

Hedge Knights and Pedlars - the Professional Development of Early Career Further Education Lecturers

Georgia McCrone

Overview

- Seminar Aim
- Research Background
- Research Questions and Theoretical lenses – Bourdieu, Bernstein and Vygotsky, Material Culture.
- Introduction to the research project
- Research Methods
- Sample Profile
- Policy Context
- Shifting Sands
- Requirements for Professional Practice
- Metaphorically Speaking
- Early findings
- Where and what next?

Seminar Aim

- To discuss a relatively new and tentative interpretation based on policy analysis and early analysis of interviews.

Research Background

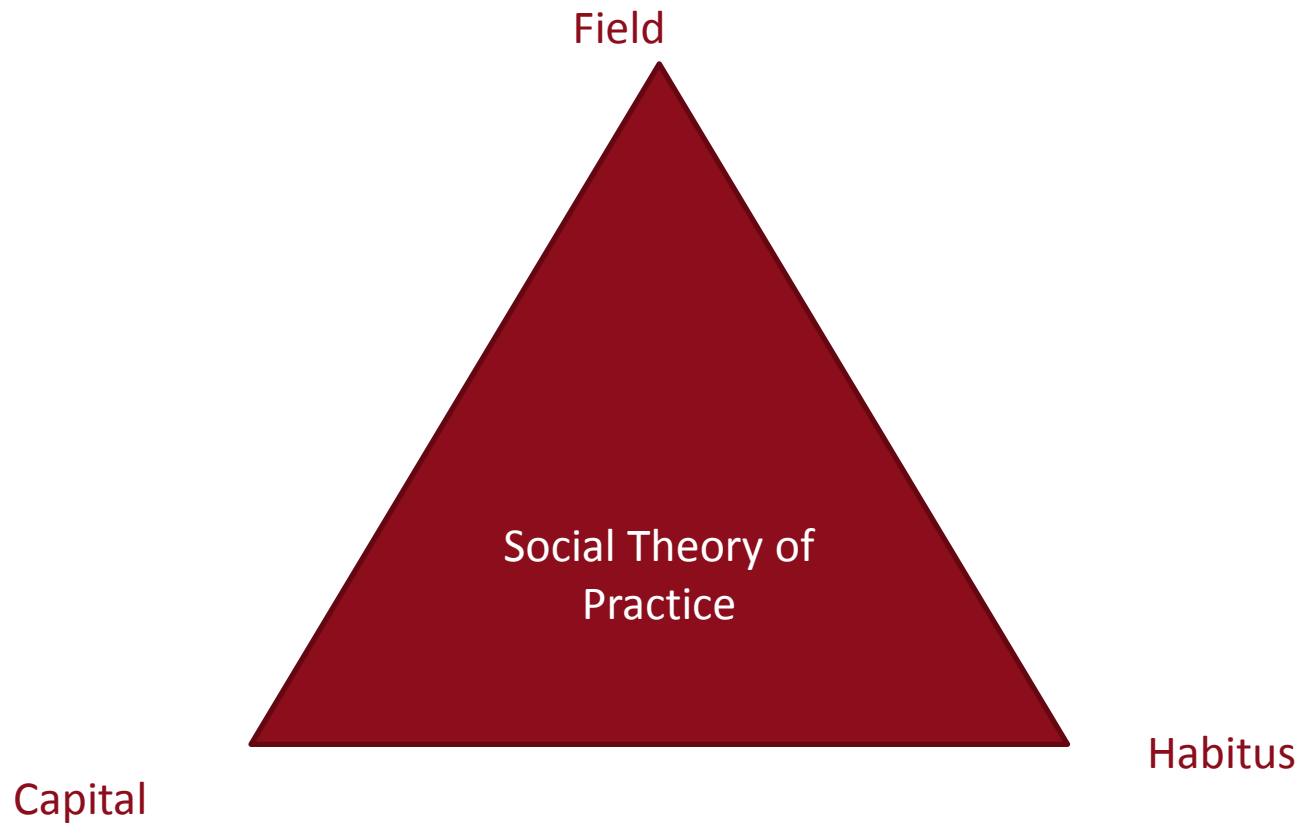
Why professional development of early career lecturers (ECL) in Further Education (FE)?

Research Questions

1. To what extent can policy discourses around professional development be traced in the discourse, social practices and lived experience of early career lecturers (ECLs) in the Further Education and Skills Sector?
2. How do ECLs develop their social and pedagogic practices?
3. How useful are concepts of identity and habitus in understanding the transition from trainee to practitioner?

