimacy.

In evaluating the utility of Bourdieu's tools in this thesis, far from being over-intellectualised, as suggested by Schatzki (1997), they have enabled a pragmatic explanation of different facets of ECL development within the current policy framework.

The other social theory of significance used in the analysis and discussion in this thesis Vygotsky's Social Activity theory (1978). Its main utility has been in understanding relations between ECLs, more established colleagues and managers, identifying them as MKOs and the early career period as a ZPD. It

has helped in understanding the mediated learning that takes place in early career development and the challenges experienced by those without access to either formal or informal mentorship. While it only played a relatively small part in this thesis it has been extremely useful in giving a conceptual vocabulary to describe and explain observed relations and ECL development. These relations while important, are too nebulous and informal to meet Wenger's model of Communities of Practice (1998). Any repertoire of shared practice and shared endeavour is either imposed or tentative, and the role of ECLs as newcomers or even legitimate peripheral practitioners is too uncertain in many organisations.

The social theory espoused and applied, in conjunction with CDA, in this thesis have been useful on several levels. Firstly, they have given conceptual tools to work with in analysing and understanding data. Secondly, they have given a lexis within which to describe and evaluate practices and development. Finally, they have enabled the formation of a thesis which proposes that policy environments in the period have produced inequalities in ECL development which are inimical to meeting the current policy aims for the Further Education sector.

Identity theory

Identity theory has been useful in deconstructing the relations between identity and subjectivity in ECL development. It has been particularly useful in describing relations between professional and social identities and contexts. This was especially helpful in understanding the nuances in identity formation when used in conjunction with Bourdieu's concepts. This made it possible to account for apparently similar ECL identities in similar professional contexts

resulting in different outcomes through different pre-existing *capital* or different relations to the *field*. It has become apparent throughout this thesis that it is hard to talk about identity in isolation as a multi-dimensional construct, professional, pedagogic, and social identities are all identifiable in the discourse and for this reason will be brought together of these categories in the conclusion chapter.

Artefacts

The Material Culture analysis of artefacts as a way of understanding *habitus* was useful in several ways. Firstly, in demonstrating the differences between ECLs with a more established vocational *habitus* or secure social and physical environment and those who were less secure in their relationship to their subject area or had a more transient relationship with their physical and social environment. The former group have been shown to have presented artefacts that were pedagogical and functional, while the later presented bags and comfort items. The subset within the latter group who were more creative also selected artefacts that reflected a more diverse set of tastes and dispositions. Secondly, they were useful in identifying managerialist pressures, such as Ofsted folders and a '*habitus of resistance' in* Samantha's keyring. Thirdly, they were useful in identifying a *habitus* of creativity and innovation or orthodoxies in practices for example Leah's use of her soft toy as a differentiated resource or the mechanistic pedagogies of presentation software and clickers.

The data collection of artefacts did highlight potential issues in Material Cultural theory for its home discipline of Archaeology, in that without the support of accompanying verbal corroboration and explanation it was shown

to be very vulnerable to the subjectivity of the researcher. This is best illustrated by the misinterpretation of an artefact as being significant because it had an image associated with pedagogic texts from the 1970s when, on questioning, it became apparent that the ECL was oblivious of this association and that the item had been a gift. In this instance the association revealed more about the gift giver than about its the ECL for whom the artefact was functional and sentimental.

Other interdisciplinary tools

It was initially envisaged that following Le Grand (1997, 2004) and Daley et al's (2015) use of metaphor to describe issues of perception and practice, additional metaphor would be used more extensively in this thesis for analysis and explanation. It was intended to deploy chivalric and literary allegory and metaphor to illuminate policy, practice and identity, and *capital*, following Spicer and Alvesson's (2011) justification of the use of metaphor. It rapidly became clear that although they provided useful personal thinking tools for reflection, to be explanatory for a wider audience and to have abductive value their use became over-elaborated and obstructive, rather than elucidatory. Le Grand's metaphors remained useful in their original context and the extension of the metaphor of 'the game', linking into Bourdieu's concept of *illusio* remained useful. Finally, elements of the extended literary framework provided imagery that evoked and explained the situation of ECLs lacking a base either physical in terms of fixed location, philosophically in terms of subject specialism, or actual in terms of a contract.

Some of the tools from Sociology and Archaeology used in this thesis share a theoretical provenance, others have been shown to work comfortably with

them in the same critical realist ontology. This has made them effective when brought together in this thesis to analyse and explain ECL practice and development and the role played by policy. Literary elements and tools have enriched the explanation of practice and development and appropriately deployed metaphor and simile have enhanced that explanation.

Questions arising from the research

This section identifies questions that have arisen from the research and discusses potential answers.

The first question that arose was around participation in the study. At the outset it became clear that identifying recently qualified ECLs was more problematic than anticipated not in terms of willingness to participate but in finding recent graduates who had been able to find employment in the sector. This was unanticipated at the outset when of the study when it was unclear how far reaching the effects of changes in legislation around professional requirements in the sector would be. It soon became clear that the impact on employment from pre-service courses had been significant across a range of HEI courses. All organisations approached for participation agreed and were supportive, but it became clear that HR departments did not hold or were unable to share figures on how many new employees held recent ITE qualifications on entry. This raised the question of how far organisations were acting on their commitment to continue to prioritise qualified staff. It also became clear that support for in-service qualifications for staff were patchy with an expectation that staff would only be required to take and be funded for awarding organisation Level 5 qualifications rather than the more expensive,

and lengthy HEI versions. In some cases, in-service staff were expected to be self-funding with no time allocation for study.

The next question that arose was why some ECLs who were participating were keen to be deeply involved in the whole process, willing to turn the transcription process into an agreed dialogue and wanting insights into findings where other participants were happy to end involvement on completion of their interview or observation. It seemed that those who had shown most engagement with reflective practice were most likely to want greater involvement in the research process as were those who were keen to embark on research for themselves. The work of Daley et al (2015, 2017 and 2020) suggests that there is a potential Community of Practice of researchers developing in the sector who are united in opposition to prevailing policy paradigms for FE and that ECLs are exposed to this during their training. This may explain greater engagement by some ECLs and gives hope that in time this curiosity may give rise to exploration of democratic and critical pedagogies for these ECLs.

Other questions arose regarding ethics when potential participants were identified by Heads of School. There was a risk of it changing the dynamics of the research and necessitated greater steps to protect anonymity both of participants and organisations. In one case the boundaries of observation and confidentiality were stretched when a participant indicated that it would be helpful to them for their line manager to received feedback on an observation. This presented ethical challenges but on discussion feedback was agreed before being shared and was honest and constructive identifying genuine strengths in practice. Had the observed session been less successful it would

have been harder to respond to this request in an ethical manner and would have had to be declined very sensitively. This incident led to much reflection on the role of a teacher educator as a researcher even when they are not an insider researcher.

Findings around organisational and national policy direction also raised questions. Is it possible to have "*professional, reflective, enquiring, critical thinkers, dual professionals who have ethical values, honesty and integrity*" (ETF 2014a, p.1) in a performative and managerialist environment? As the conclusion in Chapter 9 will explain the findings of this thesis suggest that if it is, it is only because of supportive line managers and strongly motivated practitioners.

Chapter 9 Conclusion

Research Questions

1. How do the policy agendas around Further Education in England during the period 2010-2018 compare with the values, expectations, practices and lived experience of early career lecturers?

2. How do early career lecturers develop their professional, social, and pedagogic practices and identity after qualification?

3. In what ways can interdisciplinary approaches to social theories and tools assist in understanding and describing the field of Further Education and the development of early career lecturers?

This chapter makes explicit at the outset the original contributions to knowledge claimed in this thesis, it establishes its truth claims and identifies their generalisability and limitations. It continues by summarising the context chapter and the themes emerging from previous chapters before describing the methodological and theoretical contributions to knowledge and answering the research questions. It also identifies possible paths of future enquiry before drawing the final conclusions of the thesis.

Original contribution to knowledge

This thesis claims two main areas of original contribution to knowledge, the first relates to findings in the thesis around policy and practice; the second to the methodological and theoretical approaches used in the thesis.

There are several claims to original knowledge in the thesis that are specific to the field of Further Education and to the experience of ECLs, these may be of significant interest to researchers and policy makers in that area. The claims relating to methodology and theory are argued to be universal and to be generalisable to other fields. Many of the claims around policy and practice

have elements of universality and could have generalisable applicability in other professional areas.

Specific knowledge claims around Policy and Practice.

The thesis has identified several knowledge claims that are specific to ECLs in the *field* of FE.

Firstly, it has identified the ways in which the policy environment 2010-2014 both intentionally and unintentionally shaped and limited ECL development during the 2010s. Secondly, it has provided a detailed critical analysis of the ETF Professional Standards and guidance. Thirdly, it has identified implementation gaps between the intention of the ETF 2014 Professional Standards and associated policies and uptake amongst ECLs and it has identified the impact of conflicting policy drivers for professional development and the delivery of maths and English reforms on ECLs and the sector. Finally, it has shown that the policy gaps between formation and implementation during the period present barriers to ECLs' professional identity formation and retention as successful FE lecturers.

These local knowledge claims, while of limited generalisability outside the field of FE, are of significance for those wishing to do further evaluative policy work in this area or to form new policy around professional development and practice in the FE sector.

Generalisable knowledge claims around Policy and Practice.

The mismatch between policy intentions around STEM education (T-levels) and their managerialist implementation at an organisational level is of central importance for ECLs entering the field. It is claimed here that managerialist leaders fail to afford the appropriate *capital*s to ECLs who are experienced or

qualified staff in their original field. They also fail to give recognition to their existing *capital*s and treat the ECLs instead as a transferable generic resource, it affects their recruitment to and more importantly their retention in a *field*. This may be true in other sectors, such as the Health Service, and has serious implications when a policy is dependent on recruiting a workforce with a specific skillset.

The importance of the staffroom as a locus of support and dissent has long been recognised (Kainan, 1994). Identifying that access to a shared staff social and professional space can be a form of social and cultural *capital* in office environments has wider applicability. It may be of particular importance to identify how other forms of access replace it as *capital* in a post-Covid 19 era, when access to shared spaces becomes even more limited. The role technology may play here could make it a fruitful avenue of enquiry for socio-materialist (see Orlikowski, 2007, Latour 2007) approaches.

This thesis has proposed that the semiotics of dress influence and are influenced by conscious identity formation and unconscious *habitus* development as a form of *bodily hexis*. It also suggests that they become a physical manifestation of professional identity and *capital*. These propositions can be widely applied across a range of professional and vocational contexts. This is related to the further proposition that expectations for professional responsibility and identity in social environments have a wider impact on social relations. These expectations for identity can take the form of changes in dress or linguistic *habitus* and can present a barrier to relations in familial or social contexts or can be tools in managerialist *symbolic violence*. Again, this

is a finding with universal applicability that can be generalised to many different *field*s.

Main themes related to original knowledge around policy and practice. Policy Context

In this thesis the direction of policy for the sector in this eight-year period has been shown to be relatively stable following an extended period of flux (Lucas 2004, Atkins 2011) but that the rate of change in introduction of new policy expectations remains rapid. The recruitment of the 'best' subject specialists who can bring strong connections to industry and develop vocational pedagogies has been a priority from the outset but was made explicit in the 2016 reform of the sector (Sainsbury, 2016). Statutory requirements for professional qualification and development of ECLs were removed early in the period (DfE 2012) and teaching in general has been characterised in policy as a craft best learnt through practice (Gove 2010). Ideological drivers and employer requests have led to a universal requirement for GCSE maths and English to be achieved across vocational and academic subject areas (LSIS, 2013 b). Subject specialist trainees in maths and English have been incentivised with bursary schemes and the recruitment of STEM specialists has been supported by initiatives by the ETF and STEM alliance (DfE, 2018).

These measures have been in preparation for the introduction of new technical qualifications, T-levels, intended to have similar prestige to A-levels and are intended to produce a high status and well-qualified workforce for a range of STEM industries (DfE, 2017).

Despite the removal of statutory requirements for teaching qualifications for FE lecturers, FE institutions and private training providers have continued to espouse a fully qualified staff in their discourse but have reduced financial

support for in-service staff who need to achieve a qualification, usually only supporting a qualification at Level 5 (Pynn, 2017).

A new body to oversee the sector independently of Government, the ETF, has been formed at Government instigation (ETF, 2013). It is made up of high-level representatives of the sector and of industry (ETF, 2014b). A new professional body, representing practitioners in the sector, the SET, has been established by the ETF (ETF, 2013). The SET awards professional status, QTLS, after a period of professional formation for recently qualified ECLs (ETF, 2014b). QTLS has been given parity of recognition with QTS in the school sector but without the accompanying requirements for an NQT year (Lingfield 2012a). QTLS and membership of the SET are paid directly by members and are relatively expensive for recent ECLs. Their discourse suggests that QTLS and SET have had little support in the sector outside ITE and QTLS is widely seen as being for ECLs wanting to teach in the compulsory sector (See Frances, Etkon, Flora for example). New Professional Standards for practice were introduced halfway through the period, intended to inform ITE, CPD for practitioners and, in the guidance document, as a tool for performance management (ETF, 2014b).

Policy and ECL experience 2010-2018

Many points emerge out of ECLs' experiences in the policy environment in the period. These are: that ECLs experience the same performative and managerialist pressures previously identified in the literature (Avis, 2007, Ball et al, 2011, Daley et al, 2015, 2017, 2020)); that there has been long-term underfunding of the sector (Tummons 2016, Orr, 2020); that there is a policy gap between policy intentions for professional development and practice, and

the lived experience of ECLS; that there have been policy changes around employment across the public sector and around formalised professional development and qualification; that there has been a general de-professionalisation of the sector in practice resulting in inequalities in cultural and social *capital* amongst ECLs and in some cases a loss of previously accrued *capital*s; that ECLs on part-time and variable hours contracts are more vulnerable to policy implementation; that conflicting policies around maths and English and subject specialism impact on ECLs development; that there has been a failure by the ETF and SET to achieve buy-in to standards, membership of SET and QTLS and that the perceived benefits of achieving QTLS are outweighed by the financial and time outlay.

ECLs developing practice

Professional Practices and Identity

ECLs brought existing *capital*s with them and expected to exchange them on entering the *field*, this exchange was not always realised. The degree to which their professional practice would be dominated by bureaucracy and rigid quality systems was unexpected by many ECLs and led some to consider leaving the *field*. They found that as bureaucracies of practice started to dominate the order of discourse, their creativity and innovation in pedagogic practice diminished. ECL development was measured organisationally against the same measures of performativity as established practitioners.

Individual professional identities were most aligned with organisational identities when ECLs felt valued and able to exercise agency within the organisation. Organisations both empowered ECLs and exploited their vulnerabilities in promoting organisational identities. Resilience and a secure

habitus and relevant *capital*s enabled ECLs to withstand exploitative practices and exert their professional identity. Compliance cultures were represented in some of the artefacts presented by many ECLs.

Pedagogic Practices and identity

The current CPD offer in most organisations for professional learning was inadequate and replicated content of ITE. The current theory and evidence base, and pedagogic research were poorly understood by most ECLs. A basic level of competence had been achieved by all ECLs on qualification, those observed demonstrated practice that would be at least deemed 'good' within a homogenised pedagogic repertoire but creativity in practice was limited after employment. Lesson observations supported developing practice to a degree but was linked to managerialist and performative drivers. There was little scope for truly transformative CPD to develop advanced practice in ECLs, and the spectre of Ofsted influenced much of their practice. Perceptions of Ofsted requirements led to restrictive pedagogies imposed by organisations limiting ECL authentic transformative pedagogic development, *habitus,* and *capital*. The ECL repertoire was too restricted to embrace any form of critical pedagogy or even to be truly aware of its possibility.

