

**INSTITUTE OF EDUCATION UNIVERSITY COLLEGE LONDON**

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**TITLE:** 'Taking an Interdisciplinary Approach to Designing the Theoretical Part of a Level 5 Initial Teacher Education Programme Based on the 'Triple Professionalism' Concept, for Adult Community Learning Teachers in Essex'

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I, Theonie Woodley, hereby declare that this unpublished thesis is my own work, does not contain any previously published or unpublished materials written by persons other than the ones acknowledged in the text and has not been submitted for any other degree or professional qualification except as specified.

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## **DEDICATION**

This thesis is dedicated to my friend Susan Cunningham who shares my passion and enthusiasm for Adult Education and whose warmth, patience, loyalty and intellect were the driving force behind all my academic achievements,

and

my late father Athanasios Tassopoulos whom World War II deprived of an education and my late mother Dimitra who wanted me to be a teacher because she was not allowed to be one for she was a girl

## **EXPRESSION OF GRATITUDE**

I am indebted to Professor Ann Hodgson who tirelessly supervised me from my Master's to the final EdD years. Her professional integrity and selfless dedication to episteme is commendable.

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## LIST OF ABBREVIATIONS

ACL	Adult Community Learning
AE	Adult Education
BERA	British Educational Research Association
CET	Certificate in Education and Training
C&G	City and Guilds
CoP	Community of Practice
CPD	Continuous Professional Development
DET	Diploma in Education and Training
EACL	Essex Adult Community Learning
ECC	Essex County Council
EIF	Education Inspection Framework (Ofsted 2019)
ESOL	English for Speakers of Other Languages
ETF	Education and Training Foundation
FE	Further Education
GDPR	General Data Protection Regulations
ICT	Information and Communication Technology
IoE	Institute of Education
ITE	Initial Teacher Education
L3, L4, L5	Level 3, Level 4, Level 5
OECD	Organisation for Economic Co-operation and Development
PCS	Post-compulsory sector
SET	Society for Education and Training
TP	Triple Professionalism

## ABSTRACT

The Lingfield report (DBIS 2012) recommended that post-compulsory sector (PCS) institutions become business-oriented and revoked the statutory obligation for teachers to hold Level 5 (L5) teaching qualifications. As a result, the PCS, including my setting, Essex Adult Community Learning (EACL), has gone through unprecedented reforms.

EACL offers adults recreational and career-enhancing education. EACL's inherent complexity has challenged its teachers' professional identity as most became teachers whilst or after pursuing another career, work on an 'as and when' basis and are not L5 teacher-trained. Practice demands have increased in response to local government and EACL restructures which gave EACL a significant role in delivering community development policy.

My qualitative research project explores the views of EACL teachers and managers, an adult education expert, a leading adult community learning policy figure and one of the authors of Triple Professionalism (TP) which is a professionalism model which adds to dual professionalism the knowledges/skills needed for working interdependently with other community stakeholders. The research draws together reported elements of EACL teachers' professionalism and examines the professional knowledges/skills required of the teachers' new spheres of operation. It explores TP's potential for supporting EACL teachers' professional identity and informing three new centre-devised modules to be incorporated in the Education and Training Foundation's L5 Diploma in Education and Training (DET). The research concludes with proposing the structure of an EACL-specific TP-DET and recommending the content of the centre-devised modules.

The resulting TP-DET borrows from interdisciplinary methodologies because it is combining traditional teacher-training curriculum elements with knowledges/skills borrowed from unrelated-to-teaching fields, in particular, Learning Technology, Community Development and Business Management. Its delivery approach is also interdisciplinary because the field-expert lecturers join teacher-trainers in equipping trainees for classroom teaching whilst enabling them to understand and contribute to EACL's managerial processes and business expansion and affirm their functionality as community workers. Current professional initial teacher education programmes do not afford the latter; the TP-DET, does.

**Key words:** Adult Education, Adult Community Learning, professionalism, triple professionalism, Initial Teacher Education, interdisciplinarity, community development

## REFLECTIVE STATEMENT

### Background

When I reflect on my career in teaching it brings to mind Cavafy's (2007) poem 'Ithaca' (Appendix 1). The poet metaphorically uses Odysseus' epic journey from Troy back to his homeland Ithaca, to signify one's troublesome yet wondrous journey to a much-desired destination. Cavafy (ibid:37) paradoxically urges the reader to 'pray that the road is long' and 'full of adventure' because, arriving at the much idealised, yet impoverished Ithaca is not what has made the journey worthwhile, but the wisdom acquired, the experience and knowledge gained, and the discoveries made along the way.

My 'Ithaca' is the Adult Community learning (ACL) sector which I have served for the last 25 years as a Modern Greek tutor, a quality of teaching/learning (QoT) observer and a teacher-trainer. I find ACL practices liberating because they afford adults who did not - for various reasons- achieve academically as children or want a career change, further chances in education. Moreover, ACL's traditional leisure-oriented courses promote lifelong learning and wellbeing through like-minded persons socialising whilst pursuing hobbies/special interests.

I am an advocate of Freire's (2008:37) theory and see myself as one his disciples who believes that 'only by working with the people could I achieve anything authentic'. The classroom shopfloor is where I belong; I have never aspired to becoming a manager but have always enjoyed contributing ideas/information on policy and QoT to the managerial team.

My colleagues' and my own 'road' has been long; a century long. Time has not changed much for ACL. We have maintained the same values and mission and we are still battling 'the raging Poseidon<sup>1</sup>' (policy), trying to outwit the Cyclops<sup>2</sup> (marketisation) and survive

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<sup>1</sup> Mythical ill-tempered god of the sea

<sup>2</sup> Mythical one-eyed, inhospitable/lawless giants

the Laestrygonians<sup>3</sup> (lack of funding) whilst avoiding Charybdis<sup>4</sup>’ whirlpool (bureaucratic demands/accountability) (ibid).

The Lingfield report (DBIS 2012:34) took ACL teachers to Circe<sup>5</sup>’s island for a long stay. It promised to ‘liberate the sector’ and rid it ‘from unnecessary hindrances’ but it has deregulated it by revoking the 2007 Regulations, that is, the statutory obligations for teachers to hold or obtain level 5 (L5) qualifications, undertake Continuous Professional Development (CPD) activities and be members of the profession’s professional body. Moreover, it removed the sector ‘from the arena of compulsion to that of consensus’ through mandating that it becomes business-oriented and autonomous (ibid:4). The local council termed the process ‘transformation’ a word which carries positive connotations but, in my view, is more aligned to Foucault’s (1977) notion of ‘correction’, a kind of pedagogical ascendancy which instils in all concerned their duties of economic enterprise which, wrongly, education is moving towards.

My setting’s, Essex ACL’s (EACL), ‘transformation’ is still happening. Amid unrest, tension and insecurity, it completed its fourth organisational restructuring cycle in January 2020 but, because of the Covid-19 crisis which suspended face-to-face lessons, teachers are still familiarising themselves with the changes and their new role.

### **My first EdD steps**

I felt a sense of achievement when, in 2011, I completed my Master’s at the Institute of Education (IoE) University College London (UCL). Like Odysseus, I enjoyed ‘harbours yet unseen’ through discovering unfamiliar academic literature and sharing practice with colleagues from all walks of professional life and had the privilege to ‘learn and learn again from lettered men’ who were at the top of their profession (Cavafy 2007:37). Undoubtedly, this valuable qualification enhanced my professional development but also confirmed my belief that education is not a short-term project but a lifelong process comprising non-conclusive episodes which aid personal and professional development.

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<sup>3</sup> Mythical cannibalistic race

<sup>4</sup> Mythical, sea-water-swallowing monster

<sup>5</sup> Mythical sorceress who trapped Odysseus in her island



This became apparent when I completed my dissertation only to find that my research triggered more questions than it answered!

I had a year's break and read on professionalism, policy, teacher-training and interdisciplinary practices. However, throughout it, I missed the contact with the 'lettered men' and craved to 'learn and learn again' especially as the Lingfield report (DBIS 2012) 'storm' broke out making me feel that my sector, my colleagues and I were professionally vulnerable (ibid). I decided that I needed to conduct further research so I could take my interest in ACL teachers' professionalism to an advanced level to help ACL improve and preserve itself.

I considered the PhD option but taking the road of the lone distance runner would not allow me to benefit from a cohort of 'lettered men' or afford me opportunities to expose my experiences and thoughts to an intellectually stimulating group of peers who could scrutinise my ideas from a variety of professional perspectives (ibid).

Looking at the 2013 EdD admission thesis research proposal brings a smile to my face; indeed, the EdD has been a long, 'full of adventure' road but, despite temptations, my mission to research ACL professionalism and address its needs through an interdisciplinary Initial Teacher Education (ITE) programme, has stubbornly remained the same (ibid). In fact, the only difference between the admission statement and what I am presenting to the final examination panel is that I restricted my research to ACL Essex for it was difficult to gather data from all over the country.

### **The 1<sup>st</sup> EdD year**

During the first EdD year I mapped and articulated my EdD research. I am an avid reader, so I started highlighting and margin titling book sections and transferring information tidily to themed notebooks. The 'Foundations of Professionalism' module gave me the 'what' of practice. It broadened my insular cosmos of ACL professionalism to incorporate different conceptions, epistemological positions and models and different perspectives on the effects of policy on professionalism's ever-changing dynamics. It was an identity-affirming process which was enhanced by suggestions about the latest books/articles to read and the critical input of my peers, the lecturer and my supervisor. By the end of the

taught part, I realised that, in the professional arena, there was different to what I knew or thought; the 'what' had become 'what if'.

The Methods of Enquiry modules taught me the 'how' of research and caused some conscience crisis regarding my ontological stance on research practices and the consequences of my perceptions and assumptions on my sector and colleagues. I thoroughly enjoyed studying and debating various philosophical and sociological conceptions of knowledge, the ethics which govern them, and the role that institutional and government politics play in shaping and delivering teaching/learning. Learning about how to formulate research questions, choose methods, gather and store data was almost rote learning but extremely useful for articulating and presenting valid and reliable research.

When the taught part of the final Methods of Enquiry module was completed, I knew how I would go about enriching 'Ithaca' with the 'fine wares' I picked from my academic journey (ibid). I had decided that for the Institution-focused study (IfS) I would examine EACL professionalism and, for the final thesis, I would address it by designing my own EACL teachers' L5 ITE programme.

I feel that I sailed through the first-year portfolio review process, and I was rewarded with top grades. My sense of achievement was immense; my passion for adult education stems from being the daughter of an illiterate Greek farmer like the ones whom Freire educated, whose only ambition was that I finish the mandatory primary school education and help on the family farm. By studying at Doctoral level and successfully completing the first year, I had reached personal and professional heights never imagined. In the process, I had supported with my knowledge and expertise a movement which gives adults the opportunities my late father never had.

### **The IfS year**

As a scholar, I love reading and learning; up to the point of writing my IfS proposal I felt that the EdD learning had benefitted me as a person and had improved my EACL teaching practice. It was then that it dawned on me that the time had come to contribute some original research which would make a significant difference to EACL. Everything

was in place but the magnitude of the task overwhelmed me because I was standing face-to-face with the 'real' thing, my contribution to EACL and episteme.

The IfS workshops were helpful; my colleagues and the lecturers were at hand to share good research and writing practice and debate about theoretical concepts, insider research protocol and ethics. Soon after submitting the IfS proposal and receiving the Ethics Committee's and EACL's approvals, I started collecting data. However, the conditions were adverse because an organisational restructure had dichotomised staff about its means and purposes and colleagues were reluctant to participate in fear of being identified saying the 'wrong' things.

Unfortunately, a colleague strongly, albeit wrongly, contested my research claiming that one quantitative questionnaire statement was my own assumption rather than quoted directly from the Lingfield report (DBIS 2012). In vain I sent her links to the report with the statement highlighted; my research was stopped for 4 months whilst managers and the EACL Principal investigated the matter.

The IfS workshop cohort became my precious support group who helped me overcome the distress this adversity caused. Looking back, I can see that I benefited because I met the senior management team who endorsed my research, encouraged my colleagues to participate, became participants themselves and gave me the opportunity to speak at two staff conferences. All the theories learnt had come 'alive' and I was proud that I had coped. The EdD had not only given me theoretical knowledge but had prepared me to use it to produce something useful and, in the process, deal with people's assumptions, fears and misconceptions.

### **The final thesis years**

This was the most challenging period because further organisational restructures took place, EACL had one 'needs improvement' and another 'inadequate' Ofsted grades so, part of my job became to work with teachers to improve practice. I had little time to dedicate to my thesis and, finally, the Covid-19 crisis significantly disrupted the running of the service and altered my role within it because priority was given to learning-technology Continuous Professional Development (CPD) on the expense of my areas of expertise. However, all these events informed my thesis, and, in turn, my thesis

research informed my stance because I had experienced and successfully addressed professionalism 'in action' and, to a great extent, justified some of my claims regarding the education teachers should have.

The EdD theory learning, the IfS, the thesis research, my exchanges with EACL and EdD colleagues and lectures culminated into making me a confident and knowledgeable professional who, when immersed into problematic areas of practice or unanticipated circumstances, is calm, reflective, and effective in turning challenges into opportunities for personal and service improvement.

From my Masters' and till the early stages of the EdD thesis I have had the same supervisor. She was a role model whose sector expertise, mentoring and guidance were crucial in my academic and EACL careers. When she retired, she ascertained that I was left in excellent hands and, upon my second supervisor's retirement, the two academics who took over have been supportive and accommodating. I have been fortunate in that, with the support of the top academics, I am taking the last step to earning the top degree from the top educational institution in the world.

My academic Odyssey is nearly over and, surely, I have been rewarded with 'fine wares' and 'perfumes of every kind' (Cavafy 2007:37). The closing statement in my EdD admission statement read 'the EdD has captured my imagination and ambition'. It certainly has! However, has my mission been accomplished? Will it ever be in an ever-evolving professional world? As Cavafy suggests, my 'Ithaca' is poor and still struggles to keep itself on the education map. Will my passion for EACL practices propel me to embark on another, post-doctoral level Odyssey so more 'lettered men' can support me to research the impact of my innovative L5 ITE programme, or, perhaps, extend my current research to the whole of ACL or the post-compulsory sector (ibid)?

Odysseus got to Ithaca; I do not know whether I ever will.

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## APPENDIX 1

### ITHACA

When you set out on the journey to Ithaca,  
    pray that the road be long,  
    full of adventures, full of knowledge.  
    The Laestrygonians and the Cyclops,  
    the raging Poseidon do not fear:  
you'll never find the likes of these on your way,  
    if lofty be your thoughts, if rare emotion  
    touches your spirit and your body.  
    The Laestrygonians and the Cyclops,  
    the fierce Poseidon you'll not encounter,  
unless you carry them along within your soul,  
    unless your soul raises them before you.  
    Pray that the road be long;  
    that there be many a summer morning,  
    when with what delight, what joy,  
    you'll enter into harbours yet unseen;  
    that you may stop at Phoenician emporia  
    and acquire all the fine wares,  
mother-of-pearl and coral, amber and ebony,  
    and sensuous perfumes of every kind,  
    as many sensuous perfumes as you can;  
    that you may visit many an Egyptian city,  
to learn and learn again from lettered men.  
    Always keep Ithaca in your mind.  
    To arrive there is your final destination.

But do not rush the voyage in the least.

Better it last for many years;  
and once you're old, cast anchor on the isle,  
rich with all you've gained along the way,  
expecting not that Ithaca will give you wealth.

Ithaca gave you the wondrous voyage:  
without her you'd never have set out.

But she has nothing to give you any more.

If then you find her poor, Ithaca has not deceived you.

As wise as you've become, with such experience, by now  
you will have come to know what Ithacas really mean.

(C.P Cavafy 2007:37)

#### **REFERENCE**

Cavafy, C.P. (2007). *The collected Poems* (translation by Evangelos Sachperoglou). Oxford: Oxford University press.

## RESEARCH IMPACT STATEMENT

*'If as a result of this research Essex ACL teacher-training practices change, it will be a positive move' (EACL Curriculum-coordinator)*

This case study research negotiated an innovative interdisciplinary approach to addressing the evolving professionalism and teacher-training needs of Essex Adult community Learning (EACL) teachers resulting in legitimately adapting the theoretical part of the Education and Training Foundation's (ETF) Initial Teacher Education (ITE) Level 5 (L5) qualification framework to incorporate new, professional capacity-enhancing modules which draw on the business, information technology and community development professional/epistemic fields.

The proposed ITE programme's distinctiveness lies in the identification and addressing of the teachers' expanding dual professionalism to incorporate a third element (Triple Professionalism) which stemmed from EACL's shift to private sector, for-profit business practices, and is useful for coping with organisational change and working interdependently in a business-oriented and political environment to assist the delivery of Essex County Council's (ECC) socioeconomic policy.

The research's conceptual impact was evident from its early stages as the data provided participants with a new depth of meaning and understanding for past and current events. It triggered thought provoking discussions between managers, experts and high-profile individuals including a national ACL policy figure and one of the academics who devised the Triple Professionalism model, all of whom are keen to protect the Adult Education movement and are influential in shaping the sector and its practices.

This research also pinpointed difficulties to be addressed by policymakers, the ETF and ECC regarding inequalities suffered by many ACL teachers who, due to their 'as and when' employment arrangements, unlike their FE counterparts, cannot gather the mandatory teaching hours for L5 training.



The teachers' and the managers' discussions had immediate impact because EACL abandoned its new teachers' mandatory L3 teacher-training initially in favour of L4 but aiming to progress to L5. In addition, it redesigned its new-teacher induction programme to include information about ECC, its links with EACL and EACL's new *modus operandi*. The Covid-19 crisis suspended further progress but forced EACL to imminently introduce parts of the proposed information technology module to help teachers deliver online learning.

When released, the research report will afford multi-angular perspectives on modernising EACL and teacher-training practices and will provide a sound basis for national stakeholders to evaluate the potential transformative effects of my recommendations for ACL nationwide and the wider post-compulsory sector.

In terms of the impact on ECC, the tailor-made ITE programme will equip teachers with skills and knowledges which foster meaningful collaboration/networking between teachers and ECC departments and will help save money through making ACL cost-effective and competitive to the advantage of community users.

Finally, my research adds to the academic knowledge economy because it links disciplines/professions which have not come together before. Most importantly, it fosters public understanding of adult teaching/learning and will put ACL, a significantly under-researched and vulnerable sector, on the education map whilst contributing to action for its own and its teachers' sustainable professional future.

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# CHAPTER 1

## INTRODUCTION

This introduction describes the research climate and familiarises the reader with concepts and circumstances/issues which will be examined in detail in following chapters.

### **Research background**

The professionalism of the Post-Compulsory Sector (PCS) which provides all publicly funded education beyond school excluding university is an intriguing issue which has been debated for decades (Cunningham 2008). The PCS has weathered several changes and, at the time of publishing this thesis, is still undergoing significant reforms.

The Lingfield report (DBIS 2012a) on professionalism in Further Education (FE) signalled the beginning of the PCS's current odyssey by recommending that all PCS establishments, including my field, Adult Community Learning (ACL), redefine the nature of their work, professional affiliations and employment conditions to become business-oriented and autonomous. This resulted in funding cuts in an already under-invested sector and the restructuring of organisations to deliver a 'more for less' work effectiveness plan (ECC 2017a). The inevitable changes affected all professional roles - including my own in teacher-training and quality of teaching- and triggered my interest in conducting research on Essex ACL (EACL) teachers' professionalism and teacher-training practices.

### **ACL**

ACL is a sub-sector of the PCS which provides adult<sup>6</sup> education (AE) to the community. It became an educational sector when the 1919 Ministry of Reconstruction report separated AE from vocational education and emphasised that learning is a lifelong process.

ACL operates at the interface between learning for pleasure and learning for career enhancement. Its mission 'fits well with the ideology of the second chance' and the

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<sup>6</sup> By 'adult' I define a person who, by legal right, can attend PCS programmes

benefits of the provision extend to ‘improving physical and mental health’ and ‘encouraging social connections and community engagement’ although these are difficult to express in quantifiable or monetary form (Rinne and Kvinen 1996:185, Schuller 2017:7).

In the 1970’s and 1980’s ACL concentrated on socially committed political work, mostly with disadvantaged groups, and the 90’s saw a shift towards learning that is useful for the economy (Fieldhouse and Associates 2006, Hillage et al. 2000). In the 21<sup>st</sup> century technological advancements, social mobility and migration aided the development of multicultural societies where ACL assists in creating socially cohesive communities comprising people who live democratically, healthily and peacefully together (UNESCO 2016).

### **EACL**

EACL is a section of the Place and Public Health division of Essex County Council (ECC). It provides ‘relevant to local priorities and community needs’ accredited and non-accredited AE and apprenticeships to the multicultural and demographically challenging county of Essex (Ofsted 2018a:3). EACL was established in 1993 when it operated as nine semi-autonomous colleges, but it is now operating as one organisation educating over 17,000 people annually in 10 centres and about 190 community venues, either directly by its approximately 350 teachers or through subcontractors.

The Office for Standards in Education (Ofsted) graded EACL’s provision as ‘requires improvement<sup>7</sup>’ in 2014 and ‘inadequate’ in 2016 (Ofsted 2014, Ofsted 2016). The unsatisfactory Ofsted reports came when, following the Lingfield (2012a) report, EACL had immersed itself for the first time in the business milieu in an effort to become cost-effective and autonomous. A series of organisational restructures brought instability, but EACL proved resilient and has now reinvented itself as an active part of ECC. Moreover, its 2018 Ofsted grade, which it still holds in 2021, is ‘good’ (Ofsted 2018a).

EACL is currently adapting to its new role in assisting ECC deliver its community development agenda which aims to counteract economic, social and psychological disadvantage especially in families and hard-to-reach groups (ECC 2017a). EACL must

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<sup>7</sup> Ofsted grades: Outstanding: good: requires improvement: inadequate.



learn to operate within the complex dynamics of economic, sociopolitical and institutional factors and work collaboratively with other ECC departments and community stakeholders to achieve common socioeconomic goals.

Before EACL's involvement in wider ECC agendas its staff had their own Community of Practice (CoP), i.e. they 'engaged in a process of collective learning in a shared domain' through team meetings, conferences and staff room exchanges (Wenger 2007 in Smith 2009:2). After EACL's restructure this CoP linked with the wider-scope ECC one. EACL teachers became the newcomers in the bigger community which spans ranges of competences and networks. This has affected the way teachers perceive their professionalism and they are adjusting their professional identities accordingly.