Theoretical Lenses

- Bourdieu – Social Theory of Practice

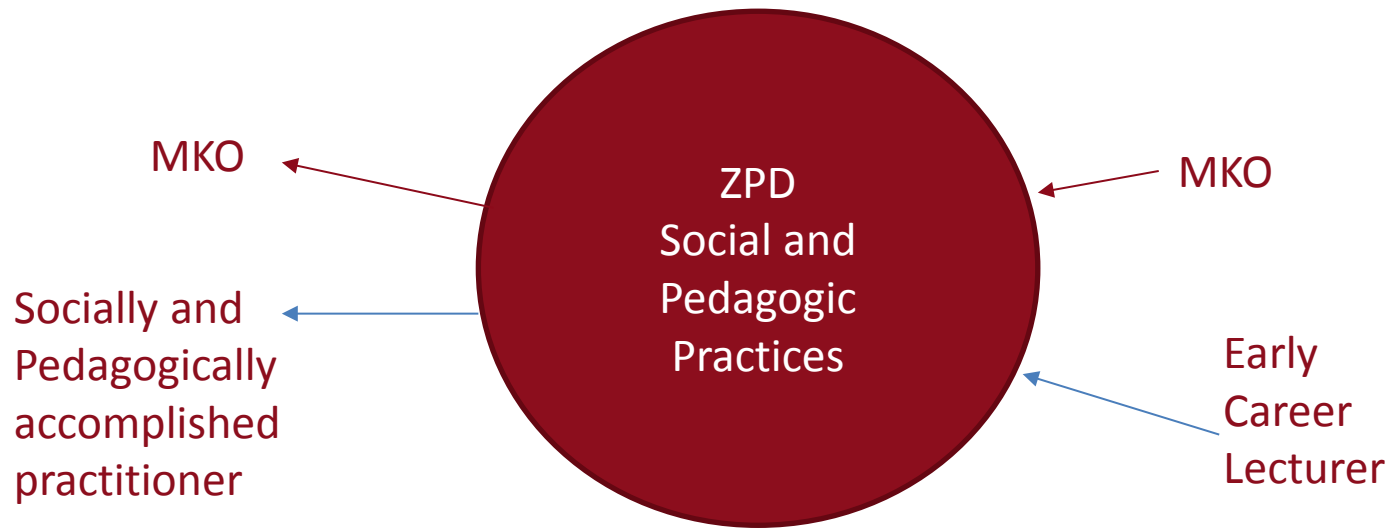


Bernstein (1996)

- Codes
- Categories
- Frames
- Voice
- Pedagogic Device

Vygotsky (1978)

- Zone of Proximal Development
- More Knowledgeable Other



PhD thesis research project

- Longitudinal study 2015-2017
- Two strands – policy and practice of Further Education professional development
- Focussed on policy changes and the development of Early Career Lecturers (ECLs) and any interplay between the two.
- Professional development conceptualised as social and pedagogic practices revealed through discourse, observed practice and material culture.

Research Methods

- Policy documents - CDA
- Interviews - CDA
- Observations – Grounded Theory
- Material Artefacts – Material Culture approach drawn from archaeology.

Sample Profile

- 17 participants
- 19 interviews – two were interviewed twice
- 50+ hours of observation – 9 observees
- 43 material artefacts
- Trained across six HEIs and one online provider
- Employed in Further Education Colleges, Private Training Providers, Schools, Supply agencies and through consultancy.
- Gender balance - Six male, 12 (potentially) female
- Age range - mid-twenties – late forties
- Qualified between 2013 and 2017
- Employed within 1-2 years of qualification.
- Working across nine curriculum areas
- Actively pursuing QTLS - 4

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.

Sector on shifting sands

- Uncertain economic climate and policy requirements from 2010 have leading to changing employment opportunities.
- Issues of structure and agency in lived experience social and pedagogic practice reflected in sample recruitment and participant discourse seem related to these uncertainties.

Professional Status requirements

QTLS	QTS/ NQT
Level 5 subject qualification	Undergraduate degree
Level 5 teaching qualification	PGCE
GCSE maths and English	GCSE maths and English and specialist tests – cost to candidate
Membership of professional body (£69.90)	Awarded at end of PGCE
Period of professional formation (around 9 months min 6 months)	Headteacher to make recommendations against teaching standards
A supporter	Appropriate body to act as quality assurer – through the employing school, typically LEA – cost to school
Evidence of current post-qualification practice	School appointed induction tutor – cost to school
If in school evidence of teaching 14+	Reduced timetable during induction- 90% of full timetable max. – cost to school.
Additional cost on top of teaching qualification £485	Induction period equivalent to full teaching year fte
Exempt from induction period in schools	Observations, formal assessments, professional reviews – cost to school
No statutory requirement for teaching in FE sector	Statutory requirement for practice

Metaphorically Speaking

- Le Grand (1997) Knights, Knaves and Pawns
 - Perceptions of motivation of professionals in the Public Sector
- Boocock (2015)
 - Applied to Further Education Policy
- Inspirations
 - Hume (1875) but could also be game playing, Lewis Carroll (1865 and 1871) or chivalry/feudalism

Extending the metaphor

- Capital as well as motivation
- Knights, Pawns – chivalric/ feudal metaphor - practicing in the field of FE
- George R R Martin – Hedge Knights – practicing in FE and other fields without full capital
- Pedlars – practicing across fields

Terry Pratchett – Travelling teachers



Metaphorical Identity and actual Capital and Agency – preliminary analysis.

	Role	Subject Capital	Academic Capital	Cultural/ Vocational Capital	FE Field	Stability of contract	Agency in selecting developing/adapting practices
George	True Knight	High - STEM	High	Medium	Yes	High	High
David	True/Hedge Knight - fluid	High - STEM	Low	High	Yes	High	Medium
Maggie	True Knight	Medium – Core academic	High	High	Yes	High	High
Etkon	Hedge Knight	Low – Creative arts	Medium	Low	No	Low	Low
Flora	Pawn	Low – New academic	Medium	Low	Yes	Medium	Low
Leah	Pedlar	Low – Creative arts	Low	High	Across and between fields	Low	Low- but exerted through entrepreneurial approach

What and Where Next

- Complete data collection and analysis
- Test out how applicable the metaphor is to the recently collected data and how useful in discussing the intended and unexpected outcomes of policy changes on employment opportunities, social and pedagogic practices.
- Reflect on possible implications for the sector and the professionals working within it and on the potential impact of a new Government – if we have one!

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