Social relations, practices, and identity

Imbalances in relations between the technical and social can be a barrier to authentic development of ECLs social practices, particularly for STEM practitioners. Managers' role in supporting ECLs' development and facilitating strong social relations with industry and colleagues are sometimes problematic due to the structural pressures on managers. When this is the case support from other more experienced team members becomes

important. When these relations within a team are complicated by issues of identity such as gender or age it can make ECL social development problematic.

Access to the staffroom is shown to be central to ECL social development whether as a site for dissent or for accessing support from experienced practitioners.

Social contexts are important for identity formation, particularly in relation to the semiotics of dress and speech. ECLs use dress to negotiate identities within the *field* and socially in the *field* of external personal relations. Changing physical *habitus* is significant for their development, as is their changing social *habitus*. These changes put social pressure on ECLs, but this is seldom accompanied by increased status or financial *capital*. It requires a reflexivity about these pressures to develop a secure identity and *habitus* to be able to exert agency and to acquire appropriate *capital*s.

Secure identity and *habitus* are also required to form an active professional identity.

Theoretical and Methodological contribution to knowledge

The use of self-selected artefacts as a method of revealing elements of the materiality of practice and of unconscious *habitus* and conscious identity have been important in this thesis. Their use constitutes an original contribution in identifying that an analytical approach from the *field* of archaeology can also have applicability in the *field* of Educational Research. MCS/T is informed by Bourdieu's concepts, allowing for investigation of the materiality of *habitus* and *capital*s and the 'real' of practice and identity, making it a useful tool for analysing physical artefacts from the same perspective. The integration of

MCS/T could be used in this way as across a range of disciplines that also deploy Social Theories of Practice in research. Obvious areas for this might be Health and Social Care, and Business and Management, both *field*s in which different physical artefacts are widely used in practice.

MCS/T is an inherently theoretical approach to practice (Tilley et al, 2006). As well as providing analytical tools, when used in conjunction with Social Bourdieu's Social Theories of Practice and Fairclough's theory of CDA, it provides an original theoretical approach for Educational Research. Adding literary elements such as explanatory metaphor and imagery adds to this originality in engaging with the ideational nature of *capital* and *habitus*.

In both methodological and theoretical terms, MCS/T has limitations, particularly when used in isolation. The most important being that it is subject to the interpretation of the researcher which, as was identified in the thesis, could lead to misinterpretation. Methodologically and theoretically this limitation can be addressed by using MCS/T analysis in tandem with interview data as part of a critical realist process of reconciling the inner "*world of ideas*" with the outer world of the observable (Ackroyd and Karlsson in Edwards et al, 2014, p21) in a way that is not possible in its home discipline.

Using literary elements also has limitations, as has been suggested above, it is essential that these elements are universally understood to have the same significance and for that reason they should be selected with caution.

This theoretical approach could be applied widely across many *field*s where Social Practice Theories are deployed.

Social Theory and Interdisciplinary tools

Bourdieu's conceptual tools of *field*, *capital* and *habitus* enabled the development of a visual model demonstrating ECL agency. ECL agency development is conceived as a process of reproduction (Bourdieu and Passeron, 1990). Bourdieu's tools and additional concepts have also influenced other conclusions drawn in this thesis. The analysis was facilitated by Rawolle's (2010) five elements combined with CDA and MCS/T. Using MCS/T to analyse ECL selected artefacts enabled a degree of access to the unconscious *habitus* of ECLs.

Vygotsky's Social Activity Theory (1978) provided the language to describe relations between established colleagues and ECLs and the learning this supports.

Summary responses to each research questions
Research Question 1

How do the policy agendas around Further Education in England during the period 2010-2018 compare with the values, expectations, practices and lived experience of early career lecturers?

The implementation of the previously identified policy agendas in the period has led to tensions for organisations and practitioners, tensions to which ECLs' professional practice and development are particularly vulnerable.

Although the ECLs in the sample share many of the values and expectations of practice that are embodied in the Professional Standards, their discourse around their lived experience reveals the conflict between the policy agendas described above and the effect on their early career period. For some pre-service graduates, removal of statutory requirements for qualification meant

that they were unable to join the sector at all or that they had to join in non-teaching roles as the demand for qualified staff diminished. ECLs joining the sector reflected complex motivations in their discourse. Sometimes they could be identified as metaphorical knights able to access the full range of professional armour available to them, like Maggie, George and Sebastian, sometimes pawns (Le Grand, 1995, 2004) like Zeinab in her lack of ability to engage with her organisation or Samantha being used as a functional skills tutor outside her subject area, and in some cases as itinerant but successful peddlers of knowledge like Leah in her peripatetic patchwork enterprise and Maria in teaching across multiple sites. The focus on responsibility for learners, of "*making sure*" dominated ECL professional discourse and in this they could be identified as altruistic knights, but this driving force also made them vulnerable to becoming exploited pawns both in their workload and work-life balance, with only Joseph feeling that he could manage without difficulty. There was little evidence in their discourse or observed practices to suggest that they became knaves in Le Grand's sense. Rather in many cases they failed to seek the *capital* that was legitimately theirs (for example QTLS and membership of a professional body), or when they dissented against organisational imperatives, as a '*habitus* of resistance', dissent only took the form of 'micro challenges' and seemed legitimate and consonant with the professional identity proposed by Taubman (in Daley et al, 2015) or suggested in the Professional Standards. For example, Luke, David, and George resisting organisational bureaucracies or Claudia using her own pedagogically creative presentations instead of organisational templates.

Although the ETF have maintained a professionalised sector, in practice many ECLs early employment has seen a process of de-professionalisation. ECL discourse has made clear that there is a lack of recognition of the Professional Standards, that membership of the Professional body and achievement of professional status is either irrelevant, a luxury that few can afford, or an aspiration that is beyond their current workload (Flora, Frances or Zeinab). Professional membership has become a form of dubious cultural *capital* and another measure of inequality for many ECLs like Frances not seeing the cost/benefit balance in its favour, or Sebastian describing his ability to access it as a luxury.

The policy agenda for the period failed to support professional development of ECLs, leading to a lack of clarity over the role of professional practice and autonomous pedagogy in the sector.

Government policies and sectoral responses have pulled ECL's in three directions, as subject specialists with industry connections and academic *capital*, as dual professionals with strong pedagogic knowledge, or as transferable resources to teach maths and English regardless of their specialism. This runs counter to original policy aspirations for the recruitment of maths and English subject specialists, despite at least a decade of directed financial incentives (DfE, 2018).

This implementation gap has implications for the recruitment and retention of the target staff to deliver T-levels (see George and David suggesting they might leave the sector). Financial incentives such as bursaries seem ineffective, leading only to financial and cultural inequalities between subject specialisms without providing any real incentive for subject specialists who

can achieve much greater financial recompense in other *field*s, as George explained.

ECL discourse made clear the debilitating nature of quality and bureaucratic systems implemented at local level, responding to fear of Ofsted (described by Zeinab, George, Luke, and David). It also reflected a lack of pedagogic autonomy and professional acknowledgment (foregrounded in David's and Samantha's discourse). Together these factors made incentives for STEM ECLs to remain in or encourage others to join the sector irrelevant. Further to this, it was clear from ECL discourse that their capacity to further policy aims by providing learners with "*direct experience of the world of work*" (BIS and DfE, 2016 a, p 15) was thwarted by organisational bureaucracies (see for example both David's and Luke's frustration).

For ECLs in general, autonomy and the ability to form an appropriate '*habitus* of resistance' is limited to the ability to make 'micro challenges'; to ignore or comply with imposed polices but not to be able to inform them in any meaningful way. The illusio of ECL reproduction diagram in the previous chapter also demonstrates that they are unable to influence any wider sphere beyond the individual except, in social relations and that policy is something that happens to them rather than with them.

Research Question 2

How do early career lecturers develop their professional, pedagogic and social practices and identity after qualification?

In investigating the ways that ECLs develop their practices and identity after qualification, the thesis first focused on each category of development separately but in this chapter the first three categories were each linked to

identity formation as it became clear throughout the thesis that identity formation affected and was affected by each of these areas.

Professional Practices and identity

ECLs, as with other lecturers in the *field*, are shown to have a contested professional identity, reflected in their practices, they are neither dual professionals, nor subject specialists unless their organisations decide that they are, rather they are too often Heinz 57's (Samantha's description).

As has been identified in answering the first research question, a dominating aspect of their ECL professional identity has been found to be one of responsibility for learners, even at their own personal expense, for example David working outside his role to support learners not funded for support.

They anticipated an exchange of *capital*s from their previous *field* but often found that the anticipated exchange of financial *capital* and vocational or academic cultural *capital* for status and for professional recognition and acknowledgement of skills, knowledge and professional judgement were not forthcoming, (David, Samantha, Frances, Maria, George and Luke and felt this).

 The domination of new professional practice by bureaucracy and rigidly controlled quality systems was unexpected by many ECLs, Lucy, Siobhan, Claudia, Zeinab all shared their shock at the level of bureaucracy and David, Luke and George actively opposed it. Those ECLS with sufficient externally valued *capital*s consider withdrawing from the *field* and those without find their acquired *capital*s being diminished as they lose currency. It is also suggested that as bureaucracies of practice start to dominate the order of discourse,

creativity and innovation in practice diminish as described by Lucy and observed in practice.

The role of professional organisational or individual identities reflected in analysis of ECL's discursive use of pronouns is important in answering this research question. It is noted that individual ECL identity best fit with collective organisational or collegial identities when they felt valued, and that they had agency within the organisation, reflected in the collective pronouns used by Lucy, even when this was of dubious legitimacy in the form of false promotion and status, in the form of roles such as internal verifier or team leader (Maria and Luke). It is suggested that organisations can both empower ECLs or exploit their vulnerabilities. ECLs with greatest personal resilience through secure *habitus* and accrued and existing *capital*s are seen to be best able to withstand exploitative practices and exert their own professional identity. Compliance cultures are represented in some ECL's selection of artefacts such as 'Ofsted folders', particularly when they wanted to challenge them in their interviews.

ECLs forming a professional social identity seem to be afforded insufficient recognition and recompense for their efforts which may affect their retention in the sector. It also seems limiting to use the same measure of performativity for professional practice for ECLs as for established practitioners.

Pedagogic Practices and identity

ECL discourse and observed practice makes it clear that the Professional Standards (ETF 2014) fail to support professional learning as an explicit aspirational framework for CPD. The current internal CPD offer in most organisations, both colleges and private providers, is sub-par and not

explicitly linked to Professional Standards except in performance management and response to statutory requirements. There is some suggestion in ECL discourse that external CPD offers may use the language of the Standards, (Sebastian), but that it is not made explicit. Internal lesson observations are found to have the potential to both support and to limit professional learning depending on institutional and managerial implementation of the process. The CPD available to most ECLs is shown to entrench practice in a limited repertoire with little awareness of, or capacity for, new information or skills. This is found to be compounded by an insufficiently developed and evaluated theory base to support practice which was evident in all ECL discourse. The evidence-base from research for effective pedagogy is insufficiently explored to justify the evidence-based practice promoted by policy.

Only occasionally is pedagogic practice influenced by locally offered CPD, for example David using elements of the 'Teachers' Toolkit'. The CPD most likely to inform or influence practice in more transformative ways seems only accessible to those pursuing post graduate study, for example George, Lucy and Maggie.

ECLs' interview discourse observed practice and artefact selection suggests that ECL pedagogic practice continues to follow that acquired during training with little development or change. When changes are made it is in response to organisational directives, personal reflection, suggestions from MKOs or feedback from lesson observations. ECLs with authentic industry experience seem to struggle to affect changes to update and inform pedagogic practice at a local level and that is a factor in them considering leaving the sector (David,

Luke and George all expressed the possibility of leaving and Samantha ultimately left the sector).

Changes to the nature of CPD to follow transformative models (Kennedy, 2005), linked to the Professional Standards, with scope for exploring the evidence base for pedagogy and the freedom to adopt appropriate critical approaches are proposed in this thesis, to support more advanced ECL pedagogic development. It would promote a more creative and innovative approach moving away from a 'teaching by numbers' homogeneity of pedagogic practice in the sector, exemplified by restrictive pedagogies centred on delivery of presentations using organisational templates and practice driven by perceptions of Ofsted expectations, demonstrated in ECLs selection of artefacts. These changes may enable ECLs to develop authentic pedagogic identities supported by their existing vocational and academic identities and *habitus*.

As Greatbatch and Tate (2018) have identified more research around the effectiveness of current CPD on student learning is required, but the changes proposed may support more profound forms of pedagogy, for example critical pedagogies or action research-based practice.

Social relations, practices, and identity

Imbalances in relations between the technical and social are considered problematic for developing ECLs. The reproductive nature of technical relations, starting during compulsory education can become a barrier to ECLs developing practice based on authentic technical relations underpinned by appropriate social relations, particularly in STEM subjects. Managers are seen to have a role in supporting ECLs in developing and maintaining strong social

relations with industry to underpin the development of technical pedagogic relations. Managers emerge in the discourse as having important roles in developing social practices supportive of ECLs. Lucy, Maggie, George, Luke, and David all had faith in their immediate line managers, but Luke and David had very little in the most senior management, the "*men in the high towers*". When support is not forthcoming or when managers' *capital* is insufficient to withstand managerialist pressures within organisations then the role of the team or more knowledgeable others in supportive social practices becomes important (as described by Flora). Where social relations within a team are adversely affected by issues of identity such as gender or age it can affect the development of ECLs joining these teams (Sebastian, France, Lucy, and Maggie all expressed this). This is particularly the case when ECLs have had different roles or identities within a team that they then rejoin after qualification (like Sebastian and Frances).

Access to staffroom locations can be important as a form of *capital*, but also as a locus of legitimate dissent or "*grumblings*" (Kainan, 1994), affording support and guidance from MKOs (Vygotsky, 1978) It is, however, hard for ECLs to assess the legitimacy of this advice and guidance and it can be a barrier to productive social relations with managers (like Flora).

Important aspects of identity formation have been shown to take place within social contexts, particularly in relation to the semiotics of dress and speech (clear from Maggie, Lucy, Frances, Sebastian). The ways in which ECLs use dress to negotiate intersecting new and old identities in the *field* and socially as a manifestation of physical *habitus* have emerged as significant for their development. The way in which they represent newly formed identities as

masked, or a performance (Flora and Claudia respectively) demonstrate areas of disconnection between new and existing identities reinforcing the findings around dress and identity.

Imbalances between perceived societal expectations and the limited status or recompense are also important in the ECLs descriptions. They influence the way they change their social practices to accommodate these perceived expectations but lack recognition for these sacrifices (this was particularly clear in Sebastian and Joseph's accounts).

Individual ECL agency is seen as being related to identity and where identities intersect, for example in ethnicity, age, gender or subject specialism, inequalities between ECLs are enacted. It is apparent that subtle differences in identity and *habitus*, often made secure by ECL reflexivity, seem to result in different levels and forms of *capital* (see Table 11, p.189). These then determine the degree of agency afforded to ECLs or the degree of agency that they have the confidence to exercise covertly through a '*habitus* of resistance'.

Secure identity and *habitus* are also important in being able to develop the professional identity proposed by Taubman (2009) as activists for social justice and as envisaged by the ETF in the Professional Standards (ETF, 2014). These professional identities are required to provide ECLs with the agency to develop challenging critical pedagogies for their subject area.

Research Question 3

In what ways can interdisciplinary approaches to social theories and tools assist in understanding and describing the *field* of Further Education and the development of early career lecturers?