## **Professionalism**

### **EACL teachers' professionalism: summary of my 2016 Institution-focused-Study (IfS) findings**

In 2016, as part of my Doctor in Education (EdD) studies, I conducted research on the professionalism of EACL teachers. These findings became the departure point for my EdD thesis which established which EACL teachers' professionalism elements still stand in 2021 and unearthed new ones which are addressed by the proposed EACL-specific L5 teacher-training programme. The study (Woodley 2016) concluded that:

EACL teachers are dual professionals; they have moved into teaching after or alongside pursuing another career. They are mostly 'sessional' i.e. they work 'as and when' an advertised course is financially viable. The teachers' professional self-worth feeds on the recognition and respect they receive from the community and the satisfaction that derives from helping adults improve their quality of life. Their professionalism draws on the special student-teacher relationship where teachers and adult learners co-create knowledge, inspire each other and thrive in both utilitarian and recreational learning (Appendix 1).

However, between 2016 and 2021, in addition to policy and Ofsted Education Inspection Framework (EIF) (2019) changes, EACL's operational model changed. Its transformation into a business-like organisation, the issues of remaining cost-effective and competitive, and the effects of the organisational restructures took teachers outside their familiar territory and fuelled fresh thinking about practice, professional identity and teacher-training needs.

### **EACL teachers' professional identity**

The Lingfield panel (DBIS 2012b:14) recognised that 'it is the very diversity of FE that can present challenges to the professional identity of its teaching staff'. Silver (2018) acknowledges that the PCS' range and remit and its teachers' professionalism are difficult to pinpoint because of the teachers' backgrounds, diversity of specialisms and irregular working patterns. She (ibid:2,1) rightly argues that the sector is 'comfortable with its complexity' because it perceives it as 'a strength' which complements rather than inhibits its identity. However, in my view, taking complexity in one's stride is different from knowing 'who you are' in your professional capacity.

The Lingfield report (DBIS 2012b:22) stated that 'there is no hard and fast interpretation of the word professionalism' and argued that professionalism 'has much to do with belief as with practice'. Indeed, 'professionalism' can be an ideology, a relationship of agency and/or some status that grants authority.

Hoyle (1975 in Evans 2008) describes professionalism as 'restricted' or 'extended', with 'restricted' denoting the classroom practice, and 'extended' the intellectual and ideological base of the job. Similarly, Evans (2008) discusses a 'functional' aspect and an 'attitudinal' one whereby the former gives emphasis to performance and the latter to attitudes towards one's professionalism. In relation to power dynamics, Atkins and Tummons (2017) offer the 'managerial', the 'emancipatory' and the 'utilitarian' paradigms where power is either asserted by managers, or the professionals themselves or is positioned in terms of adherence to working practices.

I feel that, because of EACL's new community development role, its closer ties with ECC, and the focus on business models and performance, prevalence is potentially given to the functional side of EACL teachers' professionalism, with perhaps utilitarian and managerial undertones. Simply put, teachers must adhere to the Society for Education and Training (SET) standards, the ECC code of conduct and deliver learning to ECC's, various awarding bodies' and Ofsted's (2019) specification. This is a tall order for sessional teachers most of whom have no Level 5 (L5) qualifications and work only a few hours a year.

### **The triple professionalism (TP) model**

The TP model was developed by Spours and Hodgson (2013:16) who maintain that dual professionalism must be expanded to incorporate a third element which expresses professional behaviours and the knowledges/skills necessary for working codependently with other experts and stakeholders in a wider and more politicised environment, to deliver corporate/organisational, socio-political and academic agendas.

TP espouses the 'social ecosystem thinking' theory which addresses 'rapidly increasing [societal, political and economic] complexities', through 'creating horizontal networks involving a variety of social partners in the public realm and the private sector' (Hodgson and Spours 2016:2, Spours 2019:2). As Essex comprises diverse multicultural communities whose education, employment and public services needs are complex, it can be considered as a social ecosystem, with EACL being one of its components.

EACL teachers' front-line position is significant for mediating between ECC and Essex residents to offer the latter learning which enhances their life/career prospects, thus helping implement the former's socioeconomic agendas. As such, adopting the TP model will add knowledges/skills to the dual professionals' existing toolkit, in effect augmenting EACL teachers' understanding of what needs to be done, how, why and by whom. Moreover, it will aid the forming of productive relationships and networks with professionals whose expertise is different from teaching which, in turn, will help the Essex ecosystem sustain itself and grow.

Teachers are already tacitly acquiring TP knowledges/skills through Continuous Professional Development (CPD) activities, staff interactions and written ECC/EACL communications. However, TP is demanding because people of different professional/academic orientations must work synergistically to interpret and mediate policies and deliver them cost-effectively to often challenging audiences. Some sessional teachers may not be prepared or willing to transition from dual professionalism to TP. However, the teachers who aspire to become triple professionals, could benefit from L5 teacher-training which incorporates TP knowledges/skills which are not directly related to teaching, but which are useful for teaching in the community.

## **Initial Teacher Education (ITE): present and future**

### **EACL teachers' training**

Teachers acquire some teaching professionalism elements through CPD activities, conferences and individual mentoring and also tacitly through interactions with EACL/ECC staff. They receive a day-long induction to EACL and are mandated to attend the 50-hour, Level 3 (L3) City and Guilds (C&G) Threshold Award within their first year of service. In addition, teachers receive six performance-evaluation classroom visits where one-to-one advice is given about improving practice.

### **The value of qualifications**

Eraut (2008:15) contends that experiential learning 'works well in conjunction with formal university training'. OECD (in Sahlberg et al. 2015:294) also endorses the value of L5 qualifications and states that ITE is 'probably the single most important factor in having a well-performing public education system'. Likewise, Ofsted (2012:10,11) considers qualifications to be a 'key component in increased professionalism' because 'stakeholders value the status and reassurance qualifications bring'.

However, when the Lingfield report (DBIS 2012a) abolished the mandatory L5 teacher-training requirement, the State ceased to sponsor teachers' study, passing the responsibility to them and their employers. Some EACL teachers have expressed interest in L5-training, but the cost is prohibitive because recovering their investment translates to many years of sessional work. EACL would like to support them to upskill but, unfortunately, budgets are short.

### **The Education and Training Foundation (ETF) teaching qualifications framework**

The ETF (2016:5,113), in response to 'significant developments in the sector and in government policy' developed a qualifications framework for an L3 Award, an L4 Certificate (CET) and an L5 Diploma in Teaching and Training (DET). These qualifications are endorsed by various awarding bodies including C&G for which EACL is a registered centre.

To address the 'the huge diversity of the sector', the CET and the DET, in addition to the mandatory units, comprise optional ones which can be adapted or replaced with centre-

devised modules assuming these are approved by the awarding body as fit for purpose (Greatbatch and Tate 2018:12).

### **The TP-DET**

In my view, there is 'little benefit [for EACL] to the standardised assessment approach offered' so this research proposes three EACL-specific, centre-devised units to replace some of the C&G optional list ones (C&G 2018:3).

As its name suggests, the new TP-DET units draw on the TP professionalism model. This is because the TP model expands rather than replaces dual professionalism models by adding a third layer of professional expertise which conceptualises knowledges/skills relating to the professional's capacity to appreciate 'the interconnection and interdependence that exists between the college and its surroundings' and 'undertake multi-agency working' (Spours and Hodgson 2013:17). EACL teachers are already dual professionals and, for example, potentially subscribe to Hoyle's (1975 in Evans 2008) professionalism model regarding day-to-day classroom practice and/or Evans' (2008) attitudinal and functional approaches to the job. However, when collaborating with ECC social/employment services personnel to deliver community development provision to an ECC-targeted group in a community hall rather than a classroom in a deprived area of Essex, TP skills could be beneficial because they situate/contextualise Community Learning in the community where it takes place and help teachers address this newly-introduced dimension of their role.

The first module of the proposed TP-DET introduces teachers to their new business-oriented, corporate environment; the second equips them with community development work knowledges/skills and community worker professional qualities; and the third gives them pedagogical and technical skills to deliver technology-mediated learning which supports organisational and student aspirations.

### **Interdisciplinary ITE approaches**

Interdisciplinary orientations refer to 'any form of dialogue or interaction between two or more disciplines' (Moran 2010:14). In the TP-DET programme traditional teacher-training modules creatively connect and interact with elements borrowed from unrelated-to-teaching fields, to encourage students to consider pluralistic perspectives of concepts/issues and to contemplate ways of addressing matters either alone or with

other professionals' help. Despite interdisciplinarity's inherent problems such as obtaining the services of many experts and ensuring that they collaborate to address subject delivery points where their fields converge, interdisciplinary ITE practices are potentially EACL teachers' first encounter with working effectively as members of the ECC multidisciplinary team.

### **Research justification**

I have been an EACL Modern Greek teacher for almost 30 years and, in the last 15, I have been a quality of teaching (QoT) team member who contributes to the development of CPD programmes, practice observations and teacher-training. Until the covid-imposed suspension of teacher-training activities (March 2020), I was the only person delivering the L3 C&G Award to all new EACL teachers and also trainers from ECC's social care department. Although I was adequately equipped/qualified to deliver L3 ITE, I felt that my practice lacked the basic knowledge of the trainees' fields of work and the communities they served. Practice improved after I gained this knowledge and used it to adapt/contextualise the L3 programme to their subjects' delivery needs.

This experience fuelled my ambition to devise an EACL-specific DET. I started contemplating the course content when, as a result of EACL's new role in delivering ECC's community development agenda, other colleagues started delivering courses in venues other than EACL colleges and to ECC-specified audiences. My QoT observations took me to the Youth Service, the Army, care homes, schools, job centres, village halls and charity/volunteer organisations where I experienced first-hand the ways in which the teachers' role had been augmented. This strengthened my belief that EACL teachers could benefit from acquiring new knowledges/skills such as how corporate organisations function, their policy agendas, how and by whom they are implemented and the communities they are aimed at, so as to effectively deliver learning tailored to particular circumstances, audiences and policy needs.

The expansion of the teachers' role happened at a period when, due to the Lingfield (DBIS 2012a) report, practice demands had already increased because EACL was changing its business model and focus was placed on cost-effectiveness. Moreover, following the 'inadequate' Ofsted (2016) report teachers were under pressure to improve performance. Their work further intensified in September 2019 with the

introduction of the EIF (Ofsted 2019a) which broadened the scope of the curriculum to incorporate the development of behaviours, attitudes and citizenship skills which equip learners for life in modern multicultural Britain.

L5 and L3 qualified teachers encounter the same difficulties. However, whereas for L5-qualified teachers who have had substantial teacher-training, these can be addressed through CPD, the L3-qualified ones, who only engage with theory for 50 hours, lack significant underpinning knowledge/skills and need assistance to implement changes in practice. Moreover, I am concerned that, in the long-term, in the absence of L5 qualifications, some teachers may tacitly develop local professional languages and symbols rather than maintain the consensual code of ethics and working practices which are characteristic of ACL's collective identity.

Most EACL L5-trained teachers have studied at a local FE college which mainly trains FE teachers, paying little attention to ACL's particularities and professionalism. I designed the TP-DET because I feel that EACL teachers would benefit from EACL-specific and EACL-delivered L5 training in order to maintain the quality of provision and affirm the status, authority and legitimacy of EACL and its professionalism. The proposed programme aspires to equip teachers with knowledges about EACL's mission, values, hidden agendas, links with the local community and ECC, financial bases and interaction patterns among local and national stakeholders which comprise the cultural, political, economic and ethical contexts that currently frame the application of their work.

Designing the TP-DET was an academic challenge because it is an innovative DET adaptation combining traditional teacher-training modules with others from unrelated-to-teaching but useful-for-teaching epistemic and professional domains. The proposed programme builds on the academic work of Hoyle (1975 in Evans 2008), Whitchurch (2006) and Evans (2008) on professionalism models and enacts Spours and Hodgson's (2013) TP one because it transforms it from a theoretical model to a practical ITE programme's centrepiece.

ACL is 'heavily under-researched' so my work will hopefully provide useful insights which may influence policymakers', Ofsted's, AE providers' awarding bodies' and EACL's teacher-training decisions (Ravenhall 2014:1). Moreover, it may inspire other providers to adopt the TP-DET or adapt it to their needs. Furthermore, if this research encourages

more teachers to L5-qualify, their research will help to underline ACL's importance and evidence its practices.

Delivering the TP-DET may save EACL costs because parts of it can replace some CPD activities and the one-to-one tuition which new teachers often receive. Moreover, L5-qualified teachers may attend specific sessions to update their field knowledge and contribute to the programme through sharing their expertise/experiences with new teachers, thus building organisational capital.

On a personal basis, this research enriched my practice and gave me the opportunity to contribute positively to the growth of the ACL movement and my organisation which, I believe, are currently vulnerable.

## **Methodology overview**

### **Research questions**

This case study confirms the elements of EACL teachers' professionalism which remain unchanged since my IfS (Woodley 2016) research, establishes new ones, determines the structure of an EACL-specific TP-DET and proposes the theoretical underpinnings, type and content of three TP-inspired centre-devised units which address the new elements of EACL teachers' professionalism.

### **Philosophical approach and method**

My research is 'pragmatic' because it addresses EACL teachers' education in light of improving performance and making EACL's collaboration with ECC more productive (Robson 2009). It also borrows from the 'transformative' paradigm because it intertwines with local/national political agendas in the hope of reforming ITE practices (Blaikie 2010, Creswell 2003).

This single qualitative case study of my professional setting is exploratory and descriptive and takes my IfS (Woodley 2016) research a step further. I chose case study methodology because its emphasis is on the intensive examination of a setting and suggests plausible actions to resolve a given problem (Yin 2009). The inherent limitation of a case study is that its findings may not apply to other settings but, as EACL has undergone significant reform, it is important to produce useful research which addresses EACL's practices.



### **Research instruments and participants**

I used Creswell's (2003:16) 'sequential research design' because the researcher can 'elaborate on or expand the findings of one method with another method'. Moreover, data are collected in stages allowing time for transcription and planning the next steps.

I started by individually interviewing six non-L5-qualified new teachers and an experienced L5-qualified one. The teachers' views were discussed and consolidated by a 10-strong focus group comprising new teachers including the six who were individually interviewed. These data fuelled discussions with one middle and two senior managers which led to two focus group interviews, one with the three-strong QoT team and another with five senior managers who added the managerial perspective to the findings.

Having explored EACL staff views, I took the research outside EACL and interviewed a leading national figure in ACL policy, one of the persons who devised the TP model and an AE specialist. This helped define EACL professionalism, discuss its theoretical underpinnings and their practical implications, and the TP-DET's suitability to address them.

The analysis was also informed by the theoretical framework, ECC, ETF and C&G documents, and my IfS (Woodley 2016) research findings.

### **Validity, reliability, ethical issues, and presentation of findings**

I have frequently used participants' quotes to support my analysis because I feel that EACL personnel and field experts are in the best position to understand the particularities of ACL and EACL. Their testimonies, which were checked and confirmed as true representations of their views, added to the reliability of the case study as did the sequential design because the same questions were addressed by different people/focus groups at different stages.

My work has 'ecological validity' because its 'results can be applied to real world settings' i.e. EACL (Braun and Clarke 2013:280). I can also claim 'construct validity' because I constructed the TP-DET by linking the participants' testimonies with 'the theoretical context in which [the research] is located' (Cohen et al. 2011:188).

The research was conducted with EACL's permission and participation was anonymous and voluntary. I followed the British Educational Research Association's (BERA 2018) protocol and gained approval from the IoE's research ethics and GDPR<sup>8</sup> adherence committees.

I used Yin's (2003:111) analysis strategy whereby data were categorised in themes drawing from the 'theoretical propositions that led to the study' to develop a 'case description' which was further strengthened by examining 'rival explanations' i.e. why existing ITE programmes may not be adequate for addressing EACL teachers' professional needs.

### **Case study structure**

This introduction is the first chapter of the case study. Chapter 2 reviews the relevant literature and comprises three sections: the first is dedicated to EACL, the second to professionalism and the third to ITE practices.

Chapter 3 discusses the research methodological approach, instruments, participant selection, ethical issues, research validity and reliability and the presentation/analysis strategy.

Chapter 4 presents and analyses the data: it follows the three enquiry themes, namely establishing the elements of EACL professionalism, exploring newly acquired ones and addressing them through the TP-DET programme.

Chapter 5 returns to the research questions, summarises the findings and makes recommendations. It is followed by the list of references and the appendices.

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<sup>8</sup> General Data Protection Regulation

## **CHAPTER 2**

### **LITERATURE REVIEW**

This chapter comprises three sections each revolving around a research question related theme. The first section familiarises the reader with the research setting. It explores the ACL movement in Britain, the history of EACL, and how it has evolved from a small, state-funded AE provider to a business-modelled ECC division which assists ECC in delivering its community development agenda.

The second section examines professionalism theories and current PCS and EACL professionalism standards and discourses which sculpt EACL teachers' professional identity. It concludes with presenting the TP model which informs the centre-devised units of the proposed EACL DET.

The third section's theme is ITE. It explores the limitations of tacitly learnt practice, the shortfalls of contemporary ITE programmes, why ITE reform is needed and discusses the strengths and limitations of interdisciplinary approaches for designing and delivering the TP-DET.

## **SECTION 1**

### **ACL**

#### **The ACL Movement in Britain**

The AE roots stretch back to religious 'education for salvation' and the demand for democracy in the Middle Ages (Kelly 1992). By the end of the nineteenth century 'the first coherent national movement for adult education' emerged which replaced utilitarian technical education with 'liberal, humane and non-technical education which gloried in not being useful' but carried a 'strong tradition of being socially purposive' and contributed to 'political and social action' (Fieldhouse and Associates 2006:44, 45).

This 'anti-vocational prejudice' led to the influential Ministry of Reconstruction report (1919) which separated vocational from non-vocational AE and became a 'blueprint not only for adult education but for a free and fully participatory democracy' with emphasis on the 'social purpose of adult education in developing a notion of responsible citizenship' (ibid 45,47).

World War II offered the 'largest scale general education programme mounted by employers', when the Army provided 'compulsory adult education for soldiers to discuss the shape of post-war world' (Hillage et al. 2000:26). After World War II there was a shift from practical to leisure-oriented learning which was fuelled by increasing affluence (ibid). However, AE 'was colonised by the middle classes' and, until the 70's, it 'failed to attract those people who had benefitted least from initial education' (Fieldhouse and Associates 2006:44, Hillage et al. 2000:26).

The Russell report (1973) 'concentrated on socially committed, political work with disadvantaged groups' and devoted resources to the 'adult education untouchables' but its recommendations failed to be implemented because the nation's economic situation 'deteriorated due to the international oil crisis' and because funding had already been committed to the Open University project (Fieldhouse and Associates 2006:64).

In the 1990s the widening participation theme persisted but the focus changed from leisure-oriented/wellbeing courses to providing 'learning that is useful for the economy' so Britain could maintain its global market share (Hillage et al. 2000:27).

The 21<sup>st</sup> century promises to be ‘a time of great transformation; rapid technological change, longer life expectancy and mass migration are presenting individuals, communities, governments and employers with unprecedented opportunities and challenges’ (UNESCO 2016:1). Although there are opportunities to learn from diverse cultures and increase the workforce with newcomers, individuals must learn to adapt and update their professional and personal skills/competences and live democratically and healthily within complex and rapidly changing cultures, societies, technologies and economies.

### **Adult learning/education**

Adult learning is a self-planned voluntary activity which either covers ‘information deficits’, for example, ‘in relation to the requirements encountered in their work or life’ or is ‘initiated for highly practical reasons’ or is motivated by ‘curiosity, interest and enjoyment’ (Edwards et al. 1996:184,197).

EACL teachers’ approaches to adult teaching/learning vary but, due to their in-house training, they encourage learners to ‘make the transition from dependent [on the teacher] to self-directing learners’ who learn by choice what they feel they need to know (Knowles et al. 2005:65). Often, the teacher’s job is challenging because it involves helping learners overcome negative life and compulsory education experiences and address the ‘mental habits, biases and presuppositions’ accumulated because of them (ibid:66).

Rinne and Kvinen (1996:185) suggest that AE ‘fits well with the ideology of the second chance’ as adults value the opportunity to have another go at education to improve their employment prospects. Schuller (2017:7) adds that AE benefits extend to ‘improving physical and mental health’, leading to ‘a greater tolerance of diversity’, improving ‘political understanding’ and ‘reducing crime and antisocial behaviour’.

A recent ECC report (ECC 2017b:1,6,8,7) also noted improvements in ‘quality of working life’, ‘enhancing the use of time and leisure within society’, ‘reducing loneliness and the intergenerational gap and creating new personal identities and community resilience’. The same report quoted research from the Government Office for Science showing that local authorities can realise ‘approximate savings of between £2.10 and £3.50 for every £1 invested into adult learning programmes’ (ibid:5).

## **EACL**

EACL is an ECC division which provides learning that is ‘relevant to local priorities and community needs’ across Essex, excluding the unitary authorities of Thurrock and Southend (Ofsted 2018a:3). Essex is a large county with a rapidly growing and ageing population of around 1.4 million (ibid:2). It comprises communities spanning rural, urban and coastal areas with widely varying qualification levels and areas of deprivation. EACL has 10 major centres but learning also takes place at approximately 190 community venues. A small section of the provision is delivered by subcontractors ‘who have an established presence and close links with targeted groups’ (ibid:2,3).

In the academic year 2017-18, EACL provided accredited and non-accredited learning in 13 subject areas and apprenticeships in accounting, business administration, children and young people’s workforce, customer service, health and social care, management and supporting teaching and learning in schools (ECC 2018a). It also delivered family learning and courses which help people with learning/physical difficulties develop confidence and independence. In the year 2017-2018 17,254 learners attended 2,231 courses and took part in 889 apprenticeship, traineeships and work-based programmes. The provision is currently delivered by approximately 350 sessional teachers working in geographically dispersed venues.

## **History of EACL**

Up to the early 2000’s, EACL was a state-funded direct service provider comprising ‘nine semi-autonomous adult community colleges established in 1993’ (Adult Learning Inspectorate 2004:1). Between the 2004 and the 2009 Ofsted inspections, EACL moved to a ‘whole service management team’ to reduce costs and aid strategic planning (Ofsted 2009:4). The provision’s effectiveness was graded ‘outstanding’ but student numbers dropped because of reduced funding and the gradual withdrawal of concessions (ibid). The focus remained on recreational learning although, because of the Leitch report (2006) which addressed concerns regarding the UK’s ability to compete in global markets, EACL started heavily promoting functional skills and vocational qualification courses and apprenticeships.

The 2014 Ofsted inspection graded the provision ‘requires improvement’ (Ofsted 2014). It took place during the first EACL restructure following the Lingfield report (DBIS 2012)

which said that educational establishments should become business-oriented and autonomous. Evidently, the quality of provision had suffered because of changes in policy, the organisational restructure and funding cuts. Teachers had to learn to work as part of a large corporation-type organisation, perform tasks and undertake ECC corporate training which, to a large extent, took them outside their familiar territory because these practices were alien to their professional culture and processes.

EACL's immersion into the business milieu, where the words 'effective', 'customers' (instead of learners) and 'business' dominated the organisation's literature<sup>9</sup> presented new, albeit blurred, perspectives and dilemmas but also new opportunities for EACL and its teachers.

