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

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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

Socially and Pedagogically accomplished practitioner

Early Career Lecturer

MKO

ZPD
Social and Pedagogic Practices

MKO
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

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

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

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