The utility of social theory is demonstrable on at least three levels in this thesis, the conceptual, the lexical and theoretical. Conceptually they account for practices around development, lexically they provide language to describe practices around development and theoretically they make it possible to formulate a thesis identifying the inequalities for ECL development arising from recent policy direction, which may prevent the Further Education sector from fully meeting the central policy aims for it.

Analysis using Bourdieu's conceptual tools combined with CDA, Vygotsky's concepts and MCS/T made it possible to synthesise the findings in this thesis and to develop a visual model of the *illusio* of ECL reproduction (Figure 2, p.259). Using these conceptual tools, it identifies reproductive forces as professional, policy, environment and social, and represents the degree of agency that ECLs can enact in their own development. In shows that in their immediate sphere they have a degree of agency in the development of their pedagogic practice, but this is within external constraints about the nature of pedagogy. They have a limited degree of agency over their environment and professional development. The model shows that only in their social interactions can they exercise true agency and impact on wider aspects of the *field* and on the reproductive forces of policy and practice that are imposed from outside the *field*.

Identity theory has also been important in answering the research questions, initially it was conceived as a discrete part of ECL development, but the multi-dimensional nature of identity formation has been shown to inform many other aspects of their development (for example both professional and social identities, like Sebastian, Joseph, and Maggie). When used in conjunction

with social theoretical concepts, identity theory makes it possible to account for why there are more positive outcomes for some ECLs than for others and why some ECLs can exert different degrees of agency than others.

Using interdisciplinary tools from other *field*s, in this case Archaeology and Literature, has been shown to add to both analysis and explanation of ECL development in this thesis. MCS/T has been particularly useful in drawing on the same conceptual and theoretical lenses used in Educational Research and Sociology. It has been of considerable use in identifying information that would have remained hidden otherwise, for example Leah's creativity in practice was revealed in the discourse and MCS/T analysis around her owl toy and the semiotics of Samantha's keyring and accompanying discourse revealed the resilience of her legitimate '*habitus of resistance'* in the face of organisational pressures and symbolic violence.

The power of metaphor to illuminate and explain inequalities in practice and identity has been well made by Daley et al (2015) in the field of Further Education, and in other fields by Spicer and Alvesson (2011) and when used with restraint it has become more useful in this thesis. When appropriate literary concepts are used it is important that their meaning is universally recognised, and that they hold the same significance for the target audience as for the researcher. If it is necessary to provide a lengthy explanation of the metaphor, it is more likely to obscure meaning than to illuminate it.

Paths of future enquiry

The conclusions of the research are subject to some qualification in that the research is relatively small-scale in terms of the number of participants, however this is mitigated in some degree by the representative nature of the

sample and the range of types of institution from which it is drawn, although as a caveat, more large-scale research would be useful to confirm to what extent the findings are more widely representative.

An area which would benefit from further exploration is the differences between ECLs who followed in-service and pre-service paths into employment, although representative, the study only included two in-service participants, and this may limit any 'generalisability' of their experiences.

Recent developments from a global pandemic have changed the working environment, practices and social relations of many ECLs. The use of technology both for pedagogy and professional and social relations will undoubtedly change interactions in the *field* and the nature of *capital*s acquired. It is likely to impact on the ECL accrued *habitus* and sense of identity as part of a wider profession. Further research is needed to investigate the impact of these developments.

Concluding thoughts

In concluding this thesis, it is argued that if teaching is going to be treated as a craft (Gove 2010) best learnt by observation and practice, then we need professional practitioners who can enjoy a journeyman period to enable them to become skilled masters of their craft. Better still teaching should be viewed as an art (Biesta and James, 2007) and ECLs allowed the time and freedom to practice their art and establish their mastery of their own style of pedagogy with limited constraints by structuring bureaucracies of practice. Other questions arise from this: do we really need '*dual professionals'* or instead fully rounded professionals with deep understanding not only of their subject specialism and pedagogy but also of wider social and philosophical issues

around education? This thesis suggests that there is scope for ECLs to exercise context specific personal and professional judgement and critical pedagogy (Simmons, 2016) in addition to strong vocational knowledge and understanding and that some ECLs demonstrate this to some degree in their thinking and teaching. It also supports Daley et al (2015, 2017 and 2020) in arguing for a democratic, critical, and transformative model of professionalism. In the current troubled climate, it is more important than ever for both lecturers and learners to have the skills and knowledge to be able to "*both critique the existing economic system and to actively work to change it.*" Adams and Adams (2011).

The final and most practical questions arising from this thesis are around the affordability of SET membership, QTLS and effective CPD and about ownership of the sector. It is perhaps worth reiterating here Bourdieu and Wacquant's (1992) observation that *capital* is only *capital* if it is afforded value by others.

References

Abes, E. S. (2009). Theoretical Borderlands: Using Multiple Theoretical Perspectives to Challenge Inequitable Power Structures in Student Development Theory. *Journal of College Student Development*, *50*(2), 141–156. https://doi.org/10.1353/csd.0.0059

Ado, K. (2013) Action research: professional development to help support and retain early career teachers, *Educational Action Research*, 21:2, 131-146, DOI: 10.1080/09650792.2013.789701

Akram, S. (2010), Re-conceptualising the concept of agency in the structure and agency dialectic: habitus and the unconscious, *Doctoral Dissertation*, University of Birmingham

Alvesson, M. and Spicer, A. (Eds) (2011), *Metaphors We Lead By, Understanding leadership in the real world,* Abingdon: Routledge (Kindle Edition).

Andersen, H, C. (1845), *The Red Shoes*, http://hca.gilead.org.il/red_shoe.html, date accessed: 15/11/2020

Argyris, C. and Schon, D. (1974) *Theory in practice: increasing professional effectiveness*, San Francisco: Josse-Bass accessed via http://www.amazon.com/Theory-Practice-Increasing-Professional-Effectiveness/dp/1555424465#reader_1555424465 last accessed 1/09/2012

Arp Fallov, M. and Armstrong, J. E. (2009). Two examples of the use of Habitus to understand processes of marginalisation: suggestive lessons for policy and theory. Paper presented at *Beyond Bourdieu - Habitus, Capital & Social Stratification*, Copenhagen, Denmark.

Association of Colleges (AoC), (2019) *College Key Facts,* https://www.aoc.co.uk/sites/default/files/AoC%20College%20Key%20Facts%20 2019-20.pdf, date accessed: 15/11/2020

Atkins, L. (2011), A Guide to Instrumentalism: Initial Teacher Education in the Lifelong Learning Sector. In: 55th International Council on Education for Teaching World Assembly 2011, 11th 14th July 2011, Glasgow, Scotland. (Unpublished) http://eprints.hud.ac.uk/11763/ (Permission to cite given 19/01/2013)

Atkinson, D. (2004), Theorising How Student Teachers Form Their Identities in Initial Teacher Education, *British Educational Research Journal*, June., 2004, Vol. 30, No. 3 (June 2004), pp. 379-394

Avis, J. (2006): From reproduction to learning cultures: post-compulsory education in England, *British Journal of Sociology of Education*, 27:3, pp. 341-354

Avis, J. (2005). Beyond performativity: Reflections on activist professionalism and the labour process in further education. *Journal of Education Policy*, 20(2), 209–222. https://doi.org/10.1080/0268093052000341403

Avis, J. (1981). Social and Technical Relations: The case of further education. British *Journal of Sociology of Education,* 2(2), 145–161. *https://doi.org/10.1080/0142569810020202*

Avis, J. and Bathmaker, A. (2009). Moving into practice: transitions from further education trainee teacher to lecturer. *Research in Post-Compulsory Education*. https://doi.org/10.1080/13596740902921638

Avis, J. & Bathmaker, A. M. (2006). From trainee to FE lecturer: Trials and tribulations. *Journal of Vocational Education and Training*, 58(2), 171–189. https://doi.org/10.1080/13636820600799619

Avis, J., Fisher, R., and Thompson, R. (eds), (2010), *Teaching in Lifelong Learning A guide to theory and practice*, Maidenhead, Open University Press

Baker, S. E. and Edwards, R. (2012). How many qualitative interviews is enough? *National Centre for Research Methods Review Paper*, 1–42. https://doi.org/10.1177/1525822X05279903

Ball, S. J. (2017). Laboring to Relate: Neoliberalism, Embodied Policy, and Network Dynamics. *Peabody Journal of Education*, 92(1), 29–41. https://doi.org/10.1080/0161956X.2016.1264802

Ball, S. J. (2015a). What is policy? 21 Years Later: Reflections on the Possibilities of Policy Research. *Discourse: Studies in the Cultural Politics of Education*, 36(3), 306–313. https://doi.org/10.1080/01596306.2015.1015279

Ball, S. J. (2015b). Accounting for a sociological life: influences and experiences on the road from welfarism to neoliberalism. *British Journal of Sociology of Education*, 36(6), 817–831. https://doi.org/10.1080/01425692.2015.1050087

Ball, S. (2008) *The Education Debate*, Bristol: Polity Press

Ball, S. J. and Exley, S. (2010). Making policy with 'good ideas': policy networks and the 'intellectuals' of New Labour. *Journal of Education Policy*, 0939(September 2012), 37–41. https://doi.org/10.1080/02680930903486125

Ball, S. J., Maguire, M., Braun, A., & Hoskins, K. (2011). Policy subjects and policy actors in schools: some necessary but insufficient analyses. *Discourse: Studies in the Cultural Politics of Education*, 32(4), 611–624. https://doi.org/10.1080/01596306.2011.601564

Ball, S. J. and Olmedo, A. (2013). Care of the self, resistance and subjectivity under neoliberal governmentalities. *Critical Studies in Education*, 54(1), 85–96. https://doi.org/10.1080/17508487.2013.740678

Barthes, R. (1988) *The Semiotic Challenge*, Oxford: Blackwell.

Bathmaker, A-M. (2015) Thinking with Bourdieu: thinking after Bourdieu. Using 'field' to consider in/equalities in the changing field of English higher education, *Cambridge Journal of Education*, 45:1, 61-80, DOI: 10.1080/0305764X.2014.988683

Bathmaker, A.-M. and Avis, J. (2013). Inbound, outbound or peripheral: the impact of discourses of 'organisational' professionalism on becoming a teacher in English further education. *Discourse: Studies in the Cultural Politics of Education*. https://doi.org/10.1080/01596306.2013.728367

Bathmaker, A.M. and Avis, J. (2007), How do I cope with that? The challenges of 'schooling' cultures in further education for trainee FE lecturers, *British Journal of Educational Research*, Vol. 33, No.4, August 2007, pp.509-532

Bathmaker, A-M. and Avis, J., (2005), Becoming a lecturer in further education in England: the construction of professional identity and the role of communities of practice, *Journal of Education and Teaching*, Vol 31, No. 1, Feb, Routledge

Bathmaker, A.-M., Ingram, N., and Waller, R. (2013), Higher education, social class and the mobilisation of capitals: recognising and playing the game. British *Journal of Sociology of Education.* https://doi.org/10.1080/01425692.2013.816041

Beck, J., and Young, M. F. D. (2005) The assault on the professions and the restructuring of academic and professional identities: A Bernsteinian analysis. *British Journal of Sociology of Education*, 26(2), 183–197. https://doi.org/10.1080/0142569042000294165

Bernstein, B., (2003) *Class, Codes and Control, Volume IV The Structuring of Pedagogic Discourse*, Abingdon: Routledge

Best, M., Ade-Ojo, G. O. and McKelvey, C. (2019) Last among equals: perceptions and prospects of further education trained PGCE holders in the age of 'parity'*, Research in Post Compulsory Education*, 24:1, 129-150

Biesta, G. J. J. (2010). Why "What Works" Still Won't Work: From Evidence-Based Education to Value-Based Education. *Studies in Philosophy and Education*, 29(5), 491–503. https://doi.org/10.1007/s11217-010-9191-x

Biesta, G. (2007). Why '"what works"' won't work : evidence-based practice and the democratic deficit in educational research", *Educational Theory*, 57(1), 1–22. Retrieved from http://doi.wiley.com/10.1111/j.1741-5446.2006.00241.x

Blair, T. (2001*) Labour Education Manifesto speech*, University of Southampton, *https://www.theguardian.com/politics/2001/may/23/labour.tonyblair* date accessed: 15/11/2020

Bock, M. and Pachler, N. (2013), *Multimodality and Social Semiosis: Communication, Meaning-Making and Learning in the Work of Gunther Kress*, Abingdon: Routledge

Bonnischen, R. (1973), Millie's Camp: An Experiment in Archaeology, *World Archaeology*, Vol 4, No. 3, *Theories and Assumptions*, (Feb., 1973), pp 277-291

Boocock, A. (2019) Meeting the needs of local communities and businesses: From transactional to eco-leadership in the English further education sector, *Educational Management Administration & Leadership*, Vol. 47(3) 349–368

Boocock, A. (2017) Caveats for the new localism in further education – why the use of principal–agent solutions at the local level will not work, *Research in Post-Compulsory Education*, 22:2, 289-313

Boocock, A. (2015). Knaves, knights or networks: which assumption of lecturer and manager motivation should underlie further education policy*? Research in Post-Compulsory Educati*on, 20(2), 173–192.

Bourdieu, P., 2000, *Pascalian Meditations*, Cambridge: The Policy Press

Bourdieu, P., (1999), *The Weight of the World*, Social Suffering in Contemporary Society, Stanford: Stanford University Press

Bourdieu, P., (1998), *Homo Academicus*, Cambridge: Polity Press

Bourdieu, P. (1990), *The Logic of Practice*, Cambridge: Cambridge University Press

Bourdieu, P. (1984), *Distinction*, Abingdon: Routledge

Bourdieu, P. (1989), The Forms of Capital. in Richardson, J., (1986), *Handbook of Theory and Research for the Sociology of Education* Westport, CT: Greenwood, pp. 241–58, http://www.socialcapitalgateway.org/content/paper/bourdieu-p-1986-forms-capital-richardson-j-handbook-theory-and-research-sociology-educ date accessed: 15/11/2020

Bourdieu, P. (1977), *Outline of a Theory of Practice,* Cambridge: Cambridge University Press

Bourdieu, P and Wacquant, L., (1999), *An invitation to reflexive sociology*, Cambridge: Polity Press

Bourdieu, P. and Wacquant, L. (1989) 'Towards a reflexive sociology: a workshop with Pierre Bourdieu'. *Sociological Theory,* 7:1, 26-63

Braun, V. and Clarke, V. (2006) Using thematic analysis in psychology, *Qualitative Research in Psychology*, 3:2, 77-101

British Educational Research Association (BERA) (2018) *Ethical guidelines for educational research*. 4th edn. Available at: https://www.bera.ac.uk/researchers-resources/publications/ethical-guidelines-for-educational-research-2018, date accessed: 15/09/2018.

Burchill, F. (2000), The road to partnership? Forcing change in the UK further education sector; from ``college incorporation'' and ``competition'' to ``accommodation and compliance''?, Employee Relations, 23,2

Byrom, T., and Lightfoot, N. (2012). Transformation or Transgression? Institutional Habitus and Working Class Student Identity. *Journal of Social Sciences*, 8(2), 126–134. https://doi.org/10.3844/jssp.2012.126.134

Carroll, L., (1865) *Alice's Adventures in Wonderland* (Wisehouse Classics - Original 1865 Edition). Wisehouse. Kindle Edition.