The 2016 Ofsted report graded the provision 'inadequate' (Ofsted 2016). This led to the ECC Chief Executive instigating 'further management changes [...] to ensure that there is a focus on employability and skills and that EACL plans are intricately linked to the Council's wider strategy for community education and jobs' (Further Education Commissioner 2017:4). The Ofsted re-inspection report (2018a:1) made the national headlines<sup>10</sup> because EACL was graded 'Good'.

### **EACL reinventing itself**

Work is undoubtedly needed to maintain and potentially improve the 2018 'good' Ofsted grade. However, ECC went through yet another organisational redesign which was implemented in January 2020, bringing further changes in the structure and operation of EACL. EACL is reinventing itself through gradually becoming an active element of ECC which is governed by the complex dynamics of economic, social, political and institutional factors played out in the locality.

Farkas (2009) stresses that change requires developing capabilities to cope with it. He describes the process as 'unfreezing, change, freezing' and explains that the difficulty is that 'old routines must be given up' and new cooperation patterns must appear

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<sup>9</sup> For example, the EACL '**Customer** Excellence Policy' staff guide (2018:1,2) mentions: EACL aims 'to meet **customers'** needs with **efficiency, effectiveness**, [...]. The quality of service is assured through compliance with [...], Adult Community Learning's service **business plan'** [...].

<sup>10</sup> Belgutay (2018), Burke (2018)

whereby the individual (any teacher) does not matter as much as relations and synergy (between teachers, EACL and ECC) (ibid:5,6). Giving up old routines and accepting change are areas that EACL and its teachers are still addressing but, despite the management's efforts there is not always 'cognition and understanding of the contents behind the wrappings'(ibid). Perhaps, teachers are yet to develop TP skills which help 'collaborate with [and understand] others who may hold different sets of values' (Spours and Hodgson 2013:17).

Since the first restructure in 2014, there appears to be a 'hard' side among staff which recommends new conceptions which will increase effectiveness, and a 'soft' side which emphasises the importance of retaining the culture and relative independence of EACL. In between the two, stands a third group which Gregson et al. (2015:243) calls 'strategic compliers' because they are 'critical of some aspects of reform but accepting of others', and feel that change is inevitable and 'integral to the survival' of EACL and, perhaps, the retention of jobs.

In terms of their actions, Bennis et al. (1985:98,99) terms the agents of change 'protagonists' and the ones who resist it 'defenders' and stress that, whereas the defenders may be fighting their corner vigorously, it is possible that their preconceptions may 'no longer be tenable', a stance which the protagonists have adopted to justify their interventions. Meanwhile, the strategic compliers, of whom I am one, view the situation with 'a sympathetic understanding of what the defenders are trying to protect' but also acknowledge that, as the restructure has already taken place, EACL must move on and develop along the lines and within the constraints of the new EACL, ECC and policy landscapes.

### **EACL' evolving vision, mission and priorities**

EACL's ethos remains rooted in principles of empowerment and inclusiveness and prescribes to Freirean values which consider education as the focal point of social change, in so far as it enables people to develop a critical awareness of the world around them to become emancipated (Freire 1993). However, EACL's vision, mission and priorities have changed in recent years. In 2014 EACL aspired 'to promote lifelong learning that contributes to improving health, wellbeing, social cohesion and inclusion' but in the 2017-18 literature learners are referred to as 'customers', providing best value



for money has become a priority and priority has also been given to delivering ‘high quality learning that improves employability skills, supports success in the workplace and empowers people to lead independent, healthy and active lives in their local community’(ACL Essex mission statements 2014-15, 2017-18).

The 2020-23 EACL strategy stresses that EACL must become ‘ambitious and sustainable’, engage in ‘more joined up working with others across a range of shared ambitions’ and ensure that its longer-term vision is ‘future-focused, agile, responsive and innovative’ (ECC 2020:3,4,3). The priorities include providing learners with ‘second, third, fourth, fifth and sixth chances to get the qualifications that they need to progress in their workplace or get a new career’, ‘improve their health and wellbeing’ and develop a ‘sense of community belonging’ (ibid:3).

### **The ECC-EACL link and policy’s consequences/implications**

EACL aspires to fully ‘align with the wider ECC organisational aims and priorities’ to provide ‘appropriate and flexible provision in the right places’ that ‘adds social and economic value’ and tackles ‘social isolation and loneliness’ (ibid:5,6,9). ECC councilors and the Director for Economic Growth and Localities are actively involved in EACL’s governance with the aim of accomplishing ECC’s four objectives: ‘to enable economic growth; to help people get the best start and age well; to help create great places to grow up, live and work and to transform the Council to achieve more for less’ (ECC 2017a:3).

### **ECC achieving more for less**

As stated in its Organisation Strategy for 2017-21 (ibid:3,20), ECC ‘will be demanding a lot from [its] employees’ to implement its ‘transformation’ which will require a ‘shift in culture’ and the employment of ‘digital approaches’ and ‘commissioning’ to achieve ‘service and outcome improvements’.

Digital technology features prominently in achieving cost savings and making the running of ECC services more effective. ECC stresses that ‘we are living through an age when products are dissolving into services, and services are being recreated on shared platforms’ and invites all its employees to ‘reimagine their role and the services to better meet peoples’ needs and expectations’ (ibid:23).

## **Economic growth**

ECC (2019a:1) has ‘an ambitious vision for Skills in Essex that sees the need for a local workforce which is agile and continuously learning’. It recognises the ‘importance of strong skills systems in addressing issues relating to low productivity, business development and economic inclusion’ and hopes to ‘connect the worlds of education and employment’ to put ‘employers’ needs at the heart of driving the skills agenda’ (ibid:1,7,1).

Emphasis is given to adult skills because the Social Mobility Commission report (2019:1) concluded that ‘the falling investment in adult skills is stalling the UK’s social mobility’ with the poorest adults being the ones ‘with the lowest qualifications and the least likely to access training despite being the group who would benefit most’ (ibid:8). As the report (ibid:10) suggests, the ‘main questions focus on the relationship between the adult education agenda and social mobility’ something that EACL is equipped to address assuming it collaborates competently with relevant ECC departments.

## **Helping people get the best start in life and age well**

ECC is concerned that Essex’s population is growing in numbers but also in age. In 2017, ‘one fifth was over 65 and this is projected to increase to almost one third by 2030’ (ECC 2017a:10). In the Council’s view, ‘community-based solutions’ and, where possible, innovation through ‘digital’ technology will help ‘reduce the need for hospital admissions’ and help the older population ‘live independent of social care’ by ‘planning for, sourcing and paying’ for their own (ibid).

The ECC (2017a:12,9) strategy strongly focuses on the population’s physical health related wellbeing whereas studies<sup>11</sup> indicate that it should extend to mental health, welfare and happiness. In my view, these aspects of life are important for young and old alike and contribute to economic and social prosperity. Moreover, addressing them can save ECC money. The EACL Social and Economic Impact report (ECC 2017b) indicated that between 2014-2016, EACL saved the Council £0.8m from recuperation of mental health and £0.6m from reduced coronary heart disease through providing recreational courses to affected individuals.

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<sup>11</sup> Hughes et al. (2016), Learning and Work Institute (2018), Workers’ Educational Association (2017, 2014)

## **Hope rekindled for EACL's non-accredited/recreational provision**

EACL rose to ECC's challenge by giving priority to economic growth agendas through providing more accredited courses and introducing apprenticeships. Alongside these it maintained its traditional, non-accredited courses which, since 2018, have been gaining popularity with policymakers because of national and local agendas<sup>12</sup> which promote social cohesion, wellbeing and social mobility.

### **The 'Connected Society' strategy (2018)**

In 2018, the Government introduced the 'Connected society: a strategy for tackling loneliness' agenda (DforDCMS<sup>13</sup> 2018a). It recognises that 'society is changing rapidly' resulting in people living longer but 'not necessarily experiencing increased quality of life to match those increased years' (ibid:6). The report acknowledges that loneliness is becoming 'one of our most pressing public health issues' because it increases the risk of depression, cognitive decline and Alzheimer's disease (ibid).

The strategy's guiding principles are that the Government will work in partnership with businesses, the health sector, local government, the voluntary sector, communities and individuals to adopt a 'truly cross-cutting and cross-departmental approach, [...] which recognises the importance of personalised, local solutions [...] to tackle loneliness and build a more cohesive and connected society' (ibid:14).

### **Social prescribing**

One of the 'Connected Society' agenda's delivery vehicles is 'social prescribing' whereby primary care professionals refer individuals with social, emotional, mental and physical health issues to a 'range of local non-clinical services' to receive 'practical and emotional support' (King's Fund 2017:1).

In Essex, the percentage of 'GP registered patients with mental health conditions has gradually increased' since 2013 and the 'rate of suicide has consistently been higher than the rest of England and the regional average over the last decade' (ECC 2019b:6). ECC is extremely keen to engage its social services and EACL in multi-agency collaborations

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<sup>12</sup> For example, 'Essex Skills for Growth Strategy' (ECC 2019), 'The future of seaside towns' (House of Lords 2019)

<sup>13</sup> Department for Digital, Culture, Media and Sport

with the NHS and other stakeholders to offer needy individuals recreational activities which will improve their chances of becoming socially and economically productive.

Pilot studies of the effectiveness of 'social prescribing' have pointed to 'improvements in areas such as quality of life and emotional wellbeing, mental and general wellbeing and levels of depression and anxiety' and have shown its potential to 'reduce the use of NHS services' (King's Fund 2017:2). However, research into its effectiveness in medical, social value and economic terms, is 'still limited' (ibid).

Nonetheless, the 'community learning mental health research project' conducted between 2015-2017 showed that 'learning is the best medicine' and revealed that 'community learning can be used to alleviate mental health problems' (Owen 2018:1). Owen (ibid:2,3) argues that these findings 'have the potential to transform the status of community learning' and 'spark an explosion in prescribed education' but points out that 'community learning is conspicuous by its absence from the Government's [social prescribing and loneliness] strategies' despite 'its favourable link with isolation and mental health'.

### **The Centenary Commission report on AE (2019)**

The Centenary Commission report on Adult Education (2019:3) argues that it is 'vital and urgent to invest in adult education and lifelong learning for the good of our democracy, society and economy and for the wellbeing of citizens'. Drawing on the original Ministry of Reconstruction Adult Education Committee report (1919 in ibid:4), the 2019 committee maintains that 'adult education must not be regarded as a luxury for the few exceptional persons' because 'it is a permanent national necessity and an inseparable aspect of citizenship'. EACL, amid the restructure challenges and its historic struggle to preserve itself, is now being given ample opportunities to make its contribution to community development widely acknowledged.

### **'Community development', 'social capital', 'globalisation' and social cohesion**

Between 2010 and 2020, there has been a resurgent interest in the idea of 'community' among academics, policymakers and politicians. The term implies 'user-friendly, accessible services or partnership arrangements' which concern groups that share the

same geographical area and/or other professional/personal interests and 'raises expectations of loyalty, support and affirmation' (Gilchrist 2009:2).

Gilchrist (2009:8) notes that 'community' has similar connotations to the term 'social capital' which describes 'tangible substances that count for most in the daily lives of people, namely goodwill, fellowship, sympathy and social intercourse among individuals and families who make up a social unit'. Social capital has been affected by globalisation, a movement characterised by 'market organised and imposed expansion of production, the social and spatial divisions of labour and the absolute mobility of corporations' (Ledwith 2007:20).

O'Sullivan (2019:5) argues that we are transitioning out of globalisation because current 'trade tensions, advances in technologies and the regulation of technology' are splitting the world into regions (poles) each with 'distinct, culturally consistent ways of doing things' and 'different policy languages'. He (ibid:4,6) argues that the emerging 'multipolar world' will affect social capital and create disturbances in 'the flow of people and ideas' and 'crises of identity for countries' because societies will inevitably subscribe to the values and policies of the pole they attach to and differentiate themselves from the rest.

In modern Britain social identity is already 'fluid, almost hybrid' because it contains 'contradictory and reflexive features of the peoples' lives' and encompasses different identities depending on what characterises peoples' histories and aspirations (Gilchrist 2009:6). Population mobility and migration have added to the diversity of identities and, 'where there is high population turnover' the multiple diverse identities have, potentially, 'undermined feelings of trust, personal security and [social] cohesion' (ibid:3-4).

Healy (2019:424-5) places the 'value of social cohesion' on 'the need to build a nation in which all groups are both included and to which they feel attached, enabling them to act as one and/or to create a common future together'. However, she argues that 'governmental policy agendas struggle to reconceptualise national identity, in the sense of what it is to 'belong together' simply because 'when seen against particular historical backgrounds, [...] identity divisions are complicated, divided and complex' leading to

some groups feeling marginalised and making the related problems of social disorder and fragmentation of belonging, difficult for policy to address (ibid:423,432).

In 2014 the British Government identified that 'some form of value consensus was needed to unite us and build a common home' to achieve 'important forms of social cohesion', and 'refrain from extremism, violence and disloyalty' (Healy 2019:424, 425). It articulated a set of Fundamental British Values (FBV) comprising four key notions: 'support for democracy, respect for the rule of law, support for individual liberty and respect and tolerance of other faiths and beliefs' (Lockley-Scott 2019:2).

In 2015 the teaching and upholding of FBV in educational establishments became a statutory requirement of the Ofsted inspection criteria (ibid). However, between Ofsted's Common Inspection Framework (2015) and its successor (EIF 2019), 'the impetus changed from awareness of common values, to respecting differences and values, to insisting that citizens self-identify and *commit* to the group values' (Healy 2019:434). As such, the requirements for teachers and their institutions gradually changed from promoting FBV to having a 'legal responsibility' that they are enforced (Lockley-Scott 2019:3).

EACL teachers receive annual two hour-long mandatory training on relevant legislation and their obligations, and designated staff are available for support/advice. However, as Healy (2019:426,435) argues, providing 'patriotic education' and 'patrolling such issues' may encourage teachers to adopt 'overly simplistic models for complex aspects of life' (ibid:426,435) or, as Derrida (in Lockley-Scott 2019:4) argues, resort to 'repeatedly reciting a name, and yet not really have a sense of what is being captured, which may indeed be more than we are actually aware of'.

Perhaps, as Spours and Hodgson (2013) suggest, teachers could benefit from a more critical understanding of the political and sociological underpinning principles which make their students and our society who/what they are. Twelvetrees (2008:213) rightly adds that working in the community to 'implement wider strategies' (i.e. the ECC's) is different from meeting the 'narrower goals of one organisation' (i.e. EACL's). The body of professional knowledge needed, and the teachers' professional identity must change in response to this shift. In my view, professional education should change accordingly.

## **The EACL and ECC Communities of Practice (CoP)**

CoPs are formed by people who 'engage in a process of collective learning in a shared domain of human endeavour' (Wenger 2007 in Smith 2009:2). Their interactions can be formal or informal and define/strengthen their identity which is informed by the 'shared competence that distinguishes members from other people' (ibid:3). The relationship between practitioners is reciprocal and aims to address recurring problems, maintain the CoP's symbols, vocabulary, routines, status and esteem, and develop practice through learning.

Lave and Wenger (1991:37) explain that 'initially people have to join communities and learn at the periphery' so their tasks 'may be less key to the community' than other members'. However, as they become competent, they get 'more involved in the main processes' and move from 'peripheral participation to full participation' (ibid). They (ibid:29) believe that, to start with, learning is seen as a social participation process whereby newcomers legitimately speak to old-timers about 'activities, identities, artefacts and communities of knowledge and practice' and work their way to 'full participation in the socio-cultural practices of the community'.

As learning happens because of the immersion in and the absorption of the CoP's modes of actions, Lave and Wenger (1991) term it 'situated learning'. They acknowledge that they may be 'romanticising communities of practice' and 'situated learning'. Tennant (1997 in Smith 2009:5) attributes this to their 'eagerness to debunk testing, formal education and formal accreditation' and believes that they wrongly under-appreciate 'the uses of more formal structures and institutions for learning'.

EACL is an overarching CoP comprising administrative, managerial and teaching staff with each group having its own sub-CoPs which connect as 'constellation of practices' around the main one (Wenger 1996 in Engestrom 2007:3). EACL CoP members share the same domain and join in activities aiming to educate adults in the community. The teachers' CoP, although it is geographically dispersed and teachers are sessional, has a strong identity which is reinforced through regular meetings and staff room exchanges. New teachers join peripherally and learn from longer-serving ones and their managers until they are ready to participate fully. EACL relies heavily on situated learning for its

new teachers but, as Engestrom (ibid:2) rightly argues, learning solely from a 'single centre of supreme skill and authority' is potentially limited.

After the restructure, EACL joined the larger ECC CoP resulting in EACL CoP members becoming legitimate peripheral participants of the bigger ECC CoP. Adler and Heckscher 2006 (in ibid:4) argue that this is a different type of community formation which he terms 'collaborative interdependence' because members 'coordinate interactions that span a wide range of competencies and knowledge bases which shift constantly to accommodate the evolving nature of projects'. There are signs that the ECC/EACL CoP is evolving to this type of community formation because various ECC professionals are already being encouraged to work codependently to accomplish county-wide tasks. However, the community is still in the process of forming so the veracity of this hypothesis is yet to be revealed.



## **SECTION 2**

### **PROFESSIONALISM**

#### **Theoretical perspectives on professionalism**

Professionalism is a fluid concept that has different interpretations which change over time and according to the professional's context so it may mean 'different things to different people' (Englund 1996 in Evans 2008:2). It can be described as a relationship of agency to professional capacity, specialist knowledge that grants autonomy and authority or a symbol of status within a societal group. Evans (ibid: 7) advocates that:

'a constituent of professionalism is professional culture, a set of shared ideologies, values and general ways of and attitudes to working, a configuration of beliefs, practices, relationships, language and symbols, distinctive to the particular profession which also incorporate identification and expression of what is required and expected of members of a profession'.

She considers the former to be attitudinal and the latter functional and states that 'professional culture may be interpreted as the collective predominantly attitudinal response of the members towards the professionalism that predominantly defines how they function' (ibid:8).

Hoyle (1975 in ibid:9) prefers to put professionalism on a continuum representing two kinds of professionalism: restricted and extended. He defines restricted as the 'day to day classroom practice which is often guided by narrow perspectives' and the extended as the one which 'includes the adoption of a generally intellectual and rationally based approaches to the job' (ibid). Depending on their education, experience, work setting and policy, teachers place themselves on the continuum so this well-defined, yet heterogeneous formation represents their collective professionalism.

In my view, Hoyle's (ibid) bounded continuum best depicts EACL teachers' collective professionalism because, given the diversity of the teachers' formal and informal skills, expertise and teaching experience, it accommodates each professional's distinctive professionalism whilst not negating essential features which are shared between all EACL teachers. For example, a L3-qualified teacher may perceive her/himself as occupying a different continuum position to an L5-qualified colleague, but both identify as EACL sessional teachers.

Attempts to define the professionalism continuum's boundaries lead to an examination of how policy discourses affect the teachers' self-determined or State-imposed continuum standpoint. Atkins and Tummons (2017:2) offer three discourses; one positioned within a managerialist paradigm, another within an emancipatory one and a third that they describe as utilitarian (ibid). The managerialist paradigm is imposed top down through professional standards and performativity levers. In contrast, the emancipatory paradigm empowers teachers to influence the system rather than being coerced by it. The utilitarian paradigm is 'positioned entirely in terms of acceptance of and adherence to working practices' (Atkins and Tummons 2017:2).

### **EACL professionalism current discourse**

It appears that, despite Government (DBIS 2012b:34) rhetoric promising to 'liberate those who deliver the service' and teachers' efforts to resist change, the EACL professionalism continuum is predominantly bounded by the managerialist and the utilitarian paradigms. EACL is part of the PCS and the ECC so its professionalism exists within the professionalism of the other two without any professionalism being identical to any other. What these professionalisms share is that, to a great extent, they are informed and shaped by the same policies and standards. These present teachers with expectations which EACL management, who are under pressure to improve performance, translate into performance indicators and targets which teachers must observe so their work gains EACL's, ECC's and policymakers' approval.

As a result, professionalism is becoming synonymous with 'meeting targets' and the teachers' labour has intensified. Some colleagues resigned in protest and others left because they did not have the skills and/or the will to meet the standards or do the accompanying paperwork/training. They have been replaced by new entrants to the profession who, as Evans (2008:16) rightly suggests 'have never known anything other than the new practice'. However, losing established, albeit resisting staff, has been costly because the newcomers have to be educated to the institution's 'ways' and come with no guarantees regarding whether they will cope or stay.

It seems that the equilibrium between the attitudinal and the functional sides of EACL professionalism has been disturbed causing instability and tension between managers and teachers. The functional side has been given prevalence because teachers'

'functionality' determines funding and thus EACL's modus operandi and its future. However, in my view, this simplistic way of measuring teacher effectiveness, is flawed because the returns that education yields for society go beyond commodification where learning is the product for sale and the learners are the consumers whose only desire is to become pliable workers. Teacher functionality and effectiveness extend to long-term benefits which cannot be imminently observed or expressed in monetary terms and include producing confident citizens who live harmoniously in a democratic, multicultural society. As such, developing the side of practice that accommodates prescriptive procedures is 'only partial development' and, as Evans (2008:16) rightly suggests, 'is destined to have partial success'.

### **The PCS Professionalism**

ACL professionalism, due to policy and funding allocation, has always been linked to the wider PCS professionalism. The PCS has been notable for its distinctiveness, complexity and, 'partly due to its predominantly working-class origins, its significant under-funding' and its history of 'benign neglect' (Orr and Simmons 2010:4,5).

As PCS colleges typically offer vocational courses their workforce mostly originates from industry (Gleeson et al. 2005:11). Whilst PCS teachers 'usually hold qualifications in their own field of expertise' they often practice 'without ever gaining teaching qualifications' (Orr and Simmons 2010:5). An implicit assumption has been that 'subject expertise would be the chief determinant of the quality of teaching' but there have been 'significant drawbacks to the reliance on subject expertise at the expense of pedagogy' as 'staff commonly tended to regard themselves chiefly as engineers, accountants or builders who just happened to teach' (ibid). In my view, the reliance on subject expertise affects more than pedagogy; peoples' reasons for going into teaching are an influence on their professional identity and, in effect, their commitment to teaching and their organisation.

Until the 1990s the PCS was largely unregulated but, as the sector's role became pivotal for vocational education, the FE National Training Organisation (FENTO) introduced professional standards which set the public threshold expectations regarding PCS teachers' behaviours, knowledge and practice. The reform made the acquisition of L5 teaching qualifications compulsory, but the standards were criticised for being 'overtly

instrumental, technician and undervaluing wider professional development' (Tummons 2014:2). Ofsted (2003 in *ibid*) added that the teacher-training provided was 'too variable, too inconsistent [...] and lacking subject-specialist pedagogy'.