Chitty, C. (2014) *Education Policy in Britain*, 2nd Edition, Basingstoke: Palgrave Macmillan

Chouliaraki, L., and Fairclough, N., (1999), *Discourse in Late Modernity, Rethinking Critical Discourse Analysis*, Edinburgh: Edinburgh University Press

Christensen, E. (2013). Micropolitical staffroom stories: Beginning health and physical education teachers' experiences of the staffroom. *Teaching and Teacher Education*, 30(1), 74–83. https://doi.org/10.1016/j.tate.2012.11.001

Christensen, E., Rossi, T., Hunter, L., and Tinning, R., (2018) Entering the field: beginning teachers' positioning experiences of the staffroom, Sport, *Education and Society*, 23:1, 40-52, DOI: 10.1080/13573322.2016.1142434

CIPD, (2020) *Our History* https://www.cipd.co.uk/about/who-we-are/history date accessed 26/10/2020

Clarke, M., and Moore, A. (2013). Professional standards, teacher identities and an ethics of singularity. *Cambridge Journal of Education,* 43(4), 487–500. https://doi.org/10.1080/0305764X.2013.819070

Coffield, F. (2007). *Running Ever Faster Down the Wrong Road: An Alternative Future for Education and Skills*, London: Institute of Education.

Coffield, F.and Edward, S., (2009), Rolling out 'good', 'best' and 'excellent' practice. What next? Perfect practice?, British Educational Research Journal, Volume 35, Issue 3

Coffield, F., Edward, S., Finlay, I., Hodgson, A., Spours, K., and Steer, R. (2008). *Improving Learning, Skills and Inclusion. Improving Learning, Skills and Inclusion: The Impact of Policy on Post-Compulsory Education*. https://doi.org/10.1080/02601370903031603

Coffield, F., Edward, S., Finlay, I., Hodgson, A., Spours, K., Steer, R., and Gregson, M. (2007). How policy impacts on practice and how practice does not impact on policy. *British Educational Research Journal*, 33(5), 723–741. https://doi.org/10.1080/01411920701582363

Coffield, F., Moseley, D., Hall, E., and Ecclestone, K., (2004) Learning Styles and pedagogy in post-16 learning A systematic and critical review, Learning and Skills Research Centre

Colley, H., James, D. and Diment, K. (2007). 'Unbecoming teachers: towards a more dynamic notion of professional participation', *Journal of Education Policy* 22(2), pp173-193

Colley, H, James, D and Diment, K., (2003), Learning as Becoming in Vocational Education and Training: class, gender and the role of vocational habits. , *Journal of Vocational Education and Training*, Vol 55, , No. 4

Conde, I. (2011). *Crossed concepts: Identity, habitus and reflexivity in a revised framework*, Lisbon: CIES e-Working Papers.

Curzon, L. B., and Tummons, J., (2016), *Teaching in Further Education An Outline of Principles and Practice,* (7th Ed), London: Bloomsbury (Kindle Edition)

Dalby, D. and Noyes, A. (2018) Mathematics education policy enactment in

England's Further Education colleges, *Journal of Vocational Education & Training*, 70:4, 564-580

Daley, M., Orr, K., Petrie, J.,(2020) *The Principal*, London: Institute of Education Press, Kindle Edition

Daley, M., Orr, K., Petrie, J.,(2017) *Caliban's Dance* London: Institute of Education Press, Kindle Edition

Daley, M., Orr, K., Petrie, J.,(2015) *Further Education and the Twelve Dancing Princesses,* London: Institute of Education Press, Kindle Edition.

Daniels, H. (2004). Activity theory, discourse and Bernstein. *Educational Review*, 56(2), 121–132. https://doi.org/10.1080/0031910410001693218

Davey, G. (2009) Using Bourdieu's Concept of Habitus to Explore Narratives of Transition, *European Educational Research Journal*, 8:2, pp276-284

De Vries, S., Jansen, E.P.W.A., van de Grift, W.J.C.M., 2013. Profiling teachers' continuing professional development and the relation with their beliefs about learning and teaching. Teaching and Teacher Education 33, 78–89. doi:10.1016/j.tate.2013.02.006

De Walt, K. and De Walt, B. (2011*) Participant Observation, a guide for fieldworkers,*2nd Edition, Plymouth: Altmira Press (Kindle Edition)

Department for Business Innovation and Skills (2012) Consultation On Revocation
Of The Further Education Workforce Regulations The Further Education
Teachers' Continuing Professional Development and Registration (England)
Regulations 2007 and The Further Education Teachers' Qualifications (England)
Regulations 2007 available at:
https://www.gov.uk/government/consultations/revocation-of-the-further-
education-workforce-regulations-the-fe-teachers-continuing-professional-
development-and-registration-england-regulations-2007-and-the-fe-teachers-
qualifications-england-regulations-2007 (last accessed 16/03/2016)

Department for Business, Innovation and Skills, (2012), *Developing a Guild for
Further Education, Prospectus*, https://core.ac.uk/download/pdf/9321774.pdf
check page 7 for devolved power

Department for Business, Innovation and Skills, and Department for Education, (2016
a) *Technical Education Reform the Case for Change*
https://www.bl.uk/collection-items/technical-education-reform-the-case-for-
change, date accessed: 15/11/2020

Department for Business, Innovation and Skills, and Department for Education, (2016
b) *Post-16 Skills Plan*,
https://assets.publishing.service.gov.uk/government/uploads/system/uplo
ads/attachment_data/file/536043/Post-16_Skills_Plan.pdf date accessed:
15/11/2020

Department for Business, Innovation and Skills, and Department for Education and
the Right Honourable Hancock, M. (2014) *Written statement to Parliament
Maths and English provision in post-16 education,*
https://www.gov.uk/government/speeches/maths-and-english-provision-in-post-
16-education date accessed: 15/11/2020

DfE (2018). *Incentive programmes for the recruitment and retention of teachers in
FE Literature review,* CooperGibson.
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/atta
chment_data/file/762441/Incentive_Programmes_for_the_Recruitment_and_Ret
ention_of_Teachers.pdf date accessed:15/11/2020

Department for Education, (2017a), *Policy Paper: T-level Action Plan*,
https://www.gov.uk/government/publications/t-level-action-plan date accessed:
15/11/2020

Department for Education, (2017b), *16 to 19 study programmes Planning and
delivery of 16 to 19 study Programmes*
https://core.ac.uk/download/pdf/84915193.pdf date accessed: 15/11/2020

Department for Education, (2017c), *Further education reform programmme
evaluation*, https://www.gov.uk/government/publications/further-education-
reform-programme-evaluation date accessed: 15/11/2020

Department for Education (2012) Guidance Qualified teacher status (QTS): qualify to teach in England https://www.gov.uk/guidance/qualified-teacher-status-qts (last accessed 16/03/2016)

Department for Education, (2010), *The Importance of Teaching, white paper,* https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/175429/CM-7980.pdf date accessed: 15/11/2020

Department for Education and Skills, (2006) *Departmental report 2006,* https://www.gov.uk/government/publications/department-for-education-and-skills-departmental-report-2006

Donovan, C. (2019) Distrust by design? Conceptualising the role of trust and distrust in the development of Further Education policy and practice in England, *Research in Post-Compulsory Education*, 24:2-3, 185-207

Duckworth, V., and Maxwell, B. (2015). Extending the mentor role in initial teacher education: embracing social justice. *International Journal of Mentoring and Coaching in Education*, 4(1), 4–20. https://doi.org/10.1108/IJMCE-08-2014-0032

Edgington, U. (2013). Performativity and affectivity: Lesson observations in England's Further Education colleges. *Management in Education*, 27(4), 138–145. https://doi.org/10.1177/0892020613485533

Edwards, P., O'Mahoney, J. and Vincent, S. (2014), *Studying Organization using Critical Realism,* Oxford: Oxford University Press (Kindle Edition)

EFSA (2014) *Guidance 16 to 19 funding: maths and English condition of funding,* https://www.gov.uk/guidance/16-to-19-funding-maths-and-english-condition-of-funding, date accessed: 15/11/2020

Emmerson, R.M, Fretz, R.I. and Shaw, L.L. (2011) *Writing Ethnographic Fieldnotes*, 2nd Edition, London: University of Chicago Press

Eraut, M. (1994) *Developing Professional Knowledge and Competence*, Falmer Press: London (Kindle edition)

Education and Training Foundation (2020), Initial Teacher Training Provision Third Year Report, https://www.et-foundation.co.uk/wp-content/uploads/2017/03/ITE-data-report-new-brand.pdf date accessed:15/11/2020

Education and Training Foundation (2014 a) Professional Standards for Teachers and Trainers in Education and Training – England http://www.et-foundation.co.uk/wp-content/uploads/2014/05/4991-Prof-standards-A4_4-2.pdf (accessed June 2014)

Education and Training Foundation (2014 b) Initial Guidance for users of the Professional Standards for Teachers and Trainers in Education and Training –

England http://www.et-foundation.co.uk/wp-content/uploads/2014/05/ETF-Prof-Standards-Guidance-v2-2.pdf (last accessed June 2016)

Education and Training Foundation (2013) https://www.et-foundation.co.uk/news/fe-guild-becomes-education-training-foundation/ date accessed: 15/11/2020

Evans, L. (2008). Professionalism, Professionality and the development of Education Professionals, *British Journal of Educational Studies*. Vol.56, No.1 March 2008, pp20-38

Fairclough, N., 2010, *Critical Discourse Analysis, the Critical Study of Language*, Second Edition, Harlow, Pearson Education Ltd

Fairclough, N., (2003), *Analysing Discourse, Textual analysis for social research*, Abingdon: Routledge

Fairclough, N., (1995), *Critical Discourse Analysis, the Critical Study of Language*, Harlow: Longman

Fairclough, N., (1993), *Discourse and Social Change*, Cambridge: Polity Press,

Fanghanel, J., and Trowler, P. (2008). Exploring academic identities and practices in a competitive enhancement context: A UK-based case study. *European Journal of Education*, 43(3), 301–313. https://doi.org/10.1111/j.1465-3435.2008.00356.x

Further Education Development Agency 1999, *Standards for teaching and supporting learning*. February 08, 1999, trans. Groves, B. https://www.third-conditional.net/fento.pdf accessed online 01/10/220

Further Education Learning Technology Action Group (2013) Recommendations http://feltag.org.uk/wp-content/uploads/2012/01/FELTAG-REPORT-FINAL.pdf

Fenwick, A. (2011) The first three years: experiences of early career teachers, *Teachers and Teaching,* 17:3, 325-343, DOI: 10.1080/13540602.2011.554707

Flores, M. A., & Day, C. (2006). Contexts which shape and reshape new teachers' identities: A multi-perspective study. *Teaching and Teacher Education*, 22(2), 219–232. https://doi.org/10.1016/j.tate.2005.09.002

Foucault, M., (1969) *The Archaeology of Knowledge*, Routledge, 1972, Ch1-3 reproduced at: https://www.marxists.org/reference/subject/philosophy/works/fr/foucault.htm date accessed: 15/112020

Geertz, G, (1973), *The Interpretation of Cultures: Selected Essays,* New York: Basic Books

Giddens, A. (1991). *Modernity and Self-Identity. Self and Society in the Late Modern Age.* Cambridge: Polity Press (Kindle edition)

Gleeson, D., Davies, J. and Wheeler, E. (2005), On the making and taking of professionalism in the further education workplace, *British journal of sociology of education*, 2005-01-01, Vol.26 (4), p.445-460

Gleeson, D., Hughes, J., O'Leary, M. and Smith, R. (2015) The state of professional practice and policy in the English further education system: a view from below, *Research in Post-Compulsory Education,* 20:1, 78-95, DOI: 10.1080/13596748.2015.993877

Gleeson, D. and James, D. (2007). The paradox of professionalism in English Further Education: a TLC project perspective, *Educational Review*, Vol59, No4, Nov 2007, pp 451-467

Gove, M, (2010), *Address to the NCLS*, http:/www.michaelgove.com/print/1575 accessed on 10/04/2011

Gray, C., Turner, R., Sutton, C., Petersen, C., Stevens, S., Swain, J. and Thackeray, D. (2015). Research methods teaching in vocational environments: developing critical engagement with knowledge? *Journal of Vocational Education and Training,* 67(3), 274–293. https://doi.org/10.1080/13636820.2015.1050443

Greatbatch, D., and Tate, S., (2018) *Teaching, leadership and governance in Further Education Research report,* Department for Education

Grenfell, M. (2011) Bourdieu, Language, and Literacy, *Reading Research Quarterly*, Volume 44, Issue 4, pp 438-448

Grenfell, M. (1996) Bourdieu and Initial Teacher Education post-structuralist approach, *British Educational Research Journal*, Vol. 22, No. 3

Grenfell, M., Bloome, D., Hardy, C., Pahl, K., Rowsell, J. and Street, B. (2012) *Language, ethnography and education, bridging new literacy studies and Bourdieu*, Abingdon: Routledge

Grenfell, M. and James, D. (Eds) (1998) *Bourdieu and education: acts of practical theory*, Falmer Press: London

The Guardian (2012), *Bonfire of the Quangos*, *the victims,* https://www.theguardian.com/politics/2012/aug/22/bonfire-quangos-victims-list, date accessed: 15/11/2020

Hammersley, M. (1997). Educational research and teaching: A response to David Hargreaves' TTA lecture. *British Educational Research Journal*, 23(2), 141–161. https://doi.org/10.1080/0141192970230203

Hammersley-Fletcher, L. Lewin, C., (eds), (2015), *Evidence-based teaching: advancing capability and capacity for enquiry in schools, Interim report,* https://assets.publishing.service.gov.uk/government/uploads/system/uploads/atta chment_data/file/464596/EBT_Interim_report_FINAL.pdf (National College for Teaching and Leadership)

Hanley, P. and Orr, K. (2019) The recruitment of VET teachers and the failure of policy in England's further education sector, Journal of Education and Work, 32:2, 103-114

Hardy, I and Lingard, B. (2008) Teacher professional developement as an effect of policy and practice: a Bourdieuian analysis, *Journal of Education Policy*, Vol.23 No. 1, pp.63-80

Hargreaves, D. H. (1997). In defence of research for evidence-based teaching: A rejoinder to Martyn Hammersley. *British Educational Research Journal*, 23(4), 405–419. https://doi.org/10.1080/0141192970230402

Heimans, S. (2012). Coming to matter in practice: enacting education policy. *Discourse: Studies in the Cultural Politics of Education*, 33(2), 313–326. https://doi.org/10.1080/01596306.2012.666083

Higher Education Academy (2011) *The UK Professional Standards Framework for teaching and supporting learning in higher education*, https://www.heacademy.ac.uk/sites/default/files/downloads/UKPSF_2011_English.pdf date: accessed 2011

Hodder, I. (1985). Post-processual archaeology. Advances Archaeology Method Theory 8. Vol 8, pp. 1-26.

Humphreys, M., and Hoque, K. (2007). Have the lecturers lost their voice? Involvement and participation in the devolved Further Education sector. *International Journal of Human Resource Management,* 18(7), 1199–1213. https://doi.org/10.1080/09585190701391990

Institute for Learning (2009). *Guidelines for developing your continuing professional development*. http://www.ifl.ac.uk/__data/assets/pdf_file/0011/5501/J11734-IfL-CPD-Guidelines-08.09-web-v3.pdf accessed date 28/08/2010.

Ingram, N. (2011). Within School and Beyond the Gate: The Complexities of Being Educationally Successful and Working Class. *Sociology*, 45(2), 287–302. https://doi.org/10.1177/0038038510394017

James, D. (2015). How Bourdieu bites back: recognising misrecognition in education and educational research. *Cambridge Journal of Education*, 45(1), 97–112. https://doi.org/10.1080/0305764X.2014.987644

James, D. and Biesta, G. (eds)., (2007), *Improving Learning Cultures in Further Education*, Abingdon, Routledge,

Jameson, J., & Hillier, Y. (2008). 'Nothing will prevent me from doing a good job'. The professionalisation of part-time teaching staff in further and adult education. *Research in Post-Compulsory Education*. https://doi.org/10.1080/13596740801903521

Jephcoate, M. and Salisbury, J., (2009), Further Education teachers' accounts of their professional identities, *Teaching and Teacher Education,* Vol. 25 , pp. 966-972,

Jorgensen, M. and Phillips L, J., (2002), *Discourse Analysis as Theory and Method*, London: Sage

Kainan, A. (1994). Staffroom grumblings as expressed teachers' vocation. *Teaching and Teacher Education*, 10(3), 281–290. https://doi.org/10.1016/0742-051X(95)97310-I

Kasparov, G., (2012) *Checkmate! My First Chess Book*, London: Gloucester Publishers plc.

Kennedy, A. (2005). Models of Continuing Professional Development: *Journal of Inservice Education*, 31(2), 235–250.

Khazraee, E., and Gasson, S. (2015). Epistemic Objects and Embeddedness: Knowledge Construction and Narratives in Research Networks of Practice. *The Information Society*, 31(2), 139–159. https://doi.org/10.1080/01972243.2015.998104

Kvale, S. and Brinkman, S., (2009) , *InterViews: Learning the craft of qualitative research interviewing.*, Thousand Oaks: Sage

Kvernbekk, T., and Kvernbekk, T. (2017). Evidence-Based Educational Practice. *Oxford Research Encyclopedia of Education,* (July), 1–20. https://doi.org/10.1093/acrefore/9780190264093.013.187

Latour, B., (2007). *Reassembling the Social, An Introduction to Actor-Network-Theory*, Oxford: Oxford University Press

Lave, J., and Wenger, E., (1991. *Situated Learning: Legitimate Peripheral Participation (Learning in Doing: Social, Cognitive and Computational Perspectives),* Cambridge: Cambridge University Press

Lawler, S,. (2014) *Identity: Sociological Perspetives,* (2nd Ed), Cambridge: Polity Press (Kindle Edition)

Lawson, T., Heaton, T., Brown, A., (2010) *Education and Training*, (2nd Ed), Basingstoke: Paulgrave Macmillan

Lefstein, A., and Snell, J. (2011). Professional vision and the politics of teacher learning. *Teaching and Teacher Education*, 27(3), 505–514. https://doi.org/10.1016/j.tate.2010.10.004

Le Grand, J. (2004). *Motivation, agency, and public policy of knights and knaves, pawns and queens*. Oxford, Oxford Univ. Press. http://www.oxfordscholarship.com/oso/public/content//economicsfinance/019926999/toc.htm

Le Grand, J. (1997). Knights, Knaves or Pawns? Human Behaviour and Social Policy. *Journal of Social Policy*, 26(2), 149–169. https://doi.org/10.1017/S0047279497004984

Lingard, B., Sellar, S., and Baroutsis, A. (2015). Researching the habitus of global policy actors in education. *Cambridge Journal of Education*, 45(1), 25–42. https://doi.org/10.1080/0305764X.2014.988686

Lingfield.R. (2012 a*) Professionalism in Further Education* http://www.bis.gov.uk/assets/biscore/further-education-skills/docs/p/12-670-professionalism-in-further-education-interim.pdf last accessed 20/07/2012

Lizardo, O. (2004). The Cognitive Origins of Bourdieu 's Habitus. *Journal for the Theory of Social Behaviour*, 34(4), 375–401. https://doi.org/10.1111/j.1468-5914.2004.00255.x

Lifelong Learning UK (2007). *New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector*. http://www.lluk.org/documents/professional_standards_for_itts_020107.pdf accessed online 10/07/2010

Lovett, S. and Cameron, M., (2011) Schools as professional learning communities for early-career teachers: how do early-career teachers rate them., *Teacher Development*, 15:1, 87-104, DOI: 10.1080/13664530.2011.555226

Learning and Skills Improvement Service (LSIS) (2013a) Teaching and Training Qualifications for the Further Education and Skills Sector in England available at: http://www.ncfe.org.uk/media/325764/Teaching%20and%20Training%20Qualifications%202013.pdf last accessed 16/03/2015

Learning and Skills Improvement Service (LSIS) (2013b) *the Commission on Adult Vocational Teaching and Learning report: It's about work… Excellent adult vocational teaching and learning,* https://www.excellencegateway.org.uk/content/eg5937 date accessed: 15/11/2020

Lucas, N. (2007). Rethinking initial teacher education for further education teachers: From a standards-led to a knowledge-based approach. *Teaching Education*, 18, no.2: pp93-106

Lucas, N. (2004). The 'FENTO Fandango': national standards, compulsory teaching qualifications and the growing regulation of FE college teachers, *Journal of Further and Higher Education,* Vol.27, No.1, Feb 2004

Lucas, N., Nasta, T and Rogers, (2012), From fragmentation to chaos? The regulation of initial teacher training in further education, *British Educational Research Journal*, 38, 4, 677-695

Machin, D. and Mayr, A. (2012) *How to do critical discourse analysis*, London: Sage

Mansfield, C., Gu, Q. "I'm finally getting that help that I needed": Early career teacher induction and professional learning. Aust. *Educ. Res*. 46, 639–659 (2019). https://doi-org.ezproxy.lancs.ac.uk/10.1007/s13384-019-00338-y

Marshall, B., Cardon, P., Poddar, A., and Fontenot, R. (2013). Does Sample Size Matter in Qualitative Research? a Review of Qualitative Interviews in Is *Research. Journal of Computer Information Systems*, 54(1), 11–22. https://doi.org/10.1111/jan.12163.

Mather, K., and Seifert, R. (2014). The close supervision of further education lecturers: "You have been weighed, measured and found wanting." *Work, Employment and Society*, 28(1), 95–111. https://doi.org/10.1177/0950017013490332

Maton, K. (2009). Cumulative and segmented learning: Exploring the role of curriculum structures in knowledge-building. *British Journal of Sociology of Education*, 30(1), 43–57. https://doi.org/10.1080/01425690802514342

Maxwell J, A (2012) *A realist approach for qualitative research*, London: Sage

Moore, A., (2012), *Teaching and Learning: Pedagogy, Curriculum and Culture*, Abingdon: Routledge

Nash, R. (1999). Bourdieu, "Habitus", and Educational Research: Is it all worth the candle? *British Journal of Sociology of Education*, 20(2), 175–187. https://doi.org/10.1080/01425699995399

Nasta, T. (2007). Translating national standards into practice for the initial teacher training of Further Education (FE) teachers in England, *Research in Post-Compulsory Education*, Mar2007, Vol12 Issue 1 p1-17

Ofsted (2015) *Initial Teacher Education inspection handbook, for use from September 2015,* https://www.mmu.ac.uk/media/mmuacuk/content/documents/secondary-teacher-education/partnership/2015-16-archive/general/ofsted/Initial_Teacher_Eduction_handbook_from_September_2015.pdfl, date accessed: 15/1182020

Olson, D. R. (2004). The Triumph of Hope Over Experience in the Search for "What Works": A Response to Slavin. *Educational Researcher,* 33(1), 24–26. https://doi.org/10.3102/0013189X033001024

Orlikowski, W.J., (2007) Sociomaterial Practices: Exploring Technology at Work, *Organization Studies,* Vol 28, Issue 9.

Orr, K. (2020) A future for the further education sector in England, *Journal of Education and Work,* 33:7-8, 507-514

Orr, K. (2012) Coping, confidence and alienation: the early experience of trainee teachers in English Further Education. *Journal of Education for Teaching Vol.* 38, No. 1, February 2012, 51–65

Orr, K., (2009a) Performativity and professional development: the gap between policy and practice in the English further education sector, *Research in Post-Compulsory Education*, 14:4, 479-489

Orr, K,. (2009b) College Cultures and Pre-Service Trainee Teachers: a study in the creation and transmission of ideas about teaching. *Doctoral thesis*, University of Huddersfield.

Orr, K,. (2008) Room for improvement? The impact of compulsory professional development for teachers in England's further education sector. *Journal of In-service Education,* 34 (1). pp. 97-108.

Orr, K., and Simmons, R. (2010). Dual identities: the in-service teacher trainee experience in the English further education sector. *Journal of Vocational Education & Training*. https://doi.org/10.1080/13636820903452650

Page, D. (2013). Recruitment and Transition of Construction Lecturers in Further Education: The Perspective of Middle Managers. *Educational Management Administration and Leadership*, 41(6), 819–836. https://doi.org/10.1177/1741143213488379

Pyn, K. (2017) *Teacher Training on the Job: Working as an Unqualified Teacher in FE* , https://college.jobs.ac.uk/article/teacher-training-on-the-job-working-as-an-unqualified-teacher-in-fe/ date accessed 15/11/2015

Pop, L. (2011). Self-analysis and socio-analysis: Bourdieu's way. *Economy and Society,* 40(2), 307–321. https://doi.org/10.1080/03085147.2011.548953

Postholm, M. B. (2012). Teachers' professional development: A theoretical review. *Educational Research*, 54(4), 405–429. https://doi.org/10.1080/00131881.2012.734725

Pratchett, T., (2003), *Wee Free Men*, London: Random House

Prown, J. D. (1982). Mind in Matter: An Introduction to Material Culture Theory and Method. *Winterthur,* 17(1), 1–19. https://doi.org/10.1086/496065

Rawolle, S. (2010). Understanding the mediatisation of educational policy as practice. *Critical Studies in Education*, 51(1), 21–39. https://doi.org/10.1080/17508480903450208

Reay, D., (2004), 'It's all becoming a habitus 'beyond the habitual use of habitus in educational research, *British Journal of Sociology of Education*, , Vol. 25 , No.4,pp.431-444,

Reay, D. (1995b) `They employ cleaners to do that': habitus in the primary classroom, *British Journal of Sociology of Education*, 16, pp353 - 371.

Reckwitz, A. (2002). Toward a Theory of Social Practices, A development in culturalist theorizing [*printed version*: 243], 2002(2), 245–265.

Reece, I. and Walker, S. (2007), *Teaching, Training and Learning, a practical guide*, (6th Ed), Tyne and Wear: Business Education Publishers

Robbins, D., (2007), Sociology as Reflexive Science: On Bourdieu's Project, Theory, *Culture and Society,* Vol. 24, No.5, pp.77-98

Robson, J. (2006). *Teacher Professionalism in Further and Higher Education*, Abingdon: Routledge

Rogers, R. (2011). An Introduction to Critical Discourse Analysis in Education (2nd Ed), Abingdon: Routledge (Kindle Edition)

Rose, G. (2012) *Methodologies: An Introduction to Researching with Visual Materials*, 3rd Edition, London: Sage

Sainsbury, D. (2016) *Report of the Independent Panel on Technical Education*, https://assets.publishing.service.gov.uk/government/uploads/system/uploads/atta chment_data/file/536046/Report_of_the_Independent_Panel_on_Technical_Edu cation.pdf

Scales, P. (2008) *Teaching in the Lifelong Learning Sector*, Maidenhead: Open University Press

Schatzki, T. R. (2005). Peripheral Vision: The Sites of Organizations. *Organization Studies*, 26(3), 465–484. https://doi.org/10.1177/0170840605050876

Scheuer, J., (2003), Habitus as the principle for social practice: A proposal for critical discourse analysis, *Language in Society*, Vol. 32, pp.143-175

Schon,D. (1983) *The Reflective Practitioner: how professionals think in action*, Aldershot, Ashgate Arena

Schuck,S., Aubusson, P., Buchanan,J., Varadharajan, M., and Burke, P.F., (2018) The experiences of early career teachers: new initiatives and old problems, *Professional Development in Education*, 44:2, 209-221, DOI: 10.1080/19415257.2016.1274268

Schwartz, S.J, Luyckx, K. and Vignoles, V.L, (eds), (2011), *Handbook of Identity Theory and Research,* New York: Springer (Kindle Edition).

Simmons, R. (2016). Liberal studies and critical pedagogy in further education colleges: 'where their eyes would be opened' (sometimes). *Oxford Review of Education*, 42(6), 692–706. https://doi.org/10.1080/03054985.2016.1226790

Slavin, R.E. (2004) Education Research Can and Must Address "What Works" Questions. *Educational Researcher*. 2004;33(1):27-28

Spenceley, L. (2011). Breaking the wall? Autoethnography and the transition from subject specialist to professional educator in FE. *Journal of Further and Higher Education*, 35(3), 409–421. https://doi.org/10.1080/0309877X.2011.569015

Spenceley, L. (2007). 'Walking into a dark room'—the initial impressions of learner-educators in further education and training. *Journal of Further and Higher Education,* 31(2), 87–96. https://doi.org/10.1080/03098770701267515

Straw, S. (2017). Career progression in further education and training sector, Education and Training Foundation. https://www.nfer.ac.uk/media/1742/etcp01.pdf date accessed: 15/118/2020

Sweetman, P. (2009) Revealing habitus, illuminating practice: Bourdieu, photography and visual methods, *The Sociological Review*, Vol.57 No.3

Spencer, S. and Taylor, G., (2004). *Social identities: multidisciplinary approaches,* Abingdon: Routledge.

Tedder, M. and Lawy, R. Learning journeys: student teacher stories in professional formation, *Journal of Further and Higher Education*, Vol. 37, Iss. 1, 2013

Tilley, C., Keane, W., Kuchler, S., Rowlands, M. and Spyer, P. (Eds), (2006), *Handbook of Material Culture*, London: Sage (Kindle Edition).

The Further Education Teachers' Qualifications (England) Regulations (2007)

The Further Education Teachers' Continuing Professional Development and Registration (England) Regulations 2007

Thompson, R. (2011). *Further Education and Social Inclusion under New Labour*. Retrieved from http://eprints.hud.ac.uk/11305

Thompson, R. and Robinson, D. (2008). Changing step or marking? Teacher education reforms for the learning and skills sector in England, *Journal of Further and Higher Education*, May 2008, Vol. 32, No.2, pp 161-173.

Timperley, H., Wilson, A., Barrar, H., and Fung, I. (2007.). Teacher Professional Learning and Development Best Evidence Synthesis Iteration [BES].

Tooley, J. and Darby, D. (1998) *Educational Research, A Critique: a survey of published results* (London, Office of Standards in Education).

Tramonte, L., and Williams, J. D. (2010). Cultural capital and its effects on education outcomes. *Economics of Education Review*, 29(2), 200–213. https://doi.org/10.1016/j.econedurev.2009.06.003

Trent, J. (2010). Teacher education as identity construction: insights from action research. *Journal of Education for Teaching,* 36(2), 153–168. https://doi.org/10.1080/02607471003651672

Trowler, P (2016a) Doctoral Research into Higher Education: Making Theory Work, Amazon Kindle.

Trowler, P (2016a) *Doctoral Research into Higher Education, thesis structure, content, and completion,* Amazon Kindle.

Trowler, P (2012), *Doing Insider Research into Higher Education*. Amazon Kindle.

Trowler, P. (2003) Education Policy, 2nd Edition, London: Routledge

Tummons, J. (2016). 'Very positive' or 'vague and detached'? Unpacking ambiguities in further education teachers' responses to professional standards in England. *Research in Post-Compulsory Education*, 21(4), 346–359. https://doi.org/10.1080/13596748.2016.1226589

Tummons, J. (2014a), The textual representation of professionalism: problematising professional standards for teachers in the UK lifelong learning sector, *Research in Post-Compulsory Education*, 19:1, pp 33-44

Tummons, J. (2014b). Professional standards in teacher education: tracing discourses of professionalism through the analysis of textbooks. *Research in Post-Compulsory Education*, 19(4), 417–432. https://doi.org/10.1080/13596748.2014.955634

Van Leeuwen, T. and Jewitt, C. (Eds) (2001), *Handbook of Visual Analysis*, London: Sage (Kindle Edition)

Vygotsky, L.S., Mind in Society, *The development of higher psychological processes*, edited by Cole, M. John-Steiner, V., Scribner, S., Souberman, E., Cambridge, MA: Harvard University Press

UCAS (2018) https://www.ucas.com/teaching-option/level-5-diploma-education-and-training date accessed: 15/11/2020

UK Parliament, (1998), *Select Committee on Education and Employment Sixth Report,* https://publications.parliament.uk/pa/cm199798/cmselect/cmeduemp/264/26413.htm, date accessed: 15/11/2020

Wallace, S. (2002). No good surprises: Intending lecturers' preconceptions and initial experiences of further education. British Educational Research Journal, 28(1), 79–93. https://doi.org/10.1080/01411920120109766

Wallace, S., and Gravells, J. (2010). Telling a compelling story: Managing inclusion in colleges of further education. *Management in Education*, 24(3), 102-106.