In 2004 the Department for Education and Skills published the 'Equipping Our Teachers for the Future' paper which promised change in workforce education which was followed by another set of standards published in 2006 by Lifelong Learning UK (LLUK), the organisation which replaced FENTO (*ibid*). These standards were accompanied by a new process of professional formation and a requirement to register with the Institute for Learning (IfL), the professional body for PCS teachers (LSIS 2013:4).

Criticism remained around the standards and requirements being overly prescriptive and expensive/impractical to maintain (Tummons 2014:2). In addition, the Department for Business, Innovation and Skills reported that the sector was 'finding it difficult to recruit suitably qualified teachers' so, in 'response to feedback from the sector', standards were 'ossified firstly by abolishing LLUK and secondly by removing financial support from the IfL' (Corbett 2017:2, LSIS 2013:4, Tummons 2014:2).

### **The Lingfield Report (DBIS 2012) professionalism discourse**

In 2012 the Government appointed a Panel chaired by Lord Lingfield to regulate the PCS, promote its workforce's professionalism and resolve a dispute between the IfL and the University College Union over the compulsory nature of IfL membership (Reinis 2011:1). Following the March 2012 Interim Report (DBIS 2012a), the IfL reverted to being a voluntary organisation, lost most of its members and closed at the end of October 2014. It passed its legacy and assets to the ETF the 'sector-owned and sector-led organisation working to raise the quality and professionalism of teachers and trainers across the post-16 sector', which, in turn, introduced new professional standards. (SET 2014:1).

The IfL resolution was accompanied by the 'abolition of a decade-long requirement' for training providers to ensure that their teachers are fully qualified and 'undertake CPD activities' (Lee 2012:1). The reason was that these requirements were 'contrary to the deregulatory policies of the Government which were based on a conviction that the achievement of excellence is inextricably connected with local autonomy' (*ibid*: 2). Moreover, the interim report stated that 'staff training, professional updating, competency and behaviour were essentially matters between employer and employee',

in effect, deregulating the sector and the profession and passing the responsibility for ITE to teachers and colleges (DBIS 2012a:6). The final report significantly disadvantaged providers of remedial and leisure/special interest learning, such as EACL, by stating that the PCS's focus should be to develop 'occupational skills in the service of the economy' rather than invest in 'low level vocational qualifications which have little or no labour market value' (DBIS 2012b:17,14).

The Lingfield panel accepted that 'there is no hard and fast interpretation of the word [professional]' and proposed a 'working list of the criteria which are said to underpin professionalism' (DBIS 2012b:22). The list included:

- mastery of a complex discipline
- continuous enhancement of expertise
- acceptance that the field of expertise is a vocation to be pursued selflessly for the benefit of others
- public accountability for high standards of capability and conduct
- membership of a group earning and deserving the respect of the community
- membership of a defined group with similar skills, transcending local loyalties to achieve national and international recognition
- acceptance of responsibility for the competence and good conduct of other members of the professional group
- membership of a group which accepts responsibility for planning succession by future generations
- membership of a group which seeks continuously to extend and improve its field of knowledge
- membership of a group deserving an above-average standard of living (ibid).

The Lingfield report (ibid) recognised that PCS teachers are dual professionals but, whilst valuing the 'mastery of their discipline', it did not acknowledge that teaching is itself a discipline with its own epistemology. It encouraged teachers to 'add value' to their

'enterprise of the [professional] self' but clarified that this was no longer the State's responsibility but their own and their institutions' (Ball 2003:217). Moreover, the report granted financial autonomy to institutions but, as Corbett (2017:2) suggests, this resulted in funding cuts which limited the PCS' 'competitiveness in terms of pay and investment in resources to deliver provision'.

Pursuing self-financed independence has been challenging for EACL and has hindered investment on teachers' professional expertise. For most EACL teachers, paying for their own L5 ITE is financially unviable because they cannot recover their investment through their sessional work. EACL understands these limitations, but can only afford to offer teachers an L3, 50 hour-long C&G threshold ITE programme and some CPD opportunities that target specific areas of practice. I believe that such constrained training can impede effectiveness because, as Hargreaves and Dawe (1990:239) rightly state, it becomes a form of 'technical coaching' which produces mechanical technicians who mundanely reproduce practices rather than introduce innovation.

EACL has been significantly innovated and so should its teachers' knowledges/skills so they can work interdependently with other ECC experts and community stakeholders within the ECC politicised, corporate environment and beyond. In my view, threshold qualifications and technical coaching cannot prepare teachers for this type of engagement. These are distinct TP qualities which, to date, only the proposed tailor-made TP-DET can afford EACL.

### **Professional standards for EACL teachers**

Despite relaxing the qualification requirements, the teaching standards and legislative requirements remain unchanged if not more demanding than in previous decades. Teachers are mandated to adhere to the ECC and SET codes of conduct, the Ofsted and various awarding body standards and abide by relevant legislation including the Safeguarding and Prevent duties, Equality and Diversity and Data protection requirements.

### **The SET Standards**

The SET (2014:6) standards 'set out clear expectations of effective practice in education and training, enable teachers and trainers to identify areas for their own professional development, support ITE and provide a national reference point that organisations can

use to support the development of their staff'. In effect, they describe the professional values, attributes, knowledge and skills required of the PCS teacher to 'develop his/her own judgement of what works and does not work in teaching and training' and 'develop expertise and skills to ensure the best outcomes for learners' (ibid:2,4). They promote the model of the 'reflective and enquiring practitioner' who can 'draw on relevant research as part of evidence-based practice' to 'think critically about their own educational assumptions, values and practice in the context of a changing contemporary and educational world' (ibid:1).

At first glance, the simply-worded 20 statements are aspirational, developmental and relevant to the PCS teachers' dual professional roles. However, Tummons (2016:12,9) argues that they are another set of 'imposed, top-down artefacts' and contends that many teachers prefer 'rely[ing] on their instincts and intuition to guide them in their professional approaches'. However, much as instincts and intuition contribute to professional identity and practice, for many EACL teachers relying on them is a necessity because they have not been exposed through training to different ways of professional thinking and acting.

In my experience as a QoT observer, the SET standards have not always been a visible component of practice, either because teachers did not know them or lacked the theoretical knowledge to interpret them in relation to practice. I feel that, as all established professions are bound by standards, it is vital to maintain the SET ones but, I contend that teachers need substantial training to be enabled to do so.

### **The ECC code of conduct**

ECC has a Human Resources Policy Framework which includes codes of practice relating to employment, the service given to customers and the protection of its assets including data and intellectual property.

The framework incorporates assessment tools including checklists that dictate how 'customers' should be dealt with. This is a utilitarian/instrumental, top-down managerialist approach to ensure performance remains at its highest level by forcing staff to adopt certain actions/behaviours whilst unavoidably limiting the individual's agency. However, in EACL's case, if we consider that 'professional means theory-guided practice with the practitioner possessing both the how and why of the practice', it could

be argued that circumstances necessitate these approaches because about half of EACL teachers, have not been formally trained on the 'how and why of practice' (Avis et al. 2015:4).

### **The Ofsted EIF (2019)**

The EIF (2019) ensures 'that a coherent set of judgements are made' to 'evaluate what it is like to be a learner in the provision' focusing on 'the substance of education' and the offer of a 'curriculum that is broad, rich and deep', and treats 'teachers as experts in their field, not just data managers' who 'teach to the test' (Ofsted 2018b:1,2,1). Inspectors make 'an overall effectiveness judgement and key judgements on the quality of education, behaviour and attitudes, personal development and leadership and management' (Ofsted 2020:15).

Rollett (2018:1,2) characterises the EIF (2019) framework as Ofsted's move 'from compliance to culture' because, unlike previous frameworks, the EIF captures what performance tables cannot (e.g. learner attitudes) and encourages institutions to deliver 'sustainable and meaningful' learning which develops 'the distinctive values, thinking and practices' which aid progress for students and institutions.

The framework's criteria are underpinned by research which revealed that the quality of education depends on delivering a curriculum 'that is ambitious' and gives learners 'the knowledge and cultural capital they need to succeed in life' (Ofsted 2019b:4). As such, in addition to the effective implementation of programmes, inspectors evaluate the institution's intentions for choosing/designing them and the impact they have on students. Regarding behaviours and attitudes, Ofsted (ibid:28) hopes that colleges offer education which 'prepares learners for life in modern Britain by equipping them to be responsible, respectful and active citizens who contribute positively to society'.

Rollett (2018:1) argues that the behaviours/attitudes and personal development EIF judgements are determined by subjective views and claims that 'increased subjectivity is always tricky for Ofsted to balance against the demand for consistency'. I contend that all judgements carry a degree of subjectivity. However, as managers and governors join inspectors in their visits and contribute to the decisions, it is unlikely that the grade will be deemed unfair.



I welcome the holistic EIF (2019) approach because it indirectly endorses interdisciplinary approaches. In addition to the subject matter, it gives due importance to the learning of knowledges/skills and aptitudes which are useful for critically debating/contributing to issues that affect life, work and society.

### **A new professional identity in the making**

Mockler (2010:518) rightly suggests that a teacher's professional identity is:

‘mediated by a complex interplay of personal, professional and political dimensions of teachers’ lives that is infinitely more multifarious than assessments of teachers’ work based on role or function such as those inevitably embedded in professional standards’.

EACL teachers’ professionalism potentially subscribes to Connelly and Clandinin’s (1999 in Mockler 2010:519) process of identity formation whereby identities are created and recreated following the teachers’ ‘storying’ and ‘restorying’ of their professional life. This reflexive process depends on circumstantial and contextual catalysts which are often ‘non-linear and downright messy’ mostly because the professional ‘self’ is called to explore the Derridean ‘other’ which, in EACL’s case, is its new *modus operandi* and its new role in delivering ECC’s community development policy (ibid).

The Lingfield report (DBIS 2012a, DBIS 2012b) was the first ‘critical incident’ in EACL’s recent history because it re-arranged the boundaries of EACL teachers’ actual and potential authority and influenced organisational functions (Cunningham 2008). However, its effects became explicit after another ‘critical incident’ that of the 2016-2020 organisational restructures (ibid). Teachers received new job specifications and were invited to become familiar with EACL’s new business-oriented operational model whilst contributing to forming new loyalties/alliances with other ECC departments and community stakeholders.

Teachers are, in some cases hesitantly, shifting to a new professional state whereby they are required to ‘work amid a plurality of interfaces’ and in the ‘centre of a communication web’ to synthesise education and business agendas and operate within the dynamics and remits of a wider learning community (Whitchurch 2006:7,6). Moreover, the organisational changes increased the teachers’ insecurity because, if the

new enterprise fails, there is significant risk that the provision (or part of it) will be put out to tender, resulting in job losses.

Post-compulsory education is moving into a new era and EACL teachers are trying to keep their professionalism distinct amidst 'downright messy' circumstances which are affecting EACL's modus operandi and potentially its 'brand' and 'selling point'. These circumstances are fuelling the 'restorying' of EACL teachers' professional lives, causing the professional 'self' to evolve and potentially challenging/altering the teachers' relationship with managers, stakeholders and their students (Mockler 2010:519). Teachers are learning to make meaning of often contending political and institutional ideologies, initiatives and strata of epistemologies which operate within their newly marketised, local rather than central government-oriented landscape. Their identity, given the tensions, can only change.

### **The Triple Professionalism (TP) model**

The movement from one organisational model to another has implications for EACL teachers' professionalism; while it is important for teachers to fulfil the function of dual professionals, they are encouraged to place a greater emphasis on professionalism aspects which enhance their ability to contribute to the implementation of ECC's community development and economic agendas.

Spours and Hodgson (2013:16) contend that dual professionalism 'may make sense at classroom level but, in a wider and more politicised environment, it is insufficient'. They argue for a 'more expansive model of professionalism beyond the top-down and laissez-faire variants' where colleges and teachers forge collaborative relationships with other providers and social partners in their localities and beyond (ibid). To address this emerging third dimension of professionalism they articulated the TP model which adds to dual professionalism a 'wider, more political and ethical mode of engagement and an ability to work on connected scales –institutional, local, regional, national and international-' in evolving socio-political, intellectual and political activism-influenced landscapes (ibid).

EACL teachers' professionalism potentially identifies with the following TP features:

- ‘a strong ethical concern going beyond the focus on student attainment and college performance and which shows fidelity to an area, its communities and all of its learners
- An appreciation of the interconnection and interdependence that exists between the college and its surroundings and a highly developed local and regional knowledge
- The capacity not only to teach effectively but also to research the educational environment within and beyond the institution and to use this research in bringing about change
- An ability to undertake multi-agency working and to collaborate with other professionals and stakeholders who may hold different sets of values
- An understanding of government policy and how it is mediated and translated at different levels from the national to the international
- Highly developed communication, people and political skills’ (ibid).

TP espouses the ‘social ecosystem thinking’ theory which ‘conceptualises both nature and human society in an inter-connective and holistic way’ which helps address ‘rapidly increasing complexities of economies, governance, new civil society organisations, the diversification of societies and existential threats such as climate change’ (Hodgson and Spours 2016:2). Social ecosystems ‘connect the worlds of working, living and learning’ and ‘comprise local anchor institutions and horizontal networks involving a variety of social partners in the public realm and the private sector (e.g. FE colleges, universities, employers, local authorities and voluntary bodies)’ (Spours 2019:2).

Similarly to the natural world’s ecosystems, social ecosystems are fragile but also resilient ‘complex and dynamic systems that work together as an inter-dependent, functioning unit’ to encourage organic growth and sustainability (Hodgson and Spours 2016:2). They are ‘place-shaping and driven by a profound social and educational commitment to an area’ (Spours 2019:2).

However, as Spours (ibid:4) adds, ‘collaborative horizontalities cannot flourish on their own but require assistance from above’ i.e. a ‘more confident local government and a

more facilitating national state' which 'provides broad frameworks within regions and plays an important co-ordinating role' (Hodgson and Spours 2016:23, Spours 2019:4). Moreover, the 'keystone species', who are the 'central actors whose presence is crucial to the survival of the ecology' must be educated to 'think beyond existing politically defined boundaries of local government and beyond the divisions between private and public enterprises' (Hodgson and Spours 2016:6,22).

Essex can be perceived as a social ecosystem which fosters economic, political and social developments which are relational, manipulate one another, influence and are influenced by local, national and international policy and affiliations. Essex's ecosystem consists of affluent and deprived areas, with uneven demographic distribution comprising endogenous and exogenous people whose needs regarding education, employment, health and community facilities/amenities/services, vary. Moreover, patterns of employment, labour markets and productivity are dependent on relationships among Essex residents and others from neighbouring counties and beyond.

EACL is part of the Essex social ecosystem. The implication for EACL teachers is that because they are one of the ecosystem's proactive components, they are affected by it and must contribute to its sustainability and growth. This entails acquiring a TP professional mindset whereby they look beyond the confines of EACL and subject-teaching and permeate boundaries to create new relationships and professional spaces where they work codependently with other professionals, non-professionals and businesses, to deliver the ECC objectives. This requires reshaping/adapting their professional identity, so it fosters the combination of corporate/organisational, community and academic agendas whilst maintaining the ethos that underpins EACL's mission in the community.

However, co-dependent formations may exert excess pressure on the 'keystone species' because, rather than relying on the State to take the lead and give direction, their own professional behaviours and decisions can affect the success or failure of other people or policy initiatives at their local level. As such, social ecosystems 'pose a challenge for

TVET<sup>14</sup> providers, employers or organisations and local and regional government in marketised systems that will now have to think less competitively and more collaboratively' to encourage convergence in enacting national and local policy (Grainger and Spours 2018:9). This is challenging because the teachers' and other stakeholders' 'assumptions and practices [have so far been] associated with the history of marketisation and centralisation' (Hodgson and Spours 2019:20). For example, EACL will have to work collaboratively with the local FE college and private providers whereas, in the past, they were competing with each other for learners.

Coffield et al. (2007:734-5) state that interpreting and mediating policy is 'a complex and cumulative process' because of 'the effects of local and institutional factors' including the setting of priorities and management styles, especially the way in which stakeholders 'define the community they see themselves serving [...] the quality of communication and the degree of trust between managers and staff'. Grainger and Spours (2018:11) add concerns regarding the leadership's ability to balance 'a range of competing and dislocated forces in a form of social and political alliance building' amidst a 'complex economic [and local governance] reality'. Indeed, balancing individual agency with communal goals and policy/organisational requirements created tension during the EACL restructures. Staff had difficulty in securing agreement about moral or value judgements and there were clashes between agents' personalities and professional cultures which resulted in staff segregating in groups of 'protagonists', 'defenders' and 'strategic compliers'.

TP is a demanding professional model. Triple professionals must confront early on the challenges that are inherent to social ecosystems because they are the shopfloor 'keystone species' whose role is vital in building relationships between EACL, employers, local authorities, community stakeholders and students. The more EACL's role develops, the better teachers will need to understand how policies are intended, perceived and implemented by the various stakeholders, how business-oriented organisations operate and how communities develop and function. Given that most EACL teachers are sessional, it is possible that some colleagues who teach sporadically or do not primarily view themselves as teachers, may feel that they are not emotionally and/or

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<sup>14</sup> Technical and Vocational Education and Training

professionally prepared or willing to contribute to the ECC social ecosystem and thus transition from dual professionalism to TP.

Managers are aware of this but also know that the teachers' collaboration is necessary for enacting policies and running ECC and EACL effectively. They are already developing 'strategies for innovation and change' and encourage teachers to upskill whilst being patient with them because they 'recognise that the process of change will have to be gradual' (Hodgson and Spours 2016:3, Hodgson and Spours 2019:19). The innovation strategies include embedding TP's third element knowledges/skills in CPD activities and communications regarding the EACL's new *modus operandi* and its implications for practice, EACL and ECC. Teachers also acquire TP skills tacitly through interacting with each other, their managers and EACL's new partners within ECC and beyond.

Nevertheless, as Eraut (2008:10,11) suggests, tacit knowledge draws on one's interpretations of unfamiliar people, situations and contexts and will 'rarely be as valid and unbiased as we like to assume' because 'interpretations are affected by prior knowledge of more familiar but not necessarily similar people, situations and contexts'. He (ibid:1) recommends combining formal teacher-training with learning on-the-job because, as he rightly claims, 'unlike teaching organisations, learning is not the main aim of most workplaces'. Indeed, EACL teachers only learn on-the-job what they choose out of what management perceives they need to know to cope with prevailing circumstances such as inspections and meeting ECC's and the awarding bodies' expectations.

My feeling is that, because of EACL's remodeling, its new role within the ECC and the requirements of the EIF (2019) framework, adopting the TP professional model and pursuing a more structured approach to gaining TP skills would complement EACL teachers' dual professionalism. I acknowledge that not all EACL teachers may wish to or can obtain these extra TP professional skills. However, I feel that the ones who aspire to become TP, should be given the opportunity to do so through attending a specially adapted DET.

## **SECTION 3**

### **INITIAL TEACHER EDUCATION (ITE): THE PRESENT, THE FUTURE**

Sahlberg et al. (2015:294) suggest that 'evidence from OECD countries' shows that 'initial teacher education is probably the single most important factor in having a well-performing public education system'. They explain that in high performing education systems, 'policy on teacher education is a national priority' and 'teachers are educated in universities where theory and practice are combined to form a foundation for teaching that is on a par with other academic professions' (ibid:295).

In England, ITE is not mandatory. The SET (2014:5) states that teachers need to 'maintain and update knowledge of subject and vocational area' and 'evaluate and challenge practice' with others and their employers. In effect, although the SET persistently encourages qualification and its standards' demands are considerable, the learning of the profession's founding principles and skills, is left to the teacher and his/her fruitful (or not) collaboration with peers and employers.

Ofsted (2019b:9) declared that:

'teachers need solid knowledge and understanding of the subject(s) they teach. As well as this, they need to know how to teach that subject, and, more generally, how to teach'.

Ofsted (ibid) distinguishes 'three types of essential knowledge' as 'content knowledge, pedagogical knowledge and pedagogical content knowledge' and defines the first as 'teachers' knowledge of the subject they are teaching', the second as 'teachers' knowledge of effective teaching methods', and the third as 'knowledge of how to teach the particular subject or topic'. However, none of these definitions incorporate any of the knowledges EACL teachers are currently encouraged to acquire. Perhaps, the Lingfield report (2012b:23) rightly encourages the PCS to be 'guided by its own insights and experiences' to addresses its own ITE needs.

#### **EACL ITE and CPD practices**

EACL teachers join the organisation with content knowledge gained through a previous or concurrent career to their EACL one but, usually, they do not possess pedagogical or pedagogical content knowledge. They receive a day-long induction and are mandated

to attend the 50-hour, L3 C&G threshold teacher-training course within their first year at EACL. Managers play a significant part in their transition into teaching and support them through team meetings and, where necessary, one-to-one sessions and mentoring. EACL's appraisal system requires that new teachers receive six classroom visits during their induction year where their progress is discussed, and advice is given regarding CPD activities that would enhance their teaching expertise.

EACL CPD targets the functional side of the teachers' professionalism. It helps instill and improve classroom-teaching skills, raise awareness of developments in practice, and share/introduce new facilities/resources. EACL's teachers are geographically dispersed so CPD events also present good opportunities to build collegial relationships and exchange good practice ideas.

There is evidence showing that in high performing institutions 'teachers spend more time on professional development' and that CPD is intricately linked to college effectiveness (Ofsted 2019b:35). Gregson et al. (2015:268) state that CPD helps 'update the subject and pedagogical knowledge'. However, in my view, the word 'update' implies that teachers already have pedagogical and pedagogical content knowledge, to which CPD activities add. This is not the case for many EACL teachers. EACL has resorted to organising a large amount of costly CPD activities which often go in place of ITE. Perhaps, this is why Gregson et al. (ibid) advise education leaders to 'think carefully about the extent to which existing, taken-for-granted approaches to CPD can be justified in terms of value for money' and, in my view, effectiveness.

### **The value of qualifications**

According to the ETF, since the abolition of the mandatory requirement for L5 teaching qualifications in 2012, 'the number of teachers studying diplomas, PGCE and Cert Ed has declined by 28%' and the number of ITE providers has dropped (Zaidi et al. 2017:5). At the same time, Ofsted report 'a drop in the number of FE colleges rated good or outstanding', raising concerns about the ability of colleges and, in effect teachers, to 'manage the required improvements' to address the challenges brought by the sector's reform (Greatbatch and Tate 2018:16). For example, EACL teachers have been given more responsibilities and facets to their role but get considerably less



training/qualifications than they did in the early 2000's, when ITE was mandatory and State-funded.

An Ofsted (2012:10,11) study shows that education leaders agree that 'qualifications bring value and are a key component in increased professionalism and in improving the quality of teaching and learning'. The study also states that 'qualifications and not just the training bring benefits to employers' because 'stakeholders value the status and reassurance that qualifications bring'. However, since the Lingfield report (DBIS 2012a) led to the withdrawal of Government sponsoring and passed the responsibility for ITE and CPD to the teachers and their employers, investment in L5 staff training has inevitably been limited (Corbett 2017).