Wacquant, L. (2011). Habitus as Topic and Tool: Reflections on Becoming a Prizefighter. *Qualitative Research in Psychology*, 8(1), 81–92. https://doi.org/10.1080/14780887.2010.544176

Wenger, E., (1998), *Communities of Practice, Learning, Meaning and Identity, Cambridge*: Cambridge University Press

Woodward, S. (2016). Object interviews, material imaginings and 'unsettling' methods: interdisciplinary approaches to understanding materials and material culture. *Qualitative Research*, 16(4), 359–374. https://doi.org/10.1177/1468794115589647

Woolf, A., (2011) *Review of Vocational Education – The Woolf Report*, https://assets.publishing.service.gov.uk/government/uploads/system/uploads/att achment_data/file/180504/DFE-00031-2011.pdf, date accessed: 15/11/2020

Appendix One – Research Paperwork

Participant Information Sheet

Title of Project: The professional development of newly qualified lecturers in the Further Education and Skills Sector, policy, and practice.

Researcher: **Georgia McCrone**
County South, 71, Lancaster University, LA1 4YD, UK
Tel: +44(01)524593253
Email: g.mccrone1@lancaster.ac.uk

Supervisor: **Professor Paul Trowler**
County South, Room D30, Lancaster University, LA1 4YD, UK
Tel: +44 (0)1524 59xxxx
Email: p.trowler@lancaster.ac.uk

Date: ___14/11/2014_____,

Dear _____,

I would like to invite you to take part in my thesis research in the Department of Educational Research at the University of Lancaster.
Before you decide if you wish to take part you need to understand why the research is being done and what it would involve for you. Please take time to read the following information carefully. Talk to others about the study if you wish. Ask me if there is anything that is not clear or if you would like more information. Take time to decide whether or not you wish to take part.
This document includes:
Information about the purpose of the study (what I hope to find out).
Information about what participation means and how to withdraw when and if you wish (what you will be doing).
Details of what notes, recordings and other sources of information may be used as 'data' in the study - for the group and with you as an individual.
Information about how this data will be secured and stored.

Information about how any quotes will be used and how you will be involved in checking, agreeing, and consenting to their use.

How the information will be used in the thesis and for other purposes such as conference presentations or publication.

The purpose of the study

This research is for my thesis for the PhD by research in the Department of Educational Research at Lancaster University. Findings from the research may also be used for journal articles and conference presentations.

My research aims to explore how new standards and policy for lecturers in the Further Education and Skills Sector are reflected in the discourse and social practices of newly qualified lecturers. I am particularly interested in the transition from trainee to qualified lecturer and how national policy informs this transition.

What participation involves and how to withdraw if you no longer wish to participate?

Why have I been invited?
You have been invited because you have been identified as a newly qualified lecturer recently employed in the sector. This request and details of this study have been passed on to you by your Initial Teacher Training provider.

Do I have to take part?
No, your participation is entirely voluntary. If you do not wish to take part, then please let me know. If you do not wish to be observed or recorded, please indicate this. (Delete above as applicable)

You can withdraw from the study at *any* time up to 1st May 2017 and there is absolutely no obligation on you to continue or penalty for withdrawing. Your related data (recordings, notes) can be destroyed and all reference removed up to 1st May 2017.

What would taking part involve for me?

Your involvement would be for a maximum of two interviews over an academic year and a one-day observation, which ideally would involve me shadowing you for a typical teaching day (i.e., not attending meetings or other organisational events). The interview will be recorded, unless you indicate

otherwise, in which case I will take notes. During the observation, I would take notes and photograph artefacts (objects) that seemed relevant. My observations would focus on what you do and how you do it on a day-to-day basis but will not focus on the standard to which you teach or make assessment of your learners' achievements. I would ensure that no individual appears in the photographs. You will have an opportunity to view all photographs on the day. Any photographs which you do not wish to be included will be deleted at the time.

What will I have to do?

The first step is to contact me by email to express an interest in participating in this research project. I will already have contacted your employer to gain their consent for access to recruit to the study. I will then contact you to make arrangements for interviews and observations.

Protecting your data and identity
What will happen to the data?

'Data' here means the researcher's notes, photographs, audio recordings and any email exchanges we may have had. The data may be kept for up to 10 years after the successful completion of the PhD *Viva* as per Lancaster University recommendation, and after that all data will be destroyed. Photographs and Audio recordings will be transferred and stored on my personal laptop and deleted from portable media.

Identifiable data (including recordings of your voice) on my personal laptop will be encrypted using TrueCrypt software and will only be accessed and analysed by the researcher. With devices such as portable recorders where this is not possible identifiable data will be deleted as quickly as possible. In the meantime, I will ensure the portable device will be kept safely until the data is deleted.

You will be given the opportunity to view a final copy of the written-up *field* notes from the observation and the interview transcript and comment on any parts you are unhappy with which will be deleted, or disregarded from the data. Data may be used in the reporting of the research (in the thesis and then potentially in any papers or conference presentations). Please note that if your data is used, it will not identify you in any way or means.

Your data will have the full protection of the UK Data Protection Act (1998). The completion of this study is estimated to be by October 2019 although data collection will be complete by May 2017.

How will my identity be protected?

A pseudonym will be given to protect your identity in the thesis and any other publications that might be produced and any identifying information about you will be removed.

Who to contact for further information or with any concerns.

If you would like further information on this project, the programme within which the research is being conducted or have any concerns about the project, participation or my conduct as a researcher please contact:

Professor Paul Ashwin – Head of Department

Tel: +44 (0)1524 594443

Email: P.Ashwin@Lancaster.ac.uk

Room: County South, D32, Lancaster University, Lancaster, LA1 4YD, UK.

Thank you for reading this information sheet.

Georgia McCrone

Title of Project: The professional development of newly qualified lecturers in the Further Education and Skills Sector, policy, and practice.

Name of Researcher: Georgia McCrone

		Please Tick
1.	I confirm that I have read and understand the information sheet dated _14/11/2014__ for the above study. I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily.	
2.	I understand that my participation in this research study is voluntary. I understand that if for any reason I wish to withdraw at any time up to 1st July 2017, I am free to do so without providing any reason and that there is no obligation on me to continue or penalty for withdrawing.	
3.	I understand that my day-to-day activities will be part of the data collected for this study and my anonymity will	

	be ensured. I give consent for all my observed actions to be included and/or quoted in this study.	
4.	I consent to photographs of artefacts being taken during the observation and notes being taken.	
5.	I consent to be interviewed.	
6.	I consent to the interview being audio taped.	
7.	I understand that the information I provide will be used for a Ph.D. thesis and may be published. I understand that I have the right to review and comment on the information provided before the final submission.	
8.	I agree to take part in the above study.	

Name of Participant:

Signature

Date

Ethical Approval
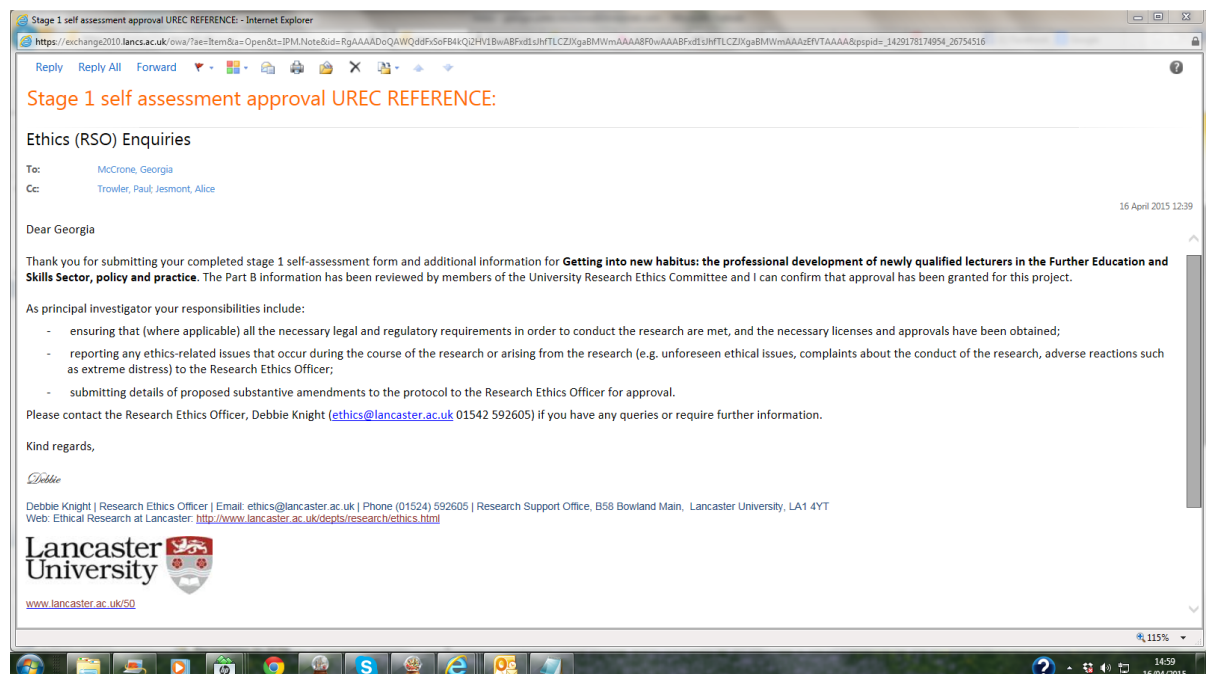
Appendix Two – Interview Schedule

Working title: The professional development of newly qualified in the Further Education and Skills Sector

Interview Schedule

The interview should take no more than an hour of your time. At the start of the interview, I will ask some brief questions about your teaching qualification and then some general background questions about your work role, please keep your answers as brief as possible for this section. There are then two main areas that I am interested in finding out more about. The first is your professional practice this year and how it has developed. The second is to do with how you developed your social practices since qualifying. By social practices I mean your activity within your working environment.

Teaching Qualification Questions

TQ1. Qualification and Pre- or in-service
What teaching qualification do you hold?
Did you take a specialist pathway?
Did you do your teaching qualification in-service or pre-service?

TQ2. Location of study
Where did you do your teaching qualification?

TQ3. Relevance of teaching qualification
Which aspects of your teaching qualification have had most relevance to you since you starting in employment as a teacher – why? Can you give me any examples?

TQ4. Missing content
Was there anything that wasn't covered in your teaching qualification that you would have found helpful?

General Background Questions

GBQ1. Teaching role

Can you please define your current teaching role?

GBQ2. First year in teaching post
Can you briefly describe your first year in this role?

GBQ3. Length of time after qualifying before starting employment.
How long after you qualified did you start employment?

GBQ4. QTLS since qualifying – why/ why not?
Have started the process of professional formation to get QTLS?

Professional Practice

The next block of questions is about how your professional practice has developed in terms of values and attributes, knowledge and understanding and your skills. Do not worry if you are not able to think of examples, it may be that they have not come within your current experience and maybe something that you develop in the future.

PS1. Professional Values and Attributes – how you develop your own judgement of what works and does not work in your teaching and training.

Pt1 - Can you give me some examples of how you?

PT2 – Can you describe how you?

PT3 – How easy have you found it to?

Meet the diverse learner needs.

Accommodate your own values and beliefs and those of your learners in your teaching.

Value and promote social and cultural diversity in your learners.

Ensure equality of opportunity and inclusion for your learners.

Motivate your learners to learn.

Inspire and motivate learners with your own enthusiasm.

Raise the aspirations of your learners?

Select and adapt strategies to help learners to learn.

Be creative and innovative.

Build positive and collaborative relationships with colleagues and learners?

Reflect on what works best in your teaching and learning?

Evaluate your own practice?

Use evaluation in developing your practice?

PS2. Professional knowledge and understanding – how you develop deep and critically informed knowledge and understanding in theory and practice.

Pt1 - Can you give me some examples of how you?

PT2 –Can you describe how you?

PT3 – How easy have you found it to?

Maintain and update knowledge of your subject and/or vocational area?

CPD

Maintain and update your knowledge of the outcomes of educational research.

Incorporate evidence-based practice into your teaching?

Apply your theoretical understanding of effective practice in teaching, learning and assessment.

Draw on research and other evidence in your teaching.

Evaluate your practice with others?

Assess the impact of practice on learning?

Strategies and approaches to manage and promote positive learner behaviour?

Teaching and professional role and responsibilities

PS3. Professional skills – how you develop your expertise and skills to ensure the best outcomes for learners.

Pt1 - Can you give me some examples of how you?

PT2 –Can you describe how you?

PT3 – How easy have you found it to?

Motivate and inspire learners promote achievement.

Develop learner skills to enable progression.

Plan and deliver effective learning programmes for diverse groups.

Provide individuals with a safe and inclusive environment?

Promote the benefits of technology and support learners in its use?

Mathematics and English needs of learner

Work creatively to overcome individual barriers to learning.

Enable learners to share responsibility for their own learning and assessment?

Setting goals that stretch and challenge learners?

Apply appropriate and fair methods of assessment.

Provide constructive and timely feedback?

Supports progression and achievement in your learners.

Maintain and update your teaching and training expertise.

Maintain and update your vocational skills.

Opportunities for collaboration with employers

Contribute to organisational development.

Engagement with quality improvement systems

PS4. Awareness of standards

Thinking about the questions that I have asked you about your practice:

How and why do you think I chose the topics for these questions?

What can you remember about the LLUK/ ETF professional standards?

Have you come across them in any form since completing your course?

Are you aware that the professional standards for the sector have changed?

Social Theory

ST1. Dispositions, conduct, opinions

Thinking about your outlook on teaching practice at the end of your qualification, how different do you think it was before you undertook teacher training?

How has this changed since you started teaching as a qualified employee?

What do you think the main reasons for this are?

ST2. 'Rules of the game'

How easy was it to settle into the team you work with?

Do you feel that there are any unwritten and unspoken aspects that you had to learn in your job role?

If yes, how far do you understand them now?

If yes, how long did it take you to feel that you understood them?

How far had your teaching practice prepared you to pick up on these aspects?

So, if I described it as having to learn 'the rules of the game' how applicable would that be to your experience?

ST3. Practices and activities

Thinking of your day-to-day activities, have you noticed any areas where you are becoming confident to the point that you don't have to think too much about what you need to do and how you do it?

Are there areas in which you feel that you still lack confidence, if so which ones?

What are the day-to-day activities that you find most challenging?

ST4. Language, Jargon and Acronyms

Have you found that there are specific terms that you have had to learn that you weren't aware of in your placement?

Do you feel that you are now a 'native speaker' of the language of your workplace?

Do you still come across acronyms which you do not really know what they stand for, but you know what they involve?

Do people explain these acronyms to you?

ST5. Physical aspects

Can you describe the way you dressed in your previous employment?

Can you describe the way you dressed as a student on the teaching qualification?

Can you describe the way you dress when you are at work now?

How do you dress when you are not at work?

Are there any objects that you use on regularly in your work?

CQ1. Final questions

Finally, are there any areas that you would have liked me to ask you about today which have not been covered?

Do you have any questions or concerns about our conversation today?

Professional Standards for Teachers and Trainers in Education and Training – England

Introduction

Teachers and trainers are **reflective** and **enquiring** practitioners who think **critically** about their own educational assumptions, values and practice in the context of a changing contemporary and educational world. They draw on relevant research as part of **evidence-based practice**.

They act with **honesty** and **integrity** to maintain **high standards** of ethics and professional behaviour in support of learners and their expectations.

Teachers and trainers are 'dual professionals'; they are both subject and/or vocational specialists and experts in teaching and learning. They are committed to maintaining and developing their expertise in both aspects of their role to ensure the best outcomes for their learners.

These expectations of teachers and trainers underpin the 2014 professional standards, with their overall purpose being to support teachers and trainers to maintain and improve standards of teaching and learning, and outcomes for learners.

The professional standards are set across three sections each of equal importance: each links to and supports the other sections.

The 2014 professional standards:

- **Set   clear expectations of effective practice in   Education   and Training.**

- **enable teachers and trainers to identify areas for their trainers to identify areas for their own professional development.**

- **support initial teacher education.**

- **provide a national reference point can point that organisations can useuse to support the development of their staff.**

The corresponding Guidance, which was developed with the support of practitioners, aims to help teachers and trainers use the standards and apply them to the context in which they work.

The
Education
&Training
Foundation

www.et-foundation.co.uk

Professional Standards

As a professional teacher or trainer you should demonstrate commitment to the following in your professional practice.

Professional values and attributes

Develop your own judgement of what works and does not work in your teaching and training

1   Reflect on what works best in your teaching and learning to meet the diverse needs of learners
2   Evaluate and challenge your practice, values and beliefs
3   Inspire, motivate and raise aspirations of learners through your enthusiasm and knowledge
4   Be creative and innovative in selecting and adapting strategies to help learners to learn
5   Value and promote social and cultural diversity, equality of opportunity and inclusion
6   Build positive and collaborative relationships with colleagues and learners

Professional knowledge and understanding
Develop deep and critically informed knowledge and understanding in theory and practice

7 Maintain and update knowledge of your subject and/or vocational area

8 Maintain and update your knowledge of educational research to develop evidence-based practice

9 Apply theoretical understanding of effective practice in teaching, learning and assessment drawing on research and other evidence

10 Evaluate your practice with others and assess its impact on learning

11 Manage and promote positive learner behaviour

12 Understand the teaching and professional role and your responsibilities

Professional skills
Develop your expertise and skills to ensure the best outcomes for learners

13 Motivate and inspire learners to promote achievement and develop their skills to enable progression

14 Plan and deliver effective learning programmes for diverse groups or individuals in a safe and inclusive environment

15 Promote the benefits of technology and support learners in its use

16 Address the mathematics and English needs of learners and work creatively to overcome individual barriers to learning

17 Enable learners to share responsibility for their own learning and assessment, setting goals that stretch and challenge

18 Apply appropriate and fair methods of assessment and provide constructive and timely feedback to support progression and achievement

19 Maintain and update your teaching and training expertise and vocational skills through collaboration with employers

20 Contribute to organisational development and quality improvement through collaboration with others

www.et-foundation.co.uk

Appendix Four – Data Analysis Worked Examples

This appendix contains worked examples of different types of data analysis used in the thesis and referred to in the text.

Critical Discourse Analysis

The same sections of CDA have been selected from the complete analysis, to show how they enable comparison between the Standards and ECLs interviews. The first extract is from the CDA of the Professional Standards guidance document, the second is an extract from the CDA of one ECL interview.

Extract from CDA of Standards guidance

Intertextuality
Presupposed texts, knowledge, beliefs.
- Existential assumptions - text by ETF that provides the commentary is littered with assumptions about 'reality' presented as fact:
    - 'Underlying the practice of every professional teacher and trainer is a set of values,
    - 'Good teachers and trainers also review, on an ongoing basis, their knowledge, assumptions and values against up-to-date professional developments in the world in which they work, drawing on evidence-based practice.'
- Propositional assumptions – assumptions that the ETF and contributors suggest are 'true'.
    - 'Rather, they are fundamental, integral and essential to excellent teaching and learning, and supporting learners to be able to reach their full potential.'
    - which are expressed throughout the application of the teacher or trainer's skills and knowledge in their everyday working life.'
    - See Q&A box 6 – assumption that universal standards can be applied to all practitioners at any career stage across sector.
- Value assumptions – assumptions which reflect ETF values.
    - 'professional teacher', 'excellent teaching and learning', 'Good teachers and trainers', 'The immense satisfaction of teaching and training in the Education and Training sector comes from helping individuals to progress and develop, from overcoming barriers to learning, and seeing learners better equipped to make their way in the world', 'there is always something new to learn. Indeed, that is precisely what makes the profession so rewarding and engaging'.

        The values and attributes described in the Professional Standards are not "nice to haves Rather, they are fundamental, integral and

essential to excellent teaching and learning, and supporting learners to be able to reach their full potential." p.7

Discourse

Events:

- delivery plan for the Education and Training Foundation for 2013-2014 p.3 – **pre-dates the ETF, originally LSIS or IfL**
- review the Professional Standards for teachers and trainers in the lifelong learning sector p.3
- originally developed in 2007 – **disregards FENTO** p.3
- three phases… October 2013 and continuing through to mid-April 2014. p.3
- over 950 teachers, trainers, and leaders and managers taking part in a detailed online survey, consultation events and in-depth interviews. p.3
- Lingfield review 2012 – reference in the background and context. **A bit of a non-sequitur with no explanation of how it contributed to new standards.**
- 2007 Further Education workforce regulations, revocation 2013 **as above**
- suite of new Education and Training qualifications was launched in April 2013 p.4 – **juxtapositioned with no new standards at the time, what it doesn't say is that with the previous suites new standards came first.**
- Mapping to the 2013 Education and Training qualifications was carried out as part of the consultation … revealed close alignment between the Professional Standards and the qualifications. p.4 - **so standards not produced to fit around qualifications but independently first and then mapped.**
- The Education and Training Foundation developed draft Professional Standards in December 2013 and conducted a consultation of the draft Professional Standards in January and February 2014: …The Foundation was also influenced by the Commission on Adult Vocational Teaching and Learning and its recommendations. p.5 – **explicit acknowledgement of influence of CAVTL report**
- The final version of the Professional Standards was launched, together with this Guidance, in May 2014. p.5 – **standards and guidance to be viewed together.**
- The Foundation worked in **partnership** with a **Project Steering Group and Practitioner Group**, whose members **represent the full range of Education and Training providers** (see full list in Appendix 3). p.5 -
- **Over 950** teachers and trainers also contributed to the review in a **detailed** online survey, at a **series** of consultation events, and during **in-depth** telephone interviews.
- The online survey conducted as part of the consultation indicated that around **91% of those working in the sector** think that professional standards are necessary. p.5 – **865 people in the sector think that.**
- It is **anticipated** that once teachers and trainers, and managers and leaders begin to use the Professional Standards, **case studies will be available** to support the contextualisation of the Professional Standards in a range of

settings and the **Guidance will be updated. p.6 – not updated but a workbook and self-assessment tool developed in consultation with pilot institutions.**

- the **initial research and subsequent consultation with the** sector indicated support for broad but succinct Professional Standards so they can be easily applied and 'personalised' according to the user. **There was support for a set of universal standards that are applicable to all teachers and trainers in any part of the Education and Training sector, and at any point in their career. P.6**

- Case Studies Greg links to Standards 7 and 16 p.9, Maria links to Standards 3, 7 and 19. p.9, Sunil links to Standards 15 and 20. p.11, David links to Standards 6 and 10. p.12and Jane on board of private training provider.

- **Real or fabricated??? heavily prioritised but unclear if real case studies or fictional scenarios. Not made explicit at any point.**

- The 2014 Professional Standards **will be** referenced in the revised Initial Teacher Education inspection handbook **for use from June 2014** which will clarify **how Ofsted expects them to be used as part of ITE inspections. p.11 - ITE guidance states that all trainees will have met all standards by the end of their training, so competence instead of aspiration?**

- However, feedback from the Practitioner and Project Steering Groups indicated that those (teacher standards) professional standards do not reflect the diverse, complex, and increasingly entrepreneurial context within which the Education and Training workforce is employed. p.12 **– Private training providers, army, prisons etc.**

- Education and Training employers **will be** committed to developing whole organisation approaches to maintaining and improving the quality of their teaching and learning provision in order to drive high standards of learner achievement. A key element of this will involve the professional development of staff across the organisation. **Governors will also need to be aware of the 2014 Professional Standards and their impact on the strategic direction of the organisation**. p.12 - **What might this refer to???**

Extract from CDA of interview text

Intertextuality

Presupposed knowledge
- Pedagogic/ subject specific terms
- employment environment
- Qualification framework

Example of individual assumptions (extract)

Maggie
- Existential Assumptions - ECL assumptions about reality presented as fact:
  - Theorists were really important in training,
  - impossible for students not to make connections to current climate, that students should work with different people,
  - having signed the contract she had to pick up cover for sick teacher,
  - it was an obvious solution organisationally
  - learners respond well to teaching strategies that they know
  - they could still be expected to achieve the qualification in 10 or 15 years' time when they have a job, family and mortgage
  - she tries to find common ground with colleagues
  - she instantly and constantly reflects.
- Propositional Assumptions – – assumptions that the ECL suggests are 'true'.
  - other teachers find Maslow is a bit of a 'cliché'
  - there is a 'best way' to engage students in a subject that they hate and that she has found it (giving them reward of free time at the end)
  - there is 'a bit of an issue with the transition between GCSE and AS' because going from being asked for an opinion is a big jump from being told about the text
  - stopping a dominant learner from speaking would diminish them
  - everyone should be given a chance
  - it is 'really useful' for them to present to the rest of the class
  - what she has said confirms the relevance of Maslow
  - personal issues and intensity didn't affect studying because she completed and achieved
  - 'being thrown in at the deep end' is what education is like and it presents a good learning experience as does having a 'sink or swim' moment when you have to 'just get on with it'
  - her teaching environment is 'incredibly diverse'
  - in hindsight the first year was extreme and intense
  - that diversity is addressed by activities that are 'suitable for all'
  - it was appropriate to find out learner preferences
  - subject discipline gives license to talk about things that are 'a bit controversial', appropriate to play 'devil's advocate' to promote debate
  - this approach might actually represent own values
  - they will need to be able to articulate their opinion as a life skill

- o students need to 'constantly think about the bigger picture'
- o her passion and enthusiasm may be annoying
- o learners repeating functional or GCSE English for even a third time should think about 'why the Government wants them to do this'
- o learners can be encouraged to be enthusiastic
- o it will be harder then [doing GCSE English later in life]
- o if it is signed off now they won't have to think about it again
- o thinking about future careers will help them
- o they (learners) will all 'pipe in with ideas' to support struggling colleagues
- o a chatty, friendly staff room results in not getting that much done but also provides mutual support
- o she encourages links to other subjects, that reflection has led to updated material
- Value Assumptions – assumptions which reflect ECL values.
  - o Maslow is really relevant
  - o teaching a text that she hadn't studied was 'really hard'
  - o students in that area come from backgrounds where education 'isn't really promoted'
  - o she should not touch on politics or social class unless relevant to the text
  - o 'nothing is more embarrassing' than being publicly shut down
  - o it is right to provide a reward for students who do exceptionally well but that she shouldn't overdo it
  - o she 'is not one of those people' – suggesting that there are people good with confrontation
  - o you don't dwell on personal issues 'in the moment'
  - o she must withhold her own opinion and present balanced views
  - o verbal praise is important, that she shows understanding that the subject is not something that they chose to study but they will always need.

Discourse

Events present in all interviews include:
- initial teacher training
- employment
- previous employment/ education/
- subsequent post-graduate/ higher education
- lesson planning
- delivery
- behaviour management
- assessment
- lessons
- particular days of the week

- appraisals
- team meetings
- employer liaison visits/ activities
- peripatetic/ site visits
- awarding organisation contact
- awarding organisation training events
- Professional formation/ QTLS
- HEI contact
- Professional body contact
- inspections
- professional development events

Events specific to individual interviews

Individual Example (complete)
Maggie

- Holidays - Last summer, May spring bank, before Christmas, at Christmas,
- Days and weeks – Thursday, Thursdays, a Tuesday, a Friday, talking to someone yesterday about use of ipads by students, Friday afternoon lessons – giddy learners, yesterday (use of Acronym, AFL – 'Assess, Feedback, Learning, or something'. Last week (writing reports – 'I had never sounded more like a teacher')
- Abstract time - recently
- Months and years – September 2014, last September, couple of weeks last year
- Historial events - the Great Depression, teaching hours (PGCE), 'This year' (more comfortable),
- Development events - training days (attended one last year in preparation for course, and exam boards, mandatory training days: PREVENT, fire training, embedding Maths and English, couple of weeks last year when it was all staff training, recently great training- peer learning,
- Social - friends on PGCE had 'horrible times' in staffrooms on placement.
- Assessment and quality - moderation and standardisation in staffroom, doing assessment with University, 'made herself part of team', chasing students up, last week (behaviour modification strategy deployed)
- Previous employment - worked in bakery, chip shop, CD warehouse, bar.

Thematic analysis of interviews

The worked example below shows thematic analysis of extracted and abbreviated interview data from the question on how ECLs motivate learners. Emergent themes combined with those from some of the other interview questions based on the standards and the analysis of observations were then used to generate the tables and themes, and to select the quotes presented in the analysis in Chapter 7. Codes related to the category Motivation generated from the interviews, identified under the theme Pedagogic Practice are emboldened in the key.

Extracted and summarised participant answers to the interview question on Motivating learners:

- Maggie – **jokes [Hum]** about not relying too much **on chocolate [Rew], verbal praise [Pr]**, gives **recognition, uses games and websites [Rew]**,

- Leah – links to **enthusiasm for subject [Ent], creativity [Cr], 'loads of praise [Pr] and loads of rewards' [Rew], games, stickers, extrinsic motivators [Rew]**.

- Lucy – tries to make things **'interactive and interesting' [Int]**, believes that if she and gain their **interest [Int] they will want to participate, feels lucky in interesting subject matter [Int]**, their **vocational interests [Int]** also motivating, but if they find it hard to see **relevance [Rel]** e.g. ethics, politics etc **she will try to use creativity [Cr] because it 'is very hard to motivate them.' [Har]**

- Maria – **'offering a range of resources' [Res], 'what works for one learner doesn't work for another.' [Dif], presentations, hands-on activity, individual and group activities [Act]**, reflected on lesson plan, **using timings to enable everyone to have time to think [Tim], as some will switch off if pace is too fast [Pace]**.

- Etkon – tries to show **enthusiasm [Ent]**, if the classroom is 'lacking in inspiration' tries to be **animated and enthusiastic [Ent]** in questioning **[Qu], praise [Pr]**, thinks that in school pupils want **attention from the teacher [Att]**.

- Siobhan – tries to 'put on things that they will **enjoy [Enj]**, because subject matter is quite technical **[Har]** tries to include resources that contain **interesting and topical [Int]** stories. **Feels has to be more careful with current employer than at previous private training provider as they are more sensitive about this sort of material [SS], more of a production line [Mar]**, high numbers, **emphasis on achievement limits creativity. [Cr]**

- Zeinab – thinks it is **about creativity [Cr]**, particularly **'if it is a boring subject' [Bor], quizzes, cartoons, roleplay (successful in observation)** gives 'safeguarding' as an example of a boring subject **[Bor]**.