### **The limitations of tacitly learnt practice**

Carroll (2005:87) advocates that 'the ability to recognise occasions that bear significant value' is not only culturally constituted in the context of one's own experience but also 'in the contemporaneous experience of teacher education' because all occupational endeavours require an informed appreciation of the historical, cultural, political and ethical environments that surround the application of skilled work. Eraut (2008:4,15) is also critical of the system's under-appreciation of 'the uses of more formal structures and institutions for learning in favour of informal, experiential learning' and stresses that workplace learning 'works well in conjunction with formal university training'. He explains that the ability to develop multiple representations of complex problems with the aim of making them explicit to people with different types of expertise 'requires a wider knowledge base, interpersonal as well as cognitive skills' (ibid). However, policymakers seem to believe that 'mastery of a complex discipline', that is, subject matter proficiency, and 'continuous enhancement of [teaching] expertise', in other words, some on-the-job training are the primary requirements for being a good (enough) professional teacher ( DBIS 2012b:22).

### **Overview of ITE practices**

Atkins and Tummons (2017:1) argue that 'whilst there is an expectation and assumption that [PCS] teachers should be professional, this is not necessarily translated through initial teacher training requirements'. They explain that contemporary programmes fail to address broader issues which are the 'meaningful base of propositional knowledge

for teachers' so they can 'develop and enact democratic and emancipatory notions of professionalism', 'access disciplinary boundaries and have the capacity to negotiate those boundaries in their practice' (ibid:9,11,10). Meanwhile, Tummons (2016:11), among others<sup>15</sup>, is concerned about professional standards being 'absent from teacher training programmes' and the influential Lingfield report (DBIS 2012b:13) confirmed a 'confidence deficit in the professionalism of the further education sector, as well as a structural deficit' and recommended the restructuring of teaching qualifications.

However, reaching consensus regarding what 'professionalism' entails for different PCS institutions and what type of ITE practices can address it, is a formidable task. As Greatbatch and Tate (2018:12) rightly state, attempts to restructure ITE are 'hampered by the huge diversity of the sector', resulting in ITE programmes being 'largely generic in nature' and 'relying on trainees' abilities to contextualise their learning for their own specialism' and setting (ibid). As such, it can be assumed that the trainees' 'pedagogical' and 'pedagogical content' knowledges may be impaired and that some aspects of professionalism may completely escape contemporary ITE programmes (Ofsted 2019b:9).

### **Areas of EACL professionalism/practice that need to be addressed through L5 ITE**

I believe that, because of EACL's diversity and its role in delivering ECC's socioeconomic policy, there are more professional knowledges that must be incorporated in EACL ITE. So far, as EACL teachers are dual professionals, it is assumed that their 'content knowledge' is already in place when they join EACL whilst it is hoped that their 'pedagogical knowledge' will be addressed through ITE and/or CPD and their 'subject pedagogical knowledge' will be acquired through CPD or ITE optional units (ibid). In my view, EACL teachers' additional new knowledges involve the following TP themes:

#### **Interaction with community members and business-oriented stakeholders**

The unprecedented growth in the range and diversity of interactions that take place in EACL's business-oriented professional arena may no longer be congruent with the reality of EACL teachers' daily practices. Teachers must develop 'a highly developed local and

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<sup>15</sup> Evans (2008), Cunningham (2008), Ofsted (2003 and 2012), (ETF 2017)

regional knowledge' to engage with demographically and culturally diverse communities which may be socially isolated and/or economically deprived and/or suffer ill (mental or physical) health and problems such as antisocial behaviour (Spours and Hodgson 2013:17). Teachers would benefit from raised awareness of the fiscal and ethical parameters and conventions that this type of work involves and, perhaps, a fuller understanding of the constraints faced by policymakers, for example, 'competing claims for investment' by other policy areas (e.g., health, transport, defence) (Carpentieri 2013:544). Moreover, as Spours and Hodgson (2013:17) advocate, because of the 'interconnectedness and interdependence that exists between the college, its surroundings, its learners and its social partners/providers', expertise and aptitudes including 'communication, people and political skills', would enable teachers to work effectively with others 'who may hold different sets of [skills] and values'. These TP knowledges/skills presuppose educated understanding, and critical/creative deployment of the epistemic discourses that govern these unconventional transactions and fields, the lack of which, reduces faith in the sector's representatives, the profession and EACL teachers' work effectiveness.

### **The invasion of the Trojan mouse**

The information age is dictating a radical change in sociocultural contexts which affects the nature of knowledge and our society's relationship with it. Ingenious technological resources such as the internet and a variety of personal devices offer individuals 'location-independent access to information' and the capacity to manipulate and disseminate it worldwide (Beetham and Sharpe 2007:4). Therefore, what 'makes for effective learning and effective pedagogy [...] cannot but be influenced' (ibid:6). Undoubtedly, the Trojan<sup>16</sup> mouse has invaded the classrooms, finding many teachers with 'low levels of media fluency' and unprepared to cope with this paradigm shift and its effects on practice, pedagogy and their professionalism (Exley 2013:32, Faragher 2020).

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<sup>16</sup> I use 'Trojan' as a metaphor to denote that, similarly to the Trojans who welcomed the Trojan horse as a gift from the Greeks without realising that it concealed the soldiers who would later capture Troy, teachers let technology into their classrooms without being fully aware of the ways in which it would affect practice and its potential impact on learning, pedagogy and their professionalism.

Since the 2020 covid-19 crisis forced EACL to deliver learning online, the ICT department has been intensively training teachers on using e-learning platforms. Many teachers and students were technically and emotionally unprepared but adapted to this mode of teaching/learning as there was no other option. However, some resisted the change and stopped delivering/receiving learning<sup>17</sup> either because they could not cope with technology or missed the physical interaction with others within the EACL social hub, which, for many adults, is a significant reason for choosing to teach or learn at EACL (Woodley 2016).

The Further Education Learning Technology Action Group report (2014 in Bennett et al. 2015:170) highlighted the need to 'fully exploit the potential of learning and technologies' because it anticipates that the sector 'may well have a digital future' and recommends that 'all publicly funded programmes should have a 10 per cent wholly online component' with incentives to increase to 50 per cent. In my view, it is too early for policymakers and organisations to assert that digital approaches are the PCS' future. Perhaps, when the covid-19 crisis is over, research can evaluate what opportunities online learning gave the sector and what problems it created or solved so that institutions can determine how to use it to their and their students' advantage.

Becta (2008 in Bennett et al. 2015:156) suggests that building technology into teaching 'improves engagement, retention and progression, accelerates learning, enables greater learner choice, leads to improved assessment, cuts costs, is resource-efficient, widens participation and facilitates more learning-centred teaching'. Gregson et al. (2015:118) add that technology helps students 'visualise difficult-to-understand concepts' and 'provides access to a vast array of information' such as digital libraries and data sets.

Bennett et al. (2015:155,161) contend that technology is not a 'set of tools for creating re-usable objects or lessons' but 'the teachers' greatest asset'. It can be used to support the learning process through 'screencasting software' which allows the delivery of learning through video, interactive boards and Virtual Learning Environments, which are

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<sup>17</sup> Recent (2021) DofE research supports this claim. 'Community participation has fallen by almost 50 per cent this year [...] the inability to deliver face-to-face teaching through the various lockdowns has impacted on student numbers'. Parker (2021:2,1).

the single web-based package where resources, application-based games, quizzes and exercises can be deposited.

Technology can also expand educational provision through 'distance learning' where courses are delivered remotely or through 'blended learning' which combines face-to-face and online delivery, or by using 'flipped classroom' approaches which involve 'using time outside the classroom for individual activities associated with reading and assimilating new technologies' (ibid:159,165).

Bennett et al. (ibid:157) argue that 'teachers hold the key to unlocking the potential of technology in the classroom'. They claim that some are experts or enthusiasts whereas others, for various reasons, 'resist change' (ibid:158). They (ibid:156) encourage resisting teachers to change their attitudes and display a 'willingness to experiment and accept that technology can provide challenges or disappointment as well as wonderful answers to educational problems'.

Digital sophistication has its shortfalls. For example, zealotry can place emphasis on the technology rather than the learner. In some cases, the tutor does not have the benefit of getting non-verbal feedback and may find that stimulating student engagement is challenging. Learner ICT skills may be lacking, equipment is expensive and there are dangers and risks associated with inappropriate internet content and digital security/safety.

It can be argued that technology can be covered in the 'pedagogy content' of an ITE programme, perhaps in the teaching methods and resources section. However, as Faragher (2020:19) rightly explains, EdTech is not a resource but itself a new and continuously expanding pedagogy which 'creates a blended experience built around teaching'. Given the social changes and financial pressures, it is possible that increasing digitalisation is inevitable and, as such, I feel that EdTech should be given its due individual space in an ITE programme.

### **EACL-specific research-evidenced practice**

Avis et al. (2015:47,46) praise research because it 'empowers the practitioner' and helps him/her 'keep up-to-date with one's discipline', 'improve educational practice and validate evidence informed practice'. For the same reasons, the SET (2014:5) encourages

teachers to 'update knowledge of educational research', draw upon it to inform practice and engage in it to enrich professional knowledge. However, because 'of education's relation to wider society', research is a 'political practice' characterised by 'contradiction and general messiness' (Avis et al. 2015:47). Nevertheless, as Pring (2000 in *ibid*) rightly argues, it 'addresses pedagogic and educational questions' through presenting data and potential answers to situationally located problems, albeit in the knowledge that findings may not be universally endorsed.

The 'scarcity of research in Further Education' is well documented (Solvason and Elliott 2012:1). Ravenhall (2014:1) blames the shortfall on 'government funding rules' and the sector's reluctance 'to speak out against changes' and claims that 'lack of research has made the sector vulnerable to being pushed down the government's priority list'. Morris (2020:21) places part of the responsibility on leadership not 'fostering a culture of research' and Ravenhall (2014:1) argues that dissemination is problematic because research is 'too rarely shared between organisations'. However, whilst endorsing the above, in my view, the preoccupation of (dual professional) teachers with their main line of work, and their lack of research skills are also barriers to conducting research.

EACL is considerably under-researched. As it enters the new, 'commercial' phase in its history, it is crucial that teachers are given the TP 'capacity [...] to research the educational environment within and beyond the institution and to use this research in bringing about change' (Spours and Hodgson 2013:17).

### **The sector's answer to addressing ITE**

The ETF (2016:5) in view of 'the significant developments in the sector and in government policy' worked in partnership with private providers and government agencies to create a teaching qualifications framework for the PCS. The framework concerns an L3 Award an L4 Certificate (CET) and an L5 Diploma (DET) in Education and Training. The ETF recommends that 'all full teachers should have a teaching qualification at minimum L5' and 'those in instructor roles a minimum of L4' (*ibid*:26).

### **The DET**

The DET combines the 'study of underpinning theories, frameworks and research into effective teaching and learning alongside the development of practical teaching skills'

for which it requires candidates to have ‘a minimum of 100 hours of teaching practice’ (ibid:35). Awarding bodies including C&G, Gateway and Pearson have endorsed the qualification which is delivered by various private and state-funded providers. As EACL is a registered C&G centre, I have based my research on their DET specification.

DET entry requires trainees ‘being qualified/experienced in the subject they intend to teach, have access to 100 hours of teaching practice and possess reasonable levels of language literacy and numeracy’ (C&G 2017:1). Literacy and numeracy skills are initially assessed through tests which inform a ‘personal development plan, owned and agreed by the individual trainee teacher’ with the ITE provider ‘expected to monitor the trainee’s progress’ (ETF 2016:32). Trainees who do not hold L2 English and Maths qualifications are expected to achieve them ‘prior to the end of their initial teacher training qualification’ (ibid).

The DET which carries a total of 120 credits, is assessed through ‘a combination of assignments, a portfolio of teaching evidence and observation of teaching’ and comprises 4 mandatory units which are worth 75 credits and another 45 credits which are chosen from 35 existing optional units or are centre-devised (ibid:9).

The mandatory units are:

- Teaching learning and assessment in education and training (L4)
- Theories, principles and models in education and training (L5)
- Developing teaching, learning and assessment in education and training (L5)
- Wider professional practice and development (L5)’ (ibid)

DET units are offered at L4 or L5, but trainees must gather ‘an overall minimum 61 credits at L5 meaning that, as the first mandatory unit is at L4, one of the optional units must be taken at L5 (ETF 2016:35).

The centre-devised units are developed by the provider and are offered ‘in response to varying local contexts over which the unit learning outcomes can be demonstrated and assessed or where a unit is so specialist in nature that there is little benefit to the

standardised assessment approach offered by externally set assessments’ (C&G 2017:1,3).

For the centre-devised units to be approved as ‘valid, reliable and fit for purpose’ the centre must provide overviews of ‘the structure of the materials and how they fit together to make a full assessment pack’, ‘the assessment production and delivery process’, ‘grading criteria’, ‘assessment tasks’ and the ‘delivery of the assessments’ (ibid:3). Centre-devised units permit ‘greater flexibility and discretion to employers in determining the qualifications, skills and attributes necessary for successful teaching and learning in their organisations’ (EIF 2016:26). In my view, producing centre-devised units is a laborious but worthwhile task because EACL can incorporate TP knowledges/skills into the programme.

The DET’s Total Qualification Time (TQT) is 1200 hours of which 360 are Guided Learning Hours (GLH). The TQT ‘is the total amount of time in hours expected to be spent by a learner to achieve a qualification’ and the GLH is ‘the indicative number of hours of supervised study that is recommended to complete an accredited unit or qualification’ (C&G 2017:12, ETF 2016:16).

I welcome the DET because it allows/encourages creativity with its content, assessment and delivery methods provided they meet the programme’s assessment criteria. Moreover, C&G consultants are available to advise, and, at a cost, centres could obtain resources/activities and assignment samples. When EACL’s TP-DET is finalised and the centre-devised units approved by C&G, it can be cost-evaluated and negotiated with interested teachers and management to determine its viability.

### **Taking an interdisciplinary approach to delivering the TP-DET**

Whitchurch (2008:4) advocates that ‘things work best when you have a working knowledge of other areas, and stresses the need to educate ‘hybrid workers, multi-professionals who can traverse inherited practices and fields to deliver broadly based projects’. Thompson-Klein (2010:XVII) also deems that ‘integrating learning across multiple disciplines and contexts must become a defining feature for teacher education’ so organisations can align people and practices with organisational direction.



In effect, if through a single ITE programme, EACL teachers were to obtain a better understanding of the intricacies of their new social ecosystem, joint EACL-ECC-other-stakeholders ventures could be accomplished more fruitfully. For example, the TP-DET knowledges/skills borrowed from fields such as business or community development, which are not traditionally related to teaching but are useful for operating across complex and diverse professional and organisational boundaries, may help create common ground between teachers and others 'who may hold different sets of [skills and] values', and aid communication, collaboration and decision making (Spours and Hodgson 2013:17). Moreover, these new knowledges/skills may empower teachers because, rather than passively accepting that policy turmoil, organisational instability and marketisation are inevitable and unavoidable, teachers/colleges may gradually develop 'the capacity to resist, or at least to rearticulate oppressive aspects of national policy' and introduce 'strategies for innovation and change' (Hodgson and Spours 2016:3,14).

The TP-DET's delivery subscribes to interdisciplinary teaching approaches because subjects are drawn from different disciplines and professional fields which, through the programme, inform, interact, connect and 'talk' to each other.

Interdisciplinarity is 'rooted in the ideas of unity and synthesis' and encourages 'unity in difference' (Thompson-Klein 1990:11, Moran 2010:4). It helps 'evoke a common epistemology of convergence', the spread of resources and critical mass (Thompson-Klein 1990:11). Interdisciplinarity does not impair the solidarity of the disciplines but aims to 'enable individuals to locate themselves within the larger landscape', 'lessen ignorance and scepticism about activities in other areas', diffuse tensions within established fields and engage in creative work (ibid:15).

It can be argued that interdisciplinarity is a critique of academia's attempts to organise knowledge but, at the same time, it supports and values the disciplines' solid knowledge bases because its informed borrowing helps link 'origin and terminus, centre and periphery, focus and margin, inside and outside' to address issues that cannot be addressed by one discipline or professional field alone (ibid:33).

In my opinion, an interdisciplinary TP-DET programme can expand current ITE offers and help EACL teachers understand and feel part of a professional milieu that fosters

opportunities but also presents new challenges. Combining unrelated-to-teaching knowledges/skills with traditional teacher-training ones could add the third TP element to the teachers' existing dual professional identity. This third TP element will give teachers the ability to 'listen' to and communicate with the new 'system', and capture and evaluate its visible and concealed components, as these influence and are influenced by EACL's new business model, its close connection with ECC and its socioeconomic objectives reflecting national and local politics.

## **CHAPTER 3**

### **METHODOLOGY**

This chapter poses the research questions, discusses the methodological approaches, the participant/sampling selection process, the research instruments and the validity, reliability and ethical issues that surround this case study and how the findings are analysed and presented.

This research answers the following questions:

- What elements of EACL teachers' professionalism should be addressed by a TP-modelled EACL-specific DET and why?
- What are the theoretical underpinnings for the elements of EACL teachers' professionalism that will be addressed by the EACL TP-DET?
- How should the theoretical part of the EACL TP-DET be structured?
- What is the rationale and content of the EACL centre-devised units that comprise the EACL TP-DET?

### **PHILOSOPHICAL APPROACH**

Hitchcock and Hughes (1995:21) suggest that ontological assumptions lead to epistemological assumptions which 'give rise to methodological considerations and issues of instrumentation and data collection'. Ontological assumptions are concerned 'with the nature of social reality' because they make claims about 'what kinds of social phenomena do or can exist, the conditions of their existence, and the ways in which they are related' (Blaikie 2010:92). They inform the researchers' world view and epistemological assumptions and, consequently, the choice of research design and methods for data collection and analysis. As a pragmatist, I believe that research is not entirely a technical exercise which establishes relationships between variables but a process which presents a social construction which is deemed representative of, and useful, by the population it concerns.

Eisner and Peshkin (1990:21) explain that some epistemologies 'regard knowledge as built upon or justified in terms of some solid and unchallengeable foundation that rests

on human experience and reason'. On this basis, researchers tactfully avoid acknowledging that their research is 'subjective' i.e. presenting personally biased viewpoints, but seek to label it as 'objective', in other words, that it meets procedural standards and presents some 'truth'. Eisner and Peshkin (1990:75) argue that 'neither subjectivity nor objectivity has an exclusive stranglehold on truth'. In my view, truth relates to a distinction between a subjective self and the objectivity required by the research and academic communities for the validation of findings at a given point in time.

As I pragmatist, I accept that knowledge is tentative and comes with no certainty and that 'objective truth' is subject to revision that is influenced by changes in cultural, political and institutional biases. Moreover, as Scheurich (1997:34) rightly argues truth is 'power laden', so different concurrent truths compete against each other, affecting relations between stakeholders all of whom seek to endorse the truth that empowers their community above others.

Consequently, to get multifarious perspectives, I interviewed 11 EACL teachers as well as one curriculum coordinator, five managers, the three QoT team members, and three AE experts from outside EACL. In the focus group discussions, I chose not to mix teachers with managers, so that organisational politics and power dynamics would not inhibit the conversations. However, to unearth possible strengths and limitations of the various perceptions, I conveyed to the managers some of the teachers' points and, to the specialists, who were last to be interviewed, some of the teachers' and the managers'.

In my view, the best research method is the one which best addresses the research questions. I conducted this qualitative research from the informed subjectivity of an EACL teacher and that of my EACL colleagues whose voice was significant in reaching my conclusions as my research concerns their professionalism and teacher-training. The specialists' views drew on their experiences of the sector and introduced a wider and less EACL-biased perspective to the research. As this case study examines EACL alone, I tried to establish our currently valid and EACL-idiosyncratic truth in the knowledge that it may be abruptly revised by another change in policy or organisational restructure.

EACL teachers' truth may be a good approximation of truth for other ACLs but, as Eisner and Pershkin (1990:22) rightly profess, truth 'should be used as an essential regulative

ideal' which other ACL stakeholders can peruse to determine if it also expresses their own.

Gregson (2019 in Thomson 2019:10) urges practitioner researchers to be 'careful and modest in their expectations' and 'claim only what [they] can justify'. I constantly compared data so agreements and deviations could be discussed with other participants at the next stage, until I reached consensus. Where I was not able to reach consensus, I included the opposing views leaving the reader to draw his/her own conclusions.

This case study is not nomothetic but uses the experiences of EACL personnel and non-institutional specialists combined with previous research data, a literature review and information from ECC documents to construct a reality that is EACL-idiographic, concomitant and provisional. In simple terms, the content of the theoretical part of the TP-DET envisages a way to design a programme which will address what EACL teachers consider to be their educational needs and once compiled, will be tested empirically and confirmed, modified or rejected.

This research aspires to change EACL teacher-training practices and, as EACL is part of the politicised ECC, its ideology also borrows from the transformative paradigm which is 'intertwined with politics and a political agenda' and supports an 'action agenda for reform' which may 'change the [professional] lives of the participants and the institution in which individuals work' (Creswell 2003:9,10).

## **RESEARCH METHOD**

### **Single Case study**

The single case study method lent itself to this research because 'it is a small-scale research design with meaning' which 'refers to some selected datum', 'occurs in a bounded context' and 'studies an instance in action' (Yin 2009 in Cohen et al. 2011:291, Tight 2017:3,8, Cohen et al. 2011:289). Its 'emphasis is set upon an intensive examination of the setting', which is usually 'a community or an organisation' and aims to 'unravel many complex issues and be influential' in suggesting 'plausible change actions and/or further research directions' that are of 'interest and usefulness' to the organisation and its staff (Yin 2009:19,43).

Case study allowed me to delve deeply into the EACL particularities and the elements of EACL teachers' professionalism that could be enhanced via an L5 ITE programme. By nature, this small-scale insider research was feasible to execute and easily engage participants so multiple perspectives were examined, contested viewpoints -especially about the effects of the EACL/ECC restructure on professionalism- explored and the insights directly interpreted by key actors and put into immediate use. As Tight (2017:32) rightly suggests, case studies are potentially 'intellectual gold' for the organisation and 'a step to action' because they 'can penetrate situations' and provide 'unique examples of real people in real situations' (Yin 2009:72-3).

Tight (2017:31) suggests that 'an underlying case study design problem is the relationship between the singular and the general'. This was not a concern because the case study format was chosen for its usefulness for EACL. Since EACL is the second biggest ACL countrywide, the findings may inform policy makers, other researchers and ACL organisations. Accumulating such cases may help establish valid connections between events and phenomena and help address local and national policy decisions regarding ACL teachers' professionalism and qualifications.

Cohen et al. (2011:292) rightly argue that case studies 'often lack a high degree of control' because people and situations evolve as the research takes place. I accept this because, given the unrest created by the ECC/EACL restructures, coping with change and adversity is exactly what the resulting TP-DET programme hopes to equip EACL teachers to do.

### **Insider research**

In case study research 'the researcher is integrally involved in the case' and can be 'defined by participants' roles and functions' (Cohen et al. 2011:290). My role as an EACL teacher, teacher-trainer and QoT team member gave me the physical and cultural proximity to colleagues and the EACL community to discuss the elements of our professionalism that could be further developed through an EACL-specific TP-DET.

Baumfield et al. (2013:2) suggest that as 'teachers are problem solvers', they are 'effective in tackling systemic problems'. They argue that 'the intuitive judgement of teachers regarding the 'best fit' of practice to a specific situation is enhanced through exposure to a wider range of alternatives' (ibid). In my case, practitioner enquiry has

been integral to my professional identity as I have dedicated a decade to researching EACL's 350 teachers' practice whilst, as a teacher and teacher-trainer, I have been sharing good practice with colleagues, other professionals and the academic community.

In insider research, professional bias potentially exists because the researcher is an active member of the ecology studied. However, Clough (2002:99) argues that, rather than treating the researcher's familiarity with the organisation as undesirable bias, it is advantageous to capitalise on it. My 25 years of EACL experience became 'a valuable component of the research' because only 'insiders can properly represent the experience of a community' as they can interconnect the past, the present, the personal and the professional in a way that is recognisable by the researched community and validates the case study (Maxwell 2005:39-41, Bridges 2004:73).

My insider position carried a requirement to serve EACL's interests and protect its unique identity which transmitted a message of trustworthiness and raised my 'credibility as someone who understands what the job entails and what its stresses and strains are' (Robson 2011:404). At times, this 'symbiotic and reciprocal [EACL teacher-researcher] relationship' presented difficulty because of the positions I hold (Rowland and Wickes 2009:1,2). My 10 year-long academic training in research conventions, and my colleagues' and my own familiarity with my different roles, helped me negotiate my researcher identity and make clear to all concerned the capacity in which I interacted with him/her and the protocols which govern research.

Robson (2011:75,76) rightly suggests that insider research 'can be inculcated in the ways of the tribe' and, as such, carries 'the danger of being strategy driven'. This case study is certainly 'shaped by the organisational or institutional arrangements' because it aims to address in a meaningful and useful way EACL's ITE practices (Hitchcock and Hughes 1995:319). As such, no methodological apologia is due.

### **Participant sampling rationale**

The participants' perspectives were 'invaluable in producing an accurate portrayal of a case study phenomenon', especially as EACL is geographically dispersed, so it 'is difficult [for the researcher] to be at the right place at the right time [...] to observe important events' (Yin 2003:94,96). Moreover, my pragmatist and transformative paradigm

philosophical orientation predisposes me to give the participants' testimonies prominence as, by virtue of their professional identity, they are either the professionals who enact EACL/ECC policies or significant outsiders who contribute to policy design.

The sample comprises EACL personnel and non-EACL individuals who are sector experts. As I am EACL's only teacher-trainer, I emailed the 28 new teachers whom I had L3 teacher-trained in the last three years with a copy of the participant information sheet and the consent form (appendixes 2,3) and invited them to participate voluntarily. This gave the whole of the new-teacher population 'an equal chance of being selected for the sample' (Matthews and Ross 2010:154). I was not sure how many would respond so I decided to communicate with the first 15 who replied. I received 12 replies which led to six individual interviews and a focus group discussion with 10 new teachers including the six who gave individual interviews. I also emailed five experienced teachers and chose to interview the one who was the easiest to reach. I selected the rest of the participants on the basis of their sector expertise and, in the case of the EACL ones, EACL experience.

I identified teachers with pseudonyms and, to help readers distinguish their testimonies from the managers' or the experts', I identified the latter by role/rank/expertise-related codes. I do not distinguish between managers or members of the QoT team because this would make them identifiable. The participant who is one of the two persons who devised Triple Professionalism (PwTP) chose his/her own identification code.

Table 1 shows the participants and the rationale for their selection:



Table 1: Participants and selection rationale

<b>Participant(s)</b>	<b>Selection rationale</b>
10 EACL non-L5 qualified new teachers teaching accredited, non-accredited or apprenticeship courses with less than 3 years EACL service and teaching experience (pseudonymised)	They have little experience of teaching or EACL and may not be familiar with the organisation's or the profession's background. They can explain how they perceive their professionalism and what they would like to learn via an L5 ITE programme
One EACL L5-qualified, long serving teacher (pseudonymised)	She has 35 years of experience of the evolution of the sector, EACL and policy, can give an account of her own teacher-training, compare it with contemporary practices and offer an informed view about new EACL teachers' education
One long-serving (30 years) EACL curriculum coordinator who is also an experienced L5 qualified teacher (Identity code (ID): 'Curriculum-coordinator')	She is a link between teachers and senior management and understands both perspectives and obligations, manages a 40+ strong team, can contribute her teams' views and professional needs, has an informed view on ITE practices, EACL, policy and teachers' professionalism
Three EACL quality of teaching team members (ID: 'QoT')	They have an overview and data about EACL teachers' performance/needs/professionalism because they perform practice observations, develop/deliver CPD and mentor teachers
Five EACL managers including a senior one (ID: 'manager')	They are the link between ECC and EACL and implemented the restructures. They are responsible for strategic planning and EACL's operations, understand policy, funding and management and decide what ITE can be afforded/offered.

one leading national figure on ACL policy (ID: National-Figure)	This Civil Servant contributed to the ACL movement and policy development, is L5 teacher-trained, has worked as an ACL tutor and has Government insight. She has informed views about the sector's and its teachers' professional needs and ITE and is not EACL-biased
One AE specialist (ID: 'AE-specialist')	This Doctor of Education has worked for several ACLs and is currently employed by the UK's largest voluntary AE provider, is an expert on and has researched ACL practices, professionalism and policy, has lectured on L5 ITE and is not EACL-biased
One of the persons who devised the TP model (ID: 'PwdTP')	A leading published academic, expert on the PCS, has advised Government on policy, is not EACL-biased, has jointly devised the TP model

Braun and Clarke (2013:59) argue that the 'sample is a crucial determinant of what you find with your research' and stress the importance of the sample being representative of the population it concerns to avoid sample bias, i.e. over or under-representing certain groups of the population. My case study concerns the addressing of new elements of EACL professionalism through an L5 teacher-training programme aimed at new EACL teachers. As such, it primarily concerns the population of new EACL teachers who are eligible to attend the programme, and EACL managers and the QoT team who make strategic decisions about EACL teachers' professional development. I argue that, in numerical terms, my sample is representative of the new-teachers', the managers' and the QoT team's population because it comprises more than one third of all new teachers, 50% of EACL managers and 100% of the QoT team.

Cohen et al. (2011:161,156) place emphasis on the sample's 'fitness for purpose' and, for research which focuses on 'specific, unique issues', recommend 'purposive sampling', that is, 'hand-pick[ing] the cases to be included in the sample'. My case study's aim was the 'intensive examination of the [EACL] setting' and, as such, I was seeking a sample with 'particular characteristics' (Yin 2009:19, Cohen et al. 2011:156). I chose the participants 'by virtue of their professional role' (e.g. EACL personnel) and/or because of their 'expertise or experience' (e.g. the leading national figure on ACL policy,

the AE specialist and the person who devised the TP model), simply because I could only 'acquire in-depth information from those who [were] in a position to give it' (ibid:157).

In the case of the new teachers, it could be argued that, as I was their teacher-trainer, they may have 'demonstrated [or withheld] a preference for a particular perspective' because they had anticipated that this was, or was not, what I was expecting to hear (Lambert and Loiselle 2008:229). As my research focuses on EACL, I had no other option but to include these new teachers' views, despite having trained them myself. I explained to them that there were no right or wrong answers because the aim of the research was to gather a range of views which would help develop a new EACL-specific ITE programme.

I am also aware that the group of EACL L5-qualified teachers is under-represented, but I consider that as the participating QoT team members and the managers are L5-qualified and practicing teachers, their informed testimonies would add to the experienced teachers' voice. I did not personally know the leading national figure on ACL policy or the AE expert, but I contacted them via email, and they kindly agreed to participate.

Another issue which potentially affects sample bias is the modelling of the EACL-specific DET on TP. Whilst both academics who devised the TP professional model have been my teachers, and one of them has supervised me in the past, I argue that it would have been impossible to tie the EACL participants' testimonies regarding EACL teachers' professionalism and EACL's involvement in implementing ECC policy to the qualities which are characteristic of the TP model had the model not been suitable. Moreover, it was not my teachers who introduced me to TP but an IfL (Intuition 2013) article.

Overall, I would argue that, as my research is a qualitative, EACL-specific case study, my main sample-recruitment concern was that each group of participants fitted the criteria specified in Table 1 so they could 'comment on matters of interest' to the research (Cohen et al. 2011:157).

After designing the three centre-devised TP-DET units, I asked three experts (ICT, Business, Community Development) to examine them and confirm that they comprise

foundational elements of their disciplines/professional fields. These individuals who are not teachers or EACL/ECC employees, did not otherwise contribute to the research.

### **Data collection strategy: Sequential design**

I used Creswell's (2003:16) 'sequential design' for collecting and analysing the data which involves procedures whereby 'the researcher seeks to elaborate on or expand the findings of one method with another method'. It is 'easy to implement because the steps fall into clear, separate stages' and it is also 'easy to describe and to report' (ibid:215). Table 2 shows the six stages of my sequential design, how methods alternate, and each stage's rationale:

Table 2: The sequential design and its rationale

<b>Stage</b>	<b>Participant(s)</b>	<b>Stage Rationale</b>
1	six individual interviews with new teachers	Starts proceedings: base-line views of the teachers whom the TP-DET concerns
2	Interview with long-serving teacher	Adds a voice of 'experience'
3	Focus group discussion with 10 new teachers	Consolidates teachers' views and produces new lines of enquiry
3	Interview with curriculum-coordinator	Adds middle managerial perspective and also conveys perspectives of her new and experienced teachers who did not participate in this research
4	Individual interviews with two managers	Adds the managerial perspective to points raised in previous stages
5	2 focus group discussions; one with 5 managers and one with the Quality of Teaching (QoT) team	Consolidates/confirms managerial and QoT perspectives including points of convergence and divergence between managers, ECC and teachers and adds barriers/considerations to delivering the TP-DET
6	Individual interviews with three experts from outside EACL: a leading national figure in ACL policy, one of the persons who devised the TP model and another who is an AE expert	Concludes proceedings by: discussing previous stages' findings; describing from an expert and non-EACL biased standpoint the 'reality' of policy; giving theoretical and professional experience perspectives of TP, ACL professionalism and ITE; linking/comparing EACL with PCS practices

I started the data collection with some ideas/themes which had emerged from the literature review, and my research questions which were developed in the context of the need to explore EACL teachers' professionalism and address its new elements through an EACL-specific DET.

I chose the sequential design data collection strategy because it conveniently staggers the data collection process, affording time to transcribe the interviews, 'explore and generate themes' and 'identify phenomena' for further study at the next data collection stage (ibid:102, 103).

In effect, the gradual feeding of one data set into the next deepened and enriched my inquiry, helped confirm convergences and explore divergencies and new ideas, and scaffolded my thoughts and actions until, step by step, I arrived at the answers to the research questions. Moreover, each stage triangulated the previous and the next one i.e. projected 'similar patterns of findings' from different data collection methods and multiple sources (Robson 2011:87).

The new teachers' interviews provided the baseline data which, with the help of the literature review, were consolidated into main themes and subthemes. I added to these the L5-trained experienced teacher's perspective so I could have a complete picture of EACL teachers' views to further scrutinise at the new teachers' focus group meeting. The emerging subthemes were discussed at the individual interview stage with the curriculum-coordinator and the two managers who added the managerial perspective to the discussions. The next data collection stage involved two focus group interviews, one with the QoT team and one with the managers to consolidate EACL's stance on the research questions. At the final data collection stage the research moved outside EACL to enrich and consolidate findings with the informed and non-EACL-biased standpoints of the three experts on AE, policy and TP. I used the documents at the analysis stage to compare the participants' views with ECC's policy line and/or the ETF's rationale for the DET framework (see pages 96-97).

Creswell (2003:215) rightly states that 'the main weakness of this design is the length of time involved'. The process was complex and lasted longer than a year because, as I was developing theory, I could not anticipate what would happen next. I felt that the way forward was to take one stage at a time i.e. transcribe, read theory and data, develop

themes/subthemes and then prepare for and organise the next stage, for example, choose themes/subthemes to discuss and articulate indicative interview questions. ‘Pacing’ and ‘crafting’ the data collection was difficult, but the sequential design ‘enhanced the rigour of the research’ and ‘increased confidence in the validity of the findings’ (Morse 2010:491, Creswell 2003:158,87).

### Data collection instruments

Different forms of data collection exposed ‘multiple sources of evidence’ and ‘created a chain of evidence’ which linked ‘the questions asked, the data collected, and the conclusions drawn’, potentially increasing [the case study’s] quality substantially’ (Yin 2003:83). The data collection instruments comprise interviews, focus group discussions, documents, secondary data from my IfS (Woodley 2016) research and the case study’s literature review. Below is a table showing what instruments were used to answer each research question.

Table 3: Research questions and instruments

Research Question	Instrument
What elements of EACL teachers’ professionalism should be addressed by a TP-modelled, EACL-specific DET and why?	IfS research, interviews, focus group discussions, EACL newsletters, literature review
What are the theoretical underpinnings for the elements of EACL teachers’ professionalism that will be addressed by the EACL TP-DET?	Literature review, Interviews, focus group discussions
How should the theoretical part of the EACL TP-DET be structured?	Interviews, focus group discussions, literature review, ETF (2016) framework and C&G (2017) DET specification
What is the rationale and content of the EACL centre-devised units that comprise the TP-DET?	Interviews, focus group discussions, literature review

### Documentation

Yin (2003:87) argues that ‘documents play an explicit role’ because they can ‘corroborate and augment evidence from other sources’ and can be ‘reviewed repeatedly’. Moreover, as is the case for the ECC/EACL ones, they have ‘broad coverage’, that is ‘long span of time, many events and many settings’ (ibid:86).

Yin (ibid) warns that documents 'reflect (unknown) bias of author'. I acknowledge this because the ECC documents are intended to express the official ECC policy line and the ETF's the sector's voice. The document collection was large, so I exercised a degree of 'biased selectivity' and only included the documents which I deemed relevant because they related to the research themes (ibid). However, to temper my bias, I quoted them directly to allow readers to interpret them as they feel appropriate. I treated the documents as already transcribed interviews (i.e. the ECC's/ETF's voice) and, once the participants' data were collected, transcribed and coded<sup>18</sup>, I used the documents as a source of additional information for the analysis.

Some quoted documents are in the public domain, but I also had privileged access to EACL ones and permission to use them providing that I do not disclose sensitive data.

- **Newsletters**

EACL personnel receives weekly email-newsletters from EACL and ECC. These explain the organisational restructure and EACL/ECC strategic planning and have therefore informed the teachers' professionalism.

- **ETF (2016) and C&G (2017) DET specification documents**

The ETF document contains the qualifications framework for PCS teachers and the C&G's their DET specification and the centre-devised unit information pack. They helped compile and organise the TP-DET.

### **Re-analysis of earlier IfS research**

Robson (2011:358-9) recommends using secondary data analysis as it is 'an attractive strategy that permits the researcher to capitalise' on existing data for addressing different research questions. This case study used my IfS (Woodley 2016) research findings as its departure point. A consolidation sheet of the 2016 IfS (ibid) findings (Appendix 1) was shown to EACL participants at the beginning of each individual interview to establish which elements of the teachers' professionalism remain intact. This fuelled discussions about elements which have evolved and others which have

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<sup>18</sup> Coding is the process of identifying 'the most basic segment[s] or element[s] of the raw data [...] and organising them into meaningful groups' (Robson 2011:478)

emerged as a result of the restructures, ECC's involvement in EACL's management and EACL's role in delivering ECC's policies.

### **The Literature review (Chapter 2)**

Yin (2003:19) argues that 'articulating theory about what is being studied helps to operationalise case study designs and makes them more explicit'. The literature review helped establish what the 'case' is, clarify my research questions and choose appropriate research methods/instruments. Moreover, it provided useful theoretical underpinnings regarding professionalism models including TP, professional standards and ITE practices, and critiques of existing versions which informed the TP-DET design. The literature review was invaluable for articulating the centre-devised units' content which gave the TP-DET its character.

### **Individual interviews**

'Interviews are essential sources of case study information' because of the association between interviewer, interviewee and the organisation (Yin 2003:89). In this research interviews were guided conversations which pursued a consistent line of inquiry, so the narrative was relevant to the research questions and did not spill out to emotive EACL restructure subjects such as staff redundancies.

The semi-structured, face-to-face interviews lasted 30-60 minutes each and the questions came from a flexible list of topics which was carefully worded to allow the respondent space to provide their perspectives whilst giving me some control over the interview path (Appendix 4). The list comprised indicative questions drawn from the topics discussed in the literature review and was updated after each interview transcription. The longer the list grew, the more the choice of questions to ask in consequent interviews emerged.

Prior to each interview and depending on the expertise and status of the participant, potential questions were drawn from the list to be asked during the interview. These were 'not a recipe to be followed to the last gram' but subject to change depending on how the participant responded and what s/he introduced to the discussion (Braun and Clarke 2013:95). I frequently consulted the list to make sure that I had completely covered each topic discussed.



For each participant, I explained the purpose of the research, described the main themes of the interview questions, and discussed consent, withdrawal and recording protocols. As a discussion departure point for all EACL participants, I showed or read to them a summary of my Ifs (Woodley 2016) findings ( Appendix 1) and asked them whether they felt that these still represented their and/or their colleagues' professionalism. This determined the questions chosen from the list or other information the participant wished to volunteer. However, if/when the discussion moved to topics beyond the research's scope, I acknowledged the input, reminded the participant of the purpose of the research, and changed the subject to something relevant.

I encouraged spontaneity because, as participants 'are the experts on their experiences' and my aim was to develop a new, EACL-specific ITE programme, I was keen to elicit new ideas and perspectives (ibid). Interviews concluded with asking the participants whether they wanted to add/ask anything else and reminding them that they could withdraw parts or the whole interview before my thesis was submitted for examination.

Matthews and Ross (2010:222) recommend piloting, that is, doing a 'trial run [...] to try out a data collection method [...] before the main research data gathering takes place'. The data collection started with interviewing new teachers, so I used the first half-an-hour interview to pilot the interview procedure and, in particular, the introduction to the interview process, questioning/prompting techniques, recording equipment and, most importantly, the approximate time needed to cover 2-3 questions from each topic from the list of questions. The pilot showed that, in consequent interviews, I had to either request that participants allow one hour for the interview or ask fewer questions depending on the time they could afford to give me.

Interviews were subject to the common problems of bias and poor/inaccurate articulation and were 'time consuming to arrange, carry out and to analyse' but they provided depth of understanding (Yin 2003:92). Lambert and Loisel (2008:229) argue that it is possible that 'interviewees may choose to withhold certain descriptions -or alternatively embellish them- [...] to impress the interviewer'. I assumed that, as I was their teacher-trainer, this could be the case for the new teachers' individual interviews so I also invited them to the focus group discussion to allow interaction with their peers which would put them at ease and give them the opportunity to reflect and, perhaps,

recall, alter or enrich their individual interview statements. None of the new teachers changed their individual interview statements but their exchanges 'increased the depth of inquiry' because the process 'accentuated members' similarities and differences and gave rich information about the range of perspectives and experiences' (ibid).

The participants signed consent forms (Appendix 3) and were informed of their right to refuse to answer questions or withdraw at any time before the examination of this thesis. Participants granted permission for their interviews to be digitally recorded and transcribed verbatim. I transcribed them myself because it was an opportunity to re-engage with the data. The transcripts were sent to the interviewees who were prompted to add or extract statements and return them with confirmation that they fully represented their views.

### **Focus group discussions**

'Focus groups are a method where data are collected from multiple participants at the same time' (Braun and Clarke 2013:108). Their strength is that they produce large amounts of data and they 'may yield insights that might not otherwise have been available in a straightforward interview', including contentions which can highlight complexities (ibid). Silverman (2009:181,182) suggests that focus groups create a 'synergistic effect' and 'reduce the researcher's control over the interaction making focus groups a relatively egalitarian method'. However, it is possible that power asymmetries may exist which may result in non-participation or dominance by some members. This happened with three of the new teachers who often nodded in agreement rather than verbalise their views. I addressed this by acknowledging their agreement and asking them to elaborate on the issue.

Three hour-long face-to-face focus group meetings took place: one comprising new teachers, one QoT team members and one managers. I followed Creswell's (2003) sequential design, so the new teachers' focus group discussion took place after their individual interviews and likewise for the managers. Moreover, the teachers' focus group meeting preceded the QoT team's and the managers'. Combining the data from individual interviews with focus group data was advantageous 'for the purposes of data completeness and/or confirmation' (Lambert and Loiselle 2008:230).

I conducted the focus group interviews following the same protocol used in individual interviews. As the purpose of each focus group meeting was to consolidate findings from the previous stages and potentially add new perspectives, I started each meeting by explaining what the research had revealed so far, and prompted reactions in terms of agreement or disagreement. This led to further questions, usually from members of the group, which helped elaborate existing themes/subthemes and created some fresh subthemes. For example, the issue of funding the TP-DET was first raised at the managers' focus group meeting.

I adopted the role of 'facilitator'/'moderator' and 'aimed to foster open and honest dialogue' between the members of the group rather than between individuals from the group and myself (Nyumba et al. 2018:18). Whilst I was flexible and 'adapted to the flow of the discussion', as each focus group met for only one hour, I occasionally intervened when I felt that a theme/subtheme had been exhausted or when a conversation had moved away from the research topics (ibid). I did this by summarising the points made and introducing another topic for the group to discuss.

I transcribed the focus group data verbatim and coded them as with the individual interviews.

## **VALIDITY AND RELIABILITY**

Tight (2017:33) suggests that 'both validity and reliability have to do with the quality and the usefulness of the results'. Validity verifies 'whether the way in which the data is collected is appropriate' for answering the research questions, and reliability concerns 'whether the same data collected in the same way would produce much the same results' (ibid). In effect, validity gives an account of authenticity and coherence whereas reliability is 'an essentially quality control issue' (Robson 2011:92).

Researchers often declare that they have proceeded along 'safe, well-sedimented channels' and that 'there is no infection' in their work (Clough 2002:82). However, as Eisner and Peshkin (1990:99) wisely state, subconsciously, 'our hunt to find, paradoxically, limits our sight'. I avoided falling victim to my desire to design an EACL-specific ITE programme by giving prominence to the participants' direct quotes, in effect revealing their views rather than projecting my interpretation of them.

The notions of validity and reliability have been contested; Wolcott (1994 in Robson 2011:155) 'rejects the notion of any evaluative criteria' and Guba and Lincoln (1989 in ibid) 'deny the relevance of canons', and have replaced the terms with 'credibility, transferability, dependability and confirmability' (ibid).