- Claudia – **'a positive person' [Pos]** who always tries to put a **positive spin [Pos]** on things, gives **praise to those who are struggling [Pr]**, boosting **confidence [Con]**, finds that 'students end up with **good results because they are feel confident and self-esteem.' [Con]**

- Joseph – tries **"not to be stuck at the front of the class." [Act]**, has a **"bit of a laugh [Hum]", prepared to go off topic [Int]** and **"keep it cheeky" [Hum]**, standing in front of a class of adults can be 'a bit boring' **[Bor]** otherwise, keeps the students awake, but keeps it within boundaries, **"it is little games." [Act]**

- Flora – **humour [Hum],** showing **own enthusiasm [Ent]** for subject, feels that current students are so invested in their educations that they are **stressed so it is about important to show enthusiasm for subject [Ent].**
- Sebastian – **reward, visual stimulus,** but **"not just that reward and recognition, but why they are being rewarded" [Rew]**, situated learning (my term not his).
- David – **"with difficulty" [Har]**, **"a battle of wits at the start"** because they don't know his background, quotes the large sums that he earnt in industry, that **"he has been there, done it bought the T shirt" [Auth]**, now wants family time **"that is more important than money" [WLB]** but can show them how to earn the large sums.
- Frances – **"Yeah, I mean with the adults there's been more than one occasion when you, when somebody's had a bit of a crisis of confidence motivation, [Con]** just **life pressures and kind of talk [WLB],** just helping them talk through **why they're here and what they want to get out of it [Rel]** and why it's worth persisting", **"erm it's a massive issue in the GSCE English classes with the 16 to 19 year olds [Rel]** and this is where, I mean basically when some of these kids are saying to me **"this is no use to me" [Rel]** I think oh yeh your right because the new GCSE English is a very particular vision of, of this is English language, of what teaching English language is about which is very, well I always call it the Grammar School version of English, and these, particularly lads, the girls, **[Gen]** I think, I don't know if they **just connect with it better or they see the value of it [Rel]** more or what but the girls, mostly, I was saying this to an English teacher the other the week that I'd observed a **gender difference [Gen]** you know, kind of wondering if that was something that went across the other classes erm, but the lads, **[Gen]** you know, they just cannot see the point of it **[Rel]** and **I've tried various ways**, because the thing is its all based on print literature, actual literature."
- Luke - recognises that **some topics are harder or more interesting than others [Har]**, to him as well as the learners, "I make that apparent **that they need to know this [Rel]** to **make them ask better questions [Qu]** so I try to make things like that and I think they appreciate that, rather than being mundane, **like I don't use power points a lot, erm, because I can't stand them and I know I'm meant to erm or I know you're not meant to draw it on the board but all my learners like it [Res]** and they all learn so you get told, I get told, they like to change it all don't they"
- George – **"probably my biggest driver"**, not ashamed of **love of subject area [Enj]**, when I am teaching bits of it that I enjoy with a class that is working well with it, it's a buzz, and that **sort of enthusiasm [Ent]** has definitely worked really, really well with the majority of groups.
- Samantha – Looks for **common ground with students [ComGr]**, for things to interest them, **finds their passions, draws on professional connections [Auth]** to inspire learners, 'everybody's got something'.

Observation Frame for Codes and Categories from the coded interview data above:

Question on Standard - *Motivating learners* RQ2 Theme – *Pedagogic Practice*				
Category	**Abbr**	**Code**	**Participant**	**Notes and Quotes**
Motivation	**Pr**	Praise	Maggie, Leah, Etkon, Claudia,	*"verbal praise" "loads of praise"*
Motivation	**Rew**	Reward	Sebastian, Leah, Maggie	*not relying too much on chocolate "loads of rewards", games, stickers, extrinsic motivators*
Creativity and Innovation	**Cr**	Creativity	Leah, Lucy and Zeinab	*use creativity because it "is very hard to motivate them."*
Vocational Experience and connections	**Auth**	Vocational Authenticity	Lucy, Samantha and David	*"he has been there, done it bought the T shirt", draws on professional connections*
Motivation	**ComGr**	Common Ground	Samantha	*Looks for common ground with students, for things to interest them, finds their passions*
Differentiation	**Dif**	Differentiation	Maria	*'what works for one learner doesn't work for another.'*
Pedagogic activity	**Res**	Resources	Maria, Luke	*'offering a range of resources, like I don't use power points a lot, erm, because I can't stand them and I know I'm meant to erm or I know you're not meant to draw it on the board but all my learners like it*
Teaching Motivation	**Pace**	Pace of delivery	Maggie, Maria	*using timings to enable everyone to have time to think*
Motivation	**Enj**	Enjoyment	Siobhan, Joseph, George and Flora	*'put on things that they will enjoy'*
Motivation	**Hum**	Humour	Siobhan, Joseph and Flora	*a "bit of a laugh", "keep it cheeky"*
Motivation	Int	Interest	Lucy	*if she and gain their interest they will want to participate*
Motivation	Att	Attention	Etkon	*school pupils want attention from the teacher*
Motivation	Har	Hard/ Difficult	Lucy, Siobhan, David	*it 'is very hard to motivate them.*

Motivation	Bor	Boring	Zeinab, Joseph	*'safeguarding' as an example of a boring subject', standing in front of a class of adults can be 'a bit boring'*
Time Management/ Work life Balance	WLB	Work Life Balance	David, Frances	*family time "that is more important than money", life pressures*
Motivation	Pos	Positivity	Claudia	*who always tries to put a positive spin*
Motivation	**Rel**	Relevance	Lucy, Frances, Luke	*if they find it hard to see relevance, "this is no use to me"*
Assessment	Qu	Questioning	Luke	*make them ask better questions*
Culture Identity	Gen	Gender	Frances	*I'd observed a gender difference*
Motivation	**Ent**	Enthusiasm	Leah, Flora, Etkon	*enthusiasm for subject, tries to be animated and enthusiastic*
Time Management/ Work life Balance	Tim	Timing	Maria	*using timings to enable everyone to have time to think*
Teaching Activity	Act	Activity	Maria	*presentations, hands-on activity, individual and group activities.*
Motivation	**Con**	Confidence	Claudia, Frances	*boosting confidence, good results because they feel confident and have self-esteem*
Structural	SS	Sensitive Subject	Siobhan	*Feels has to be more careful with current employer than at previous private training provider as they are more sensitive about this sort of material*
Structural	Mar	Marketisaton	Siobhan	*more of a production line*

Thematic analysis of observation

Initially the before the observations took place, proposed inductive codes were Pedagogic Activity, Pedagogic Interaction, Peer or Learner Interaction and Organising/ Structuring. This was based on categories and themes from the Standards, interview responses and Research Questions. After all the observation field notes were written up further deductive codes were generated. These codes were then grouped into categories for comparison and analysis of themes in the data. Codes related to the category of Motivation generated from the interviews identified in the observation are emboldened in the key.

Extract from fully coded observation notes:

Abbreviated code	Observed Activity
ED/ WLB	LAN late due to traffic so Observee has their meal. Personal call on mobile attempts.
ED/ PP	LAN arrives before Observee has finished meal – they dispose of it.
PA/ PI/ Qu/ Tech, **Con**	Checks if LAN has done any work towards presentation. Helps LAN set up computer and keyboard – again difficulty in locating USB. LAN and Observee both struggle to locate mouse, supports learner with log-in – decide to try and manage without a mouse. **LAN seems confident.**
PA/ PI/ Qu/ As/ T2As/ WLB/ WDR	LAN shows Observee the PowerPoint – Observee asks questions to understand progress. Phone rings, Observee switches it off to continue learner interaction. Observee is in learning support role at this point, feels a little conflict of interest with role as a tutor, feels risk of too much input on topic rather than technical writing support.
Tech	Difficulties in PC result in the learner getting out a laptop.
PA/ FBack/ Qu/ Sc/ **Pr**	**Observee gives positive feedback to improve confidence of learner in presenting information**. Advises against having too much detail in PowerPoint notes to read to avoid confusion. Observee questions learner about practical elements of the presentation and accompanying resources. Questions learner about the content of the presentation to help understand writing. Learner models potential written sentence and seeks confirmation from Observee and about structuring. Observee makes suggestions but also questions learner. **Gives verbal affirmation of learner's suggestions.**
PA/ Ti/ WDR/ Qu/ Sc	Another learner arrives, settles at the desk after Observee points out which desks will be used. Observee continues to support dyslexic learner, suggesting alternative words. Questions and makes suggestions.
OS	So far hasn't used any of the paperwork prepared ahead of schedule.
Qu/ SubSpec/ WDR	Questions about a progress in assignment tasks, asks subject specific questions overlap of roles.
Ti/ PA	Another learner arrives and sit with the other arrival Observee

Abbreviated code	Observed Activity
	continues to advise LAN
OS	asks new arrival if she is NAME, and affirmative answer introduces self and provides handouts from previous session on module.
PA/WLB	Observee goes back to advising learner on structure of work. Phone rings and Observee switches off.
PA	Advises on references and ? consent of participants.
PA/ Qu/ T2As/PI	Asks if learner has any other questions. 'Do you feel you are on task?'
PA/T2As/PI	About to offer learner the assignment guidance paperwork when another learner arrives – greets them and then goes back to LAN shares paperwork.
PLI/ Ti	Learner asks Observee to a check action plans. Asks if they can print in the 10 minutes before the session. Observee assents but then realises that the clock is slow. Allows learner to go out and print anyway.
Hum/ PLI	**Peer interactions and banter, Observee laughs and joins in.**
PLI	Phone rings – message from learner, not going to be late and shares this with group. Starts to chat with learners and to take register. Learners share work-life balance difficulties.

Notes

LAN refers to Learner with Additional Needs

Observed activity in the full observation contributed to strands on motivation, time management/Work life balance, pedagogic activity and interactions, assessment and differentiation, staffroom access, social relations and physical identity amongst others.

Observation Frame for Codes and Categories from the full observation

Abbreviated code	Code	Category
Ph App	Physical appearance	Physical Identity
Env	Environment	Physical Environment
PA	Pedagogic Activity	Pedagogy
PI	Pedagogic Interaction	Pedagogy
PLI	Peer or Learner Interaction	Social Interactions
OS	Organising/ Structuring	Structural
WDR	Working in different role	Role
Tech	Use of technology	Technology
As	Assessing	Assessment
Qu	Questioning	Assessment
Con	Confidence	Motivation
BM	Behaviour management	Pedagogy
UA	Union activity	Structural
SO	Self-organisation	Professional
MI	managerial interactions	Social Interactions
Sc	scaffolding	Pedagogy
P2As	planning linked to assessment	Assessment

Abbreviated code	Code	Category
ED	eating/drinking on the job	Time Management/ Work life balance.
Br	breaks	Time Management/ Work life balance.
Cr/Up	creating/updating resources	Pedagogic Activity
SubSpec	subject specific	Pedagogy
F/Back	feedback	Assessment
WLB	work life balance	Time management/ Work/life balance
Dif	differentiation	Differentiation
Ad	routine admin tasks	Structural
HSI	health and safety issue	Structural
StC	staffroom culture	Culture
PP	people pleasing	Culture
Pr	praise/ positive reinforcement	Motivation
Hum	Humour	Motivation
CPD	CPD training	Professional Learning
T2As	Teaching to assessment	Assessment
CM	Classroom management	Pedagogic Activity
Ti	Time	Time Management/ Work life balance.
Del	Delivery	Teaching

The analysis of the interview and observation extracts above contributed to Table 15 below and to the section on Motivation in Chapter 7.

Approach to motivation	Notes and Quotes	Participant
Praise and reward	"verbal praise" "loads of praise not relying too much on chocolate "loads of rewards", games, stickers, extrinsic motivators	Maggie, Leah, Etkon, Claudia, Sebastian
Creativity by tutor	For "hard to motivate" students or if the subject is "boring"	Leah, Lucy and Zeinab
Vocational Authenticity	Had "been there, done it and bought the t-shirt"	Lucy, Samantha and David
Finding common ground	"finding their passions"	Samantha
Range of differentiated resources	"what works for one learner doesn't work for another"	Maria and Luke
Pace of delivery	Accelerated learning "some will switch off if the pace is too fast."	Maggie, Maria
Enjoyment, enthusiasm and humour	Having "a bit of a laugh"	Siobhan, Joseph and Flora
Achievement	"students end up with good results because they feel confidence and self-esteem"	Claudia
Aspiration to HE	"that pushes them that little bit more"	Lucy, Zeinab, Luke

Table 15 Approaches to motivation

Material Cultural Analysis of Artefacts

Participant: Etkon

Artefact: Bag

Description

Black leather, large rectangular, handle attached through metal eyelets, zip closure with internal divisions and pockets, free standing on table, placed behind the other artefacts. It is a three dimensional with a smooth texture.

Deduction

The object is perceived as a portable container for transporting other objects, it is good quality and would be comfortable to hold. It is a functional object, but also aesthetically pleasing, and the quality of the leather suggests an element of luxury. It would be practical as it is large enough to hold objects of substantial size and quantity. It would have to be held in one hand, carried with an extended arm which would limit the weight of the objects to be carried. It is positioned behind its contents (pens, board makers, diary/ planner, herbal tea bag); it is significantly larger than them and could be viewed as presenting or supporting them.

Speculation

The design of the bag suggests individuality. The size, shape and capacity of the bag suggests self-containment and organisation, in that it can comfortably contain all the other objects that Etkon has suggested that she needs or wants to have with her in a well-ordered manner. This hypothesis is supported by analysis of her discourse around the object, "basically I like a bag that can stand on the table, so you can easily find things when you put them in there, stuff don't fall all over the place, and you need a bag that is sturdy and looks professional. It will keep its shape wherever you put it. Almost like a mobile filing cabinet. When I started to do my supply, I really needed to think about being organised with minimal fuss, I can just go into the classroom and I am ready." The object combined with the discourse also suggests reliability and desire for agency.

Final Analysis:

The analysis of the bag as an artefact suggests that Etkon uses her bag as a substitute for staffroom access and provision and to allow for not having a classroom base. It suggests that she has an independent and organised disposition, she is self-contained and that desires security and control of her pedagogic environment. She appreciates quality and seeks comfort and luxury in her work environment, even if she has to provide it herself. It also suggests that she is willing to supplement her limited cultural capital with her own financial capital.

Explanation of Analysis of Capitals for Table 11 in Chapter 7

Based on experience, observation and interview and public discourse, different factors were identified that could act as markers or proxies for different types of *capital* (described by Bourdieu) available in the *field* of FE.

Types of capital	Markers of capital
Cultural Capital	Funding of training, Government and public discourse around subject area, Access to prestige training and employment routes, Time to first employment, Terms and conditions of employment, Industry experience and contacts, Teaching in specialism, Responsibilities in post, Access to professional status.
Social Capital	Staffroom access, Relationship with colleagues, Relationship with managers.
Academic Capital	Level of subject qualification, Level of teaching qualification, Access to higher and advanced study, Access to research.

Note: On analysing the capitals above through collating the data corresponding to the markers, it was found that the different Cultural Capital was often afforded to different subject specialisms and could be sub-categorised as Subject Capital. It was found for example that different levels of Subject Capitals were more likely to result in early employment and professional agency than others. For example, STEM specialists received bursaries during their training, were usually employed on full time permanent contracts within a month of qualification or were employed on those terms solely based on their industry experience and connections and would gain their subject and teaching qualifications in post. At the opposite end of the spectrum, Creative Arts specialists were least likely to achieve permanent, full-time roles teaching in their subject area.

ECLs individual *habitus* was also found to be a factor in their engagement in the field and could compensate for lower levels of capital in some cases.

These findings were collated into Table 11 drawing on Tables 9 and 10 in Chapter 7.