My pragmatist approach leads me to believe that it is beneficial to have 'some [different] understanding[s] of methodology' and choose standards which perceptibly reflect the research's quality so it 'remains within the scientific fold' (ibid). Also, influenced by Robson (ibid) who stated that 'the attempt to rename and disclaim the traditional terms [validity and reliability] continues to provide support for the view that qualitative studies are unreliable and invalid', I opted to use them.

Cohen et al. (2011:289,293) suggest that case studies 'provide a unique example of real people in real situations' and produce findings which 'speak for themselves'. I claim that my research has 'ecological validity' because it is 'meaningful to real life', and 'the results can be applied to real world settings', namely the real workplace of the real EACL teachers (Braun and Clarke 2013:280). This research constructed the TP-DET through linking theory with the participants' testimonies, so it has 'construct validity' because the data gathered 'conform to the theoretical context in which [the research] is located' (Cohen et al. 2011:188).

Robson (2011:158) recommends data triangulation i.e. the 'use of more than one method of data collection' to help 'counter all the threats to validity'. My research's 'sequential design' afforded triangulation because it revealed 'different aspects of empirical reality' which emerged and re-emerged at consequent data collection stages and through using different methods (Blaikie and Priest 2020:215). This added to the accuracy of the picture presented and, to some extent, showed that the chosen data collection methods were adequate research components (ibid).

Each case study's uniqueness draws from its participants' perspectives and its narrow scope. However, this 'has rendered it an object of criticism' because, similarly to other research, it 'should be capable of serving multiple audiences' and contribute to the 'development of a theoretical framework' (Cohen et al. 2011:292, Yin 2003:33). I argue that my research develops a theoretical framework because it advances the TP **theoretical** model to a 'working' core element of a **practical**, ITE programme. Moreover,

it can transform ITE practices by shifting contemporary ITE's main, 'classroom practice' focus to multiple foci that incorporate the business and socio-political environments within which teachers and ACL organisations operate.

Although this research focuses on EACL, it can form the descriptive stage of a phenomenon that currently unfolds within EACL but, perhaps, applies or will eventually apply to other ACLs. Lincoln and Guba (1985 in Braun and Clarke 2013:282) term the 'extent to which qualitative results can be transferred to other groups of people and contexts', 'transferability'. They urge researchers 'to describe the specific contexts, participants, settings and circumstances of the study in detail, so the reader can evaluate the potential for applying the results to other contexts or participants' (ibid). I am presenting ample evidence for the readers to decide whether 'their circumstances and settings are enough like those of [my study] to warrant a 'safe' transfer'. Moreover, I examined 'rival explanations' i.e. 'if someone has an alternative explanation for one or more of the findings', for example, if the teachers' expressed ITE needs can be accommodated by existing ITE programmes (Yin 2003:137).

The case study's reliability was enhanced by multiple testimonies provided by EACL staff of different ranks and various non-EACL specialists. The managers' testimonies were particularly useful because they acknowledged this research as a means of offering a useful insight and a meaningful solution to addressing EACL teacher-training requirements. Reliability was further enhanced through 'member checking', that is, asking the respondents to check the transcripts and 'confirm that what is reported is an accurate account' of what was disclosed (Hamilton and Corbett-Whittier 2013:136).

Hamilton and Corbett-Whittier (ibid) rightly suggest that the disadvantage of 'member checking' is that participants may 'regret certain comments', 'amend transcripts' or withdraw from the process. Indeed, a couple of participants, in fear of being identified, exercised their right to remove comments that referred to the effects of EACL's restructure on staff morale.

Overall, I paid attention to securing information, processing it rigorously and reporting it in an engaging manner. However, as Thomas (2011:68) rightly argues 'one can only judge whether a case study is significant or well-chosen with hindsight'. In my case, the proof will come upon completion and consumption of the TP-DET.

## ETHICAL ISSUES

Research is privy to confidential or sensitive material. As such, methodological regulation includes the material and incorporates moral accountability. The constraints regard claims to truth, getting appropriate permissions, obtaining participant consent, identity disclosure and protecting individuals who may be taking risks on professional grounds (Bassey 1999).

Ethics are 'norms of conduct that distinguish between acceptable and unacceptable behaviour' (Hamilton and Corbett-Whittier 2013:65). BERA (2018:iii) has presented the educational research community with guidelines which are 'designed to support educational researchers in conducting research to the highest ethical standards in any and all contexts'.

My thesis research proposal was reviewed by the IoE's research ethics and GDPR adherence committees and gained approval on the 13<sup>th</sup> of July 2018. I conducted the research with EACL's permission and participation was anonymous and voluntary. Moreover, I followed BERA's (2018) guidelines knowing that they are 'not rules and regulations but do represent the tenets of best ethical practice' (BERA 2018:iii).

Smits et al. (1997:193) argue that, despite taking precautions, research is a 'lived practice' so, situations arise where codes of conduct 'do not necessarily help resolve ethical concerns and dilemmas'. I was conducting insider research when EACL was being restructured and staff were uptight about their jobs and the purpose of my research despite the written assurances. I also felt the tension between my 'researcher' identity and the 'practitioner' one. I was a researcher who had been trained to 'operate out of a taken-for-granted philosophy based on a set of interrelated assumptions about researchers, research and reality' but also a 'biased native speaker' whose professional identity was evolving because of the 'arranged marriage' between ECC's AE, business and community development agendas (Scheurich 1997:160).

In view of such limitations, Smits et al. (ibid:192-3) introduced the notion of 'obligation' which is 'the feeling of being bound beyond the borders of protocols and discourses but within what real lives and events urge'. I adopted an open-minded approach because, whatever the restructure's effects on my personal views and biases, my research's aim

was to discover how EACL teachers perceive their professionalism and how its new elements can be addressed by the TP-DET. My interaction with the participants was a historically-situated, inter-subjective, local-interest event where both sides made informed judgements, yet with an awareness that neither had any apodictic or unassailable grounds on which to make those judgements.

Each participant read the research information sheet (Appendix 2) and signed a consent form (Appendix 3) before any involvement commenced. The documents described the research aim and purpose, my identity, the participant selection criteria, what participation entailed, purpose for which the data was used, the means for securing data storage and anonymity and confidentiality issues. They also included a statement stressing the participant's right of refusal to answer a question and/or withdraw from the process (Denscombe 2010:69).

Whilst working on the project I was flexible and transparent because, given that staff were anxious about EACL's restructure, I could not otherwise have earned their trust and cooperation.

## **DATA ANALYSIS AND PRESENTATION**

Yin (2003:97) suggests that well organised and presented data can 'maximise the benefits of the sources of evidence'. He considers good practice to make the raw data available so 'other investigators can review the evidence directly and not be limited to the written case study reports' (ibid:102). The interviews yielded a substantial amount of data and, whilst they are available upon request, I only included in this thesis what I consider significant 'so that the reader can draw independent conclusions'(ibid).

### **Organising the data**

I transcribed the interview data in stages as they arrived. I used the Microsoft Word programme and employed the 'add comment' facility to enable me to identify the wider theme(s) of each sentence or paragraph i.e. key words which 'encapsulate the main point(s) in the data set (example in appendix 5) (Robson 2011:483).

My approach to devising the interview data themes was 'deductive' because 'I moved from the general to the particular' (Wolceshyn and Daellenbach 2018:5). I started with 'predetermined themes arising from the reading of the research literature, [the IfS

(Woodley 2016)] and the research questions' (the general) and assigned them to each data set (the particular) (Robson 2011:475). My themes were AE, ECC, ACL, professionalism, business practices, community development, ICT and ITE. However, as Robson (ibid) contends that theme 'preconceptions can bias [the researcher] toward some aspects of the data' perhaps to the detriment of new or different themes, I added the theme 'other' to accommodate any unanticipated emerging themes.

The next step was to create a document for each theme. Microsoft Excel lends itself to producing large spreadsheets, so I generated a spreadsheet for each theme (example in appendix 6). I extended its first column to fit the narrative and used the neighbouring one to write the emerging subtheme(s), i.e. smaller themes within the main theme. Once all interview data sets were posted on Excel, I used rows below the main theme to collate the subtheme data so I had the whole story as well as its components in one place (example in appendix 7). For example, for the main theme of 'community development', the subthemes included 'ACL serves the community', 'dealing with mental health problems and physical/learning difficulties' and 'local knowledge' (Appendix 7).

I went through the data sets more than once to ensure consistency and merged some smaller subthemes with relevant others. For example, I added the 'dealing with people who have learning/physical difficulties' subtheme to the 'dealing with students' mental health problems' one.

The final step was to code the documents. Most of the documents used, for example, the C&G DET (2017) specification and the ETF (2016) qualifications framework, were too large to transfer to a spreadsheet, so I printed them, read them, highlighted areas, and coded them by hand at the margin, using the same themes/subthemes I used for the interview data. This took time but was a straightforward task because the documents' content indexes were comprehensive and helpful for identifying the information I needed to retrieve and code. However, I had to be careful not to lose or misplace any (Matthews and Ross 2010).

Documents were put in piles depending on the theme they served. For some, for example, Essex policies which served more than one theme (e.g., business, community development, EACL), I photocopied their front cover, handwrote on it the pages relevant



to the theme(s) and placed the photocopy on the appropriate theme pile so I could include it in that theme's analysis.

Whilst themes/subthemes serve the purpose of 'understanding what the data are telling [the researcher]', they are 'tools in the analysis, not the analysis itself' (Robson 2011:483). The next step was to determine how to compile and present my findings.

### **Analysing and presenting the findings**

Yin (ibid:110) argues that the analytic strategy 'depends on an investigator's own style of rigorous thinking, along with the sufficient presentation of evidence and careful consideration of alternative interpretations'. He (ibid:111) recommends choosing one or combining three strategies: the first involves following the 'theoretical propositions that led to the case study'; the second is 'thinking about rival explanations'; and the final is 'developing a case description' which is used as a framework for the analysis.

I used these strategies concurrently. For the first research question which is about EACL professionalism elements that need addressing through the TP-DET, I used data from the interviews and the 'theoretical propositions' from the literature review and the IfS (Woodley 2016) to produce a comprehensive picture of the elements which comprise EACL teachers' current professionalism (Yin 2003:111). For the second research question which is about the TP-DET's theoretical underpinnings, a 'case description' was developed where each emerging theoretical field informed relevant TP-DET components (ibid).

The final two research questions which regard the TP-DET's structure and content were answered using literature from the ETF and C&G and the participants' suggestions. I created another 'case description' whereby, through 'inductive' approaches, I moved 'from the particular [the participants and the documents' testimonies] to the 'general' [the addressing of EACL teachers' professionalism through the TP-DET] (Wolcshyn and Daellenbach 2018:6). Integral to the last two research questions was the 'rival explanation', i.e. why the participants do or do not think that existing L5 ITE programmes may be suitable for EACL teachers.

The analysis, which is presented in Chapter four, comprises three phases which progress logically. Phase one confirms the retained, historic professionalism elements, phase two

introduces the new professionalism elements which emerged as a result of the new organisational and policy landscape, and phase three addresses them through the TP-DET.

## **CHAPTER 4**

### **PRESENTATION AND ANALYSIS OF DATA**

The first analysis phase examines my IfS (Woodley 2016) findings regarding the constitutional elements of EACL teachers' professionalism to determine if teachers still identify with them.

The second phase gives prominence to newly-perceived elements of professionalism and examines how EACL teachers' dual professionalism is expanding to incorporate the third TP element.

Phase three proposes how the new EACL elements of professionalism can be addressed by adapting the ETF's DET framework to produce an interdisciplinary TP version of it.

The teachers are identified by pseudonyms and all others by job roles or specialism-related codes. Also, the participants' quotes are in *'italics'* to distinguish them from literature sources.

## PHASE 1: RETAINED EACL TEACHERS' PROFESSIONALISM ELEMENTS

### Foundational elements of EACL teachers' professionalism

EACL personnel looked at my IfS (Woodley 2016) conclusions (Appendix 1) and confirmed that the professionalism elements quoted still represent their views. The findings were discussed again at the teachers' focus group meeting where teachers stressed that EACL remains a welcoming place for adults to rediscover learning and attributed their professionalism's uniqueness to EACL's inclusive and empowering practices and the adult student-teacher relationship which is removed from compulsory education's conventions.

Billy, a long-serving, L5-qualified teacher, feels that her professional autonomy is not as restricted as her compulsory education colleagues' because firstly, she co-designs her non-accredited programmes with her learners and secondly, she is a facilitator for a small number of adults rather than a teacher of many pupils/students. She enjoys her role's flexibility and feels less pressurised although, unlike schools where different teachers perform different teaching and pastoral roles, she thinks that in EACL *'we are it, we are the college, we are everything that different people are in a school, in one'*.

Federica, who also teaches her accredited Beauty programme at an FE college, distinguished between FE and ACL professionalism and attributed the difference(s) to the students' ages and life commitments:

*'FE attracts younger students whereas most ACL ones are older, retired people or hold jobs and/or have families. ACL students' motivations and behaviours differ, and this is reflected in the teachers' approaches and professionalism.'*

ACL teachers enjoy working with adults who seek opportunities to enhance their well-being through recreational activities and their employment prospects through accredited courses. Billy defended the importance of the non-accredited provision and her role in delivering it:

*'Community teaching is your chosen path and it is just as valuable as any other teaching. We are not the 'poor relation' because it is only pottery or hairdressing.'*

Teachers agreed that they are dual professionals who moved into teaching after working in their respective industries. Their 'teacher' professionalism is partly attributed to some inherent qualities and partly to behaviours/attitudes acquired throughout their career before EACL and at EACL. Their professional self-worth feeds on the recognition and respect they receive from their students and on some satisfaction that derives from helping adults improve their quality of life. As Maizie said, *'I feel proud when I say that I am an ACL teacher. The students value my work and respect me'*.

The teachers' two professionalisms exist alongside and inform one another but, as Smithers (2019) rightly proclaims, the degree of belongingness and loyalty to each depends on the time they have been in the service, the hours they teach and the income that each profession/occupation yields. Stacey, who has been teaching for only a few months, often supported her argument with examples from her other profession and said that she is *'in transition for being a teacher'*. Federica feels more like a beautician because she works more hours as a beautician and most of her income comes from her beauty business:

*'It makes a difference if you only teach 10 hours a week; I do my class at EACL and then I go back to day-job mode'*.

EACL teachers are expected to attend mandatory training and keep up with policy, Ofsted and organisational developments. Billy feels that *'EACL requires a lot from sessional tutors'*:

*'we only get paid for the few hours we teach but they expect you to do all these other things'<sup>19</sup>.*

However, despite the sporadic and demanding nature of EACL work, Billy maintains that teachers should accept this particularity because it adds to the distinctiveness of EACL professionalism. She is critical of looking at EACL work as *'the little class I do'* and feels that this attitude undervalues EACL teachers' professional status and identity.

### **Change is in the air: EACL professionalism is evolving**

I observed that the teachers' sense of professionalism was based partly on their interactions/relationships with the students and their immediate EACL environment.

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<sup>19</sup> Unpaid CPD, own payroll, paperwork/admin work.

The curriculum-coordinator stated that, given the organisational and policy changes, EACL professionalism is extending beyond the confines of EACL so teachers '*must understand the big picture and where they fall into it*'.

One of the persons who devised the TP model (PwDTP) explained why the teachers' dual professional identity is expanding:

*'If you look at the dual professionalism model it is very much to do with the teachers in their classrooms and a bit to do within the college [...]. There is actually something more; the political, cultural and social contexts have extended outwards resulting in teachers not being able to justify themselves by what they do in the classroom.'*

Teachers agreed that their professionalism is becoming '*wider and more complex than ever before*' (Stacey) because they are now working with a broader set of colleagues, learners and stakeholders and under different organisational and policy circumstances.

This moved the research onto the next phase where I explored the reasons why and the ways in which EACL professionalism has evolved to display TP trends.

## PHASE 2

### THE EFFECTS OF THE NEW ORGANISATIONAL AND POLICY LANDSCAPE ON EACL TEACHERS' PROFESSIONALISM

#### Teachers' and managers' perceptions of organisational structures

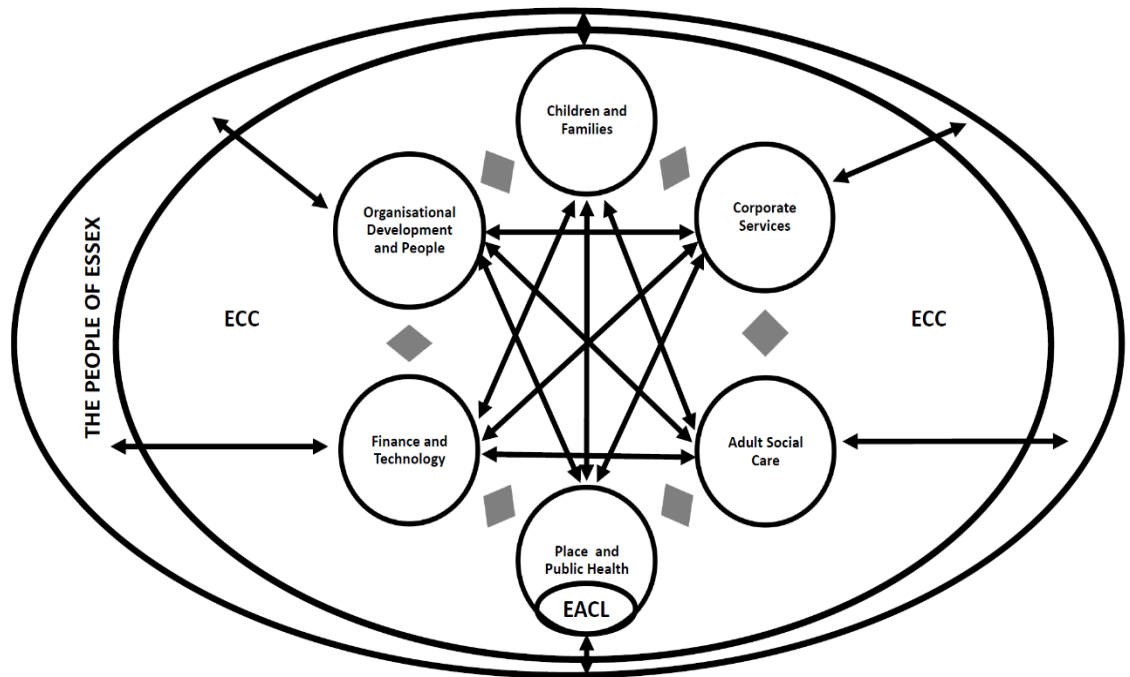
One observation became a significant find. Teachers referred to EACL as 'the organisation' whereas managers used the same term for the ECC. Moreover, the teachers' examples/viewpoints drew on their EACL experiences whereas the managers' were broader with ECC being both the departure and arrival point. For example, Billy stated that *'EACL requires a lot from sessional tutors'* whereas the curriculum-coordinator explained that teachers must understand what *'ECC requires of them'*. For most teachers 'community' was confined to their immediate locality whereas, by the same term, managers referred to the broader set of the county's residents.

The different perspectives on 'community' and 'organisation' unearthed discrepancies in the teachers' and the managers' perceptions of relationships and power dynamics between each other, EACL and ECC.

Managers perceive ECC as a constellation of restlessly interacting company divisions operating for the purpose of *'improving the lives of the people of Essex' (manager)*. They explained that ECC divisions and sub-divisions have permeable boundaries so information can float freely, and personnel can dive in and out of the constantly evolving entity's professional spaces to make vertical and horizontal connections to accomplish common goals (figure 1). The delivery of ECC's community development policy is one such goal. EACL must work collaborately with the Place division to secure learning venues/locations, the Economic Growth division which decides which areas' regeneration can benefit from learning, and the Children and Family divisions which map areas of deprivation which EACL can target with its 'Wellbeing', 'Independent living', 'Family learning' and 'Back to work' courses.

In effect, ECC's and EACL's sustainability relies on inter-dependency and balance. Gilchrist (2008:137) rightly acknowledges such networks' complexity but commends approaches such as the ECC's because they accommodate many interests and identities and 'constitute our best strategy for building mature, resilient and empowered communities'.

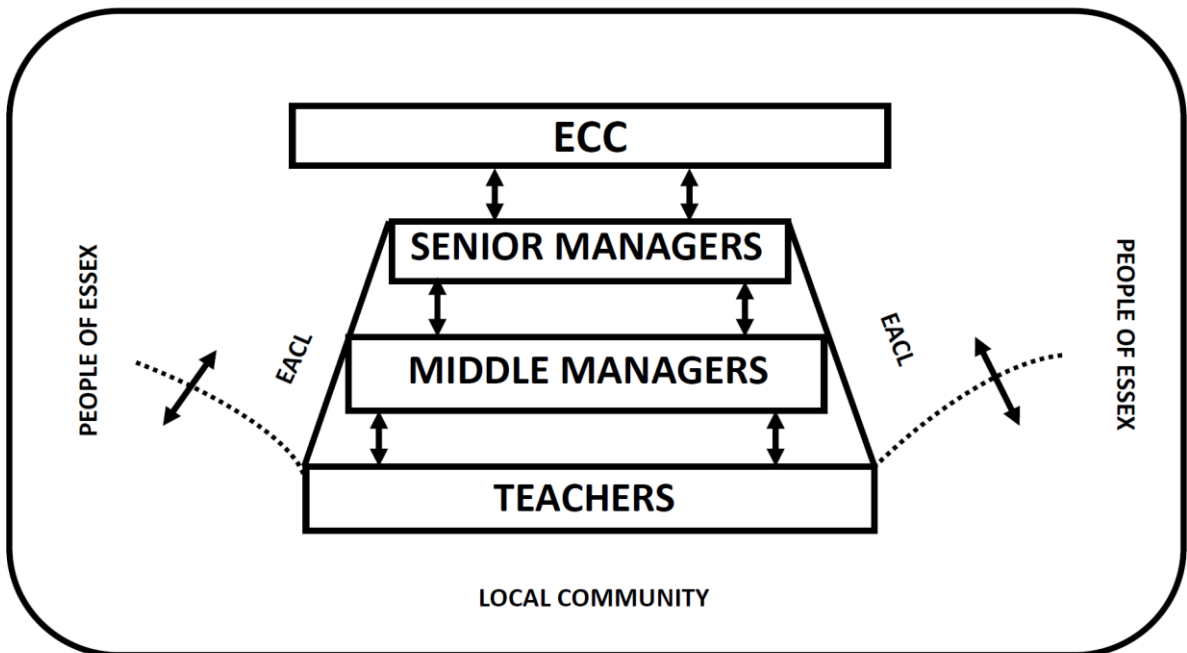
Figure 1: Managers' perceptions of relationships and power dynamics between teachers, managers, EACL and ECC



Teachers perceive relationships and power dynamics differently. They see themselves at the bottom of a hierarchical vertical structure with ECC standing at the top, coordinating all stakeholders' activities below (figure 2). They identify themselves as classroom-based practitioners who serve their immediate community and are collaborating/communicating with the middle managers above them who, in turn, collaborate/communicate with the senior ones who convey and receive messages from the ECC. In effect, teachers recognise that, through the EACL hierarchical channels, they are linked to the overarching metropolitan ECC organisation which governs the community which both ECC and EACL serve and function/exist within. However, they perceive their position as peripheral and remote rather than consider themselves intrinsic and fundamental components of the ECC metropolis. Perhaps, this is why phrases such as *'messages funnelled down'*, *'up the chain'*, *'people above'* were used to describe the perceived vertical interaction channels between teachers, their managers and ECC.



Figure 2: Teachers' perceptions of relationships and power dynamics between teachers, managers, EACL and ECC



Twelvetrees' (2008:77) argues that vertical relationships can be 'problematic' because they could be 'used to legitimate decisions which would have been taken anyway' and may not be to the teachers' and the community's understanding or agreement. Perhaps, this explains why some teachers resisted the organisational change and others considered it inevitable.

Teachers appear comfortable teaching at EACL but, with regards to the ECC, they probably consider themselves as the passive/submissive recipients/executors of the 'messages funnelled down' from the distant and unfamiliar 'people above'. On the other hand, EACL/ECC managers seek the teachers' active participation/collaboration in processes/communications that extend beyond the classroom because, due to their frontline position, they play a significant role in delivering ECC's objectives.

Eraut (2008:14) explains that, whilst teachers can transfer existing knowledges/understandings to 'very similar [situations] to some of those previously encountered', it is challenging to do so 'if the situation is complex and unfamiliar', for example, the new EACL-ECC relationship. The managers' challenge is firstly that teachers' 'routines are difficult to change' and secondly that 'complex situations are immensely difficult to portray' because meaning-making and comprehension 'depend

on awareness of the significance of what has been said and/or done' (ibid:9,12,21). Teachers are 'at home' in their classrooms but, unlike managers, they are novices to the business world and the new corporate EACL/ECC configuration and image. Despite knowing that their pay comes from ECC and witnessing the EACL changes, EACL's new operational model and their role in it remain an abstraction.

In my view, developing TP skills through teacher-training may instil in all concerned a common 'appreciation of the interconnection and interdependence that exists between the college and its surroundings' (Spours and Hodgson 2013:17). Moreover, a TP education can smooth the ground for communication and understanding which are prerequisites for 'undertaking multi-agency work and collaborating with other professionals and stakeholders who may hold different sets of values' and skills (ibid).

## **FIRST NEW ELEMENT OF EACL PROFESSIONALISM**

### **TP skills for practicing in EACL's business-oriented, multi-agency environment**

The first new element of EACL professionalism surfaced during the ECC and EACL restructures which transformed both organisations and linked them closely together to deliver the community development agenda and 'develop commercial self-sufficiency and then income generation for Adult Community Learning [...] for a substantially reduced budget' (ECC 2018b:1). TP knowledges/skills including the 'ability to undertake multi-agency working' and 'an understanding of government policy and how it is mediated and translated at different levels' could help teachers understand the purposes and effects of EACL's transformation, inform their perceptions of policy and organisational strategies, and contribute to understanding all stakeholders' roles in aligning professional identities and actions with common organisational goals (Spours and Hodgson 2013:17).

### **The teachers' transition from the old EACL operational model to the new one**

With the restructure completed in January 2020, EACL is going through the second stage (change) of what Lewin (in Farkas 2009:5) calls the 'unfreezing-change-freezing' process of developing new organisational structures and capabilities. Moving to the 'freezing' stage, where old routines and perceptions are replaced by new ones, is vital for the smooth running and success of both EACL and ECC. Despite gaps in the teachers'

understanding of the new EACL/ECC configuration and their part in it, the interviews revealed that teachers have either conformed as they could not avoid the change or that the closeness with ECC has empowered them. One interviewee said:

*'even wearing a [EACL/ECC identification] badge makes you feel that it is not just night school but you are part of an organisation which is part of a bigger organisation which serves the community'.*

Bennis et al. (1985:103) indicate that common goals can bridge organisational transition providing that communication is 'frank and relentless'. ECC and EACL now have common goals and ECC has been trying to incorporate teachers in its employees' community by including them in all communications sent to mainstream ECC staff. However, the ECC, its business plans, policy agendas and the means for implementing them still evade many teachers.

Stacey acknowledged the importance of '*having shared values*' to work '*harder to carry the flag*' but admitted that she does not know much about the ECC, nor does she read the newsletters that arrive from it. Kirsty explained:

*'it is so far up the chain that it is difficult to understand how it applies to our service area. I do not understand why they are sending these to me'.*

### **Acknowledging the necessity of and affecting change**

Perhaps, the key to bridging different orientations is the 'development of capabilities to understand the importance and necessity of change' so all concerned 'are motivated in the acceptance and reception of change' (Farkas 2009:6).

A manager acknowledged that '*in the times we are living in, we need to modernise [EACL] and work closely with ECC so we can provide the best service to the people of Essex*'. Billy explained that understanding the ECC, the evolved EACL and her new role will take time but accepted that '*if you do not embrace the new order, you will not do your job effectively*'. It appears that, in her 35 years with EACL, Billy has learnt that each organisational change inevitably brings a '*new order*' to which she must adapt to fulfil her role professionally.

The springboard to the '*new order*' is the convergence required to deliver EACL's key objective, that is, providing learning 'that is relevant to local priorities and community needs' (Ofsted 2018a:3). The priorities include delivering the national 'Social Prescribing'

(2017) and the 'Connected society: a strategy for tackling loneliness' (2018) agendas which involve disseminating learning to a broader range of stakeholders and geographical areas and for broader purposes, and the collaboration with ECC divisions which hold the demographic data, control the networks and manage the budgets.

### **The effects of the new EACL operational model on reforming the teachers' identity**

The AE-specialist, in line with Hoyle and Wallace (2005:103), believes that, in the context of professionalism, 'a configuration of [shared] beliefs, practices, relationships, language and symbols' informs the teachers' collective and individual identities because it induces common professional ground which is 'distinctive to the particular social unit'.

Mockler (2010:518) claims that transition from one professional state to another happens amid 'non-linear and downright messy circumstances which act as catalysts, so the teachers constantly form and reform their professional identity' to become receptive of the changing environments, loyalties, alliances and goals. The curriculum-coordinator feels that the EACL teachers' professional identity is reforming but has concerns:

*'A bit of the identity could be lost if teachers are immersed in a territory which they do not understand. This will result in many versions of professionalism and understandings'.*

Indeed, if teachers remain alien to the new 'territory', it is possible that different professionalism clusters may appear which no longer contain shared beliefs and practices.

The leading national figure on ACL policy (National-Figure), has observed variations in ACL professionalism which she attributed to ACL managers' conduct:

*'I get the general impression that professionalism now varies significantly according to the individual ACL provider and its key managers'.*

Perhaps, EACL professionalism, because of its historical local community-centred approach is influenced by the locality's economic/sociopolitical and organisational circumstances which, different managers, potentially, perceive and address differently. However, as professionalism is both a personal and a collective affair, a degree of unanimity regarding professional conduct and competences would secure a stronger

collective and individual identity which would strengthen EACL's status and voice within the ECC.

EACL managers are acting as information receivers and transmitters whilst negotiating and reconciling professional attitudes/behaviours vertically and horizontally to smooth the teachers' transition to the new collective identity. They seek to instill in teachers a sense of belonging to the evolved ECC/EACL CoP through uniting them under the same 'professional roof' and connecting them with ECC, so they keep up with events. Their interventions include conferences, meetings, CPD courses and email correspondence but their task is difficult because, as the curriculum-coordinator argued, teachers do not share with the ECC CoP *'a common understanding of what is happening and why'*:

*'Most teachers understand how the classroom works and even the Centre, perhaps ACL as a whole, but they cannot see beyond that. It is the overall business understanding that is lacking. We do not understand the data and reports that inform the decision making'.*

This was confirmed by Stephen who, when discussing business plans, statistics and demographic data, exclaimed: *I have often wondered what we could do with these!'*

### **Managers acting as mediators and translators to effect change**

Teachers verified the managers' significant role in helping them understand how policy is 'mediated and translated at different levels' (Spours and Hodgson 2013:17):

*'I have no idea what some reports mean and I ask my manager to explain'*  
(Mo)

*'my manager goes through documents in team meetings. I do not think I would understand them as issued'* (Kirsty)

However, policies and data need considerable time to be explained which cannot always be afforded during team meetings:

*'I would rather attend a workshop with someone who would explain the information because I do not know where my work fits into them'.* (Stacey)

The curriculum-coordinator agreed that a more systematic approach is necessary. She added that explaining to newcomers and long-established teachers the new ways of practicing and the reasons behind the change consumes considerable time to the detriment of her managerial work. She elaborated on the support both sets of teachers need:

*'I have been proactive in introducing newcomers to the organisation and its expectations. It is a lengthy process but, because they are new, they only see what we are now and embrace the new ways of working more easily than the longer-serving teachers who have more questions and may be reluctant to take on board certain aspects of change'.*

However, the curriculum-coordinator is sympathetic to the long-established teachers' cause:

*'the resistance of the longer-serving teachers is justified because it stems from the way we used to operate. In the past, we were more of a local thing whereas now it is a whole big organisation which operates within a much broader community and for much broader purposes. This is something we had never asked teachers to do before or promoted'.*

In terms of Bennis et al. (1985:98-99) distinctions of motivation behind change, it could be argued that long-serving teachers are taking the 'defender' stance. Despite accepting that the previous organisational structure is no longer tenable, they question the purposes of innovation and, potentially, feel that their professional self-esteem, autonomy and identity are challenged. According to the curriculum-coordinator, this may stem from the insecurity teachers feel because, unlike most ECC employees, they are sessional workers:

*'because of our set up, most teachers only teach for a few hours a week. We need to instill in them a sense of belonging'.*

### **Sessional work and the ECC business-orientation inhibit integration**

Billy seeks the publicly asserted recognition of her identity (Frosh 2011). She feels that ECC should make some contractual commitment to sessional teachers to formally acknowledge their loyalty and service:

*'I feel that we are short-changed because we do not have proper contracts. A contract evidences mutual professional commitment. Otherwise, you think, why should I bother, what are they giving me?'.*

Conceivably, when teachers entered the new entrepreneurial environment, they grew to expect the rewards and recognition that the rest of ECC's employees receive. Federica, did not mention contracts but is certain that EACL is no longer run as a college:

*'What confuses me is that the organisation is not run as a college anymore'*

Perhaps Ball (2008:43) rightly suggests that teachers have difficulty in 'rendering education as a commodity rather than a public good'. It is hard for EACL teachers to perceive their students as 'customers' who 'buy' education from a 'business' (EACL) because this 'excludes or marginalises previous roles, loyalties and subjectivities' which the teachers and the community have enjoyed and preserved for years (ibid:10).

It is not surprising that teachers are soul-searching for their own and their institutions' current motivations, relationships and identities. TP is not the Deus ex machina that will deliver teachers out of all dilemmas but can strengthen their professional identity through instilling in them 'competences that seek to shape rather than simply respond to the external environment' (Spours and Hodgson 2013:17). It may also help teachers develop 'the capacity to resist, or at least to rearticulate oppressive aspects of national [or local] policy' and, perhaps, negotiate their employment terms (ibid).

### **Perceiving and pursuing organisational strategy**

Teachers have difficulty understanding why EACL, an educational institution, must comply with ECC's business strategic plan. The curriculum-coordinator disclosed that her teachers often ask her: *'why do we have to look at those strategies when what we do here is teaching learners a skill?'*

Undoubtedly, some teachers dedicate limited time to teaching at EACL and, perhaps, cannot or do not wish to commit extra time and effort to understand the principles that govern ECC's business and policy delivery strategies. However, circumstances endow teachers with TP skills anyway because, as the ECC Chief Executive stated, due to 'our new structures and different ways of working' teachers are inevitably involved in 'delivering more joined-up strategies and action plans' addressing 'challenging entrenched issues, where no single Directorate can make the change happen' (ECC 2018b:1). For example, the EACL teacher who delivers a two hours-a-week Spanish course delivered the same course to Harwich Port Authority's personnel.

## **SECOND NEW ELEMENT OF EACL PROFESSIONALISM**

### **Introducing cost-efficient information and communication technology (ICT)**

EACL considers ICT as a good medium for achieving cost cuts, reaching more students, delivering learning online or in class, and networking/communicating with colleagues who are dispersed around the county, other ECC departments and the public. Spours and Hodgson (2013:17) do not name ICT skills as a TP feature, but because their model promotes 'highly developed communication skills', potentially, they are implied for aiding interconnection when 'undertaking multi-agency work'. Consequently, ICT knowledges/skills could complement the teachers' education.

#### **The reasons for harnessing the power of the internet**

Jeremy stated that if EACL must be run as a business, *it needs to get up to speed with ICT to compete in the private sector*'. ECC is already supporting the delivery of its 'more for less' strategic aim by 'harnessing the power of the internet', and is encouraging staff to 'take advantage of innovation, digital and commercial opportunities' to transform its services (ECC 2017a, ECC 2018b:1).

Federica acknowledged that *'competition is growing rapidly'* and stressed that *'adult students also want more for less'* because they *'are eager to qualify quickly and make money'*. She added that her students have expressed interest in technology-mediated learning and argued that it *'could help reach more people, reduce absences and better equip the students for working in the technology-dominated Beauty industry'*.

Federica's observations are powerful change-drivers for EACL because it must help ECC imminently tackle pressures from employers who expect education to produce employees with 'instantly productive skills and abilities' (Valenti 2015:1).

#### **Upskilling teachers in learning technology: needs and barriers**

EACL has the capacity to exploit learning technology, but it is not fully realised. QoT revealed that the team *'have not seen technology used well or it is used very little'* and stressed the *'urgency for updating teachers' skills'* because *'using technology is part of the teacher's ability to deliver effective teaching'*.



Stacey believes that *'it is our [the teachers'] fault that EACL is missing out'*, a stance shared with a manager who explained that lack of technology skills *'is holding [EACL teachers] back, first as practitioners and secondly as a team because we cannot function as well as we could'*. Billy defended her reluctance:

*I press the wrong button and it is all gone; I fear computers'*.

Jeremy sympathised with Billy but stressed that *'it is important to show teachers that technology is a tool which has the potential to enrich practice'*. He attributed the teachers' difficulties to the lack of background knowledge which forces them to use programmes mechanically:

*'Technology is a linear process which moves along a certain pathway. It is all about building blocks. If the base knowledge is not there, teachers encounter problems that they cannot fix so they get frustrated and give up'*.

Novak (2011:68) observes that the teachers' 'reactions range from euphoria to despair' depending on whether they approach technology 'as a set of recipes or adapt it to match their teaching style and nature of the course'. Discussions revealed that EACL teachers are spread on the euphoria to despair continuum so, for some, there needs to be 'a considerable shift both in skills and conception of teaching and learning' to consider technology as a useful medium for enhancing practice and achieving organisational outcomes (Hanson 2009:559). As such, EACL faces the challenge of incentivising and motivating sessional teachers to dedicate time and effort to make the shift.

However, as Jeremy stated, *'[learning how to deliver technology-mediated sessions] is not an instant fix'*; it requires considerable investment to raise the teachers' 'awareness of the complex interplay between technology, pedagogy and the cognitive content of their discipline' (Rienties et al. 2013:122).

I agree with QoT and Jeremy that we need to embrace technology but also with Hanson (2009) who argues that teachers spent years developing their teaching expertise so, when encountering the unfamiliar, they are reluctant to move out of their comfort zone. Hanson (2009:558) rightly believes that the impact of using technology on the teachers' professional identity can cause distress because 'their cocoon has been breached, their trajectory is being disrupted and ontological security is under threat'. Therefore, the 'consistent feeling of biographical continuity' is disrupted and replaced by loss of control

of practice and of their interactions with the students resulting in teachers doubting their professional efficacy (ibid:559). I encountered this during an observation when students who were more technology-proficient than the teacher, took over the lesson.

QoT stressed that the provision must be modernised discreetly because *'some mature students may not be willing to embrace technology-mediated learning/teaching'*. For example, Stephen feels that his students prefer learning face-to-face because some *'use too much technology at work so they enjoy the social side of learning'*. Beetham (2014:1) also acknowledges that *'students don't want technology to be a substitute for the real people in the same place learning together'*. Perhaps, the balance lies between Stephen's, Beetham's (2014) and Rienties et al.'s (2012) suggestions i.e. providing teachers with an education which explores the interplay between technology and teaching and equips them to make informed choices.

Policy encourages technology-facilitated information flow because it can *'create and maintain communities of like-minded people'* and give them *'greater power through the rise of localism'* and *'digital activism'* which contribute to community development and cohesion (Woodcock et al. 2020:1). Teachers' work aims to empower communities and connect people so, gaining digital technology expertise, may be a welcome additional string to their professional bow.

### **THIRD NEW ELEMENT OF EAEL PROFESSIONALISM**

#### **Delivering community development policy**

The third professionalism element to be addressed by the TP-DET developed because of EAEL's substantial involvement with other ECC divisions and local agencies to pursue community development goals and promote societal cohesion and wellbeing. Teachers' abilities to contribute to the joint venture could be enhanced by TP *'highly developed local and regional knowledge'*, in particular, a better understanding of how communities develop and function, the people they comprise and the health and societal problems that affect them (Spours and Hodgson 2013:17).

## Resurging interest in community development

Billy acknowledges that 'community' features in EACL's name and explains her perceived relation between herself, the community, ACL and ECC:

*'It is ACL. It is in the title, isn't it? It is here to serve the community. Twenty years ago, people would say that ECC maintains the streets, collects the bins, etc., and that ACL provides leisure-oriented learning. Nowadays, they work together to develop communities. I need to have wider knowledge of the issues of the people whom I teach because it has implications for individuals, families, neighbourhoods, the college and the county. I cannot just be the person teaching the subject'.*

Billy's perception of 'community' and ECC and EACL's role in it have evolved. It is possible that the EACL restructure briefings made her realise that her professional services are now aimed at a wider, more diverse and geographically dispersed audience and that, in addition to subject delivery, she must address issues which affect her students' wellbeing and prosperity. She is beginning to see herself as a TP community worker, offering her services to a complex and multi-functional organisation which provides amenities and other services, including education.

As Twelvetrees (2008:2) maintains, Billy's labour aids the work of other community workers such as welfare officers and health professionals aiming to give 'geographical or non-geographical communities a better deal and help them bring this better deal about themselves'. Her previous classroom-teacher identity is being expanded to encompass TP qualities which contribute to the development of socioeconomic capital.

New teachers, despite being new to the profession and ECC, mirror Billy's viewpoints. They feel that better knowledge of the communities they teach would inform their session/course planning (Marilyn, Kirsty, Stacey) and could be useful for EACL's marketing team for targeting certain populations and interest groups (Mo, Marilyn and Stephen).

The teachers' perspectives are in line with Government thinking which places 'enormous importance on putting community involvement at the heart of everything councils and their partners do' (Local Government Association 2020:1). The Government feels that 'involving people in designing and developing services [...] engages and empowers communities' and, because the co-created services are what the people need, public money is not wasted (ibid).

## **The role of community work in empowering and strengthening communities**

The curriculum-coordinator appreciates her teachers' input to planning/designing courses and values their local knowledge:

*'I rely on teachers for course suggestions and design. They live in these communities, and they have the local knowledge that I do not have'.*

Her conviction fulfils two of Gilchrist's (2009:12) findings, firstly that community workers' interventions 'are vital in creating interaction which builds social capital' and secondly, that community work 'relies on multi-agency partnerships in which communities are strongly represented as stakeholders and local experts'. In effect, the EACL teacher-student interactions build their community's social capital and, concurrently, the teachers' local knowledge enriches the multi-agency partnerships which serve the community of which they are also members.

EACL teachers are expected to 'respond insightfully to address community needs and accommodate diversities' (Gilchrist 2009:173). An issue that could impact on the delivery of ECC's community development policy is whether teachers have the necessary community worker skills to contribute to the multi-agency partnerships and the degree to which they feel they belong with them. For example, the teachers' role is significant for implementing the 'Connected Society' (DofDCMS 2018a) initiative, but they may not be fully aware of the professional qualities and commitment this multi-agency pursuit requires.

Teachers can benefit from TP qualities such as showing 'fidelity to an area', stimulating 'a highly developed local and regional knowledge' and promoting an 'understanding of government policy and how it is mediated and translated' at different governance levels (Spours and Hodgson 2013:17). However, TP presumes 'a strong ethical concern' which Le Grand (2010:57) contends depends on 'motivational assumptions implicit in the incentive structure' of the public service delivery model. He argues that one assumption is that the stakeholders who initiate and implement the policy are 'completely self-interested' 'knaves' (e.g. seek career enhancement/financial rewards) and another is that they are 'public-spirited altruists ['knights'] committed to the welfare of the people that they are being employed to serve'.

My IfS (Woodley 2016) research findings agree with Le Grand (ibid:58) who puts teachers in the second category. However, the ECC's (2018b:1) plans for EACL 'to develop commercial self-sufficiency and then income generation', have split teachers into 'protagonists' and 'compliers' who have embraced the 'new order', and 'defenders' who doubt the motivations of 'the people above' (ECC/EACL directors/managers). TP skills may help teachers develop a sympathetic understanding of each other's and the *people's above* motivations which could foster productive collaborations on shared professional ground.

### **Encouraging meaningful classroom relationships**

Teachers repeated the phrase '*being aware of the community's needs*' so I prompted them to elaborate on the 'needs' as they understand them. Billy explained that her students join courses to pursue an interest and also socialise with like-minded others. She said that, initially, the subject-matter is the focus of conversation, but it becomes a bridge for making the network clusters that ECC expects EACL teachers to encourage:

*'Getting people to socialise and bond together is something that I am very keen to do. I really encourage the coffee break, so students get to know each other and make friends. I think this is as important as the learning itself.'*

Billy's classes confirm Gilchrist's (2009:8,10) claim that collegial relationships have value for the individual and the community because 'social capital accumulates as a result of beneficial exchanges between people pursuing their own self-interest'. Moreover, they are a cost-effective social care network because they 'act as cheap and user-friendly referral systems, supplying informal help at times of crisis' (ibid:15). Collegial relationships also contribute to community wellbeing because 'social interaction of almost any kind tends to make people happy, both in the short term but also in terms of their general disposition' (ibid:16). However, in terms of cost efficiency, it is difficult to show EACL programmes' economic, social and physical/mental health impact as it manifests itself in the long-term, is not 'quantitatively measurable' and because it is diffuse and often benefits other Government Departments (e.g. Health) which do not provide EACL with any funding (Carpentieri 2013:543).

## Promoting social cohesion amidst difficulties

Cantle (2008:172) advocates that:

‘creating meaningful relationships and mutual respect as a result of positive interaction [...] asserts a new model of multiculturalism, [...] where diversity is seen as an enriching and positive experience for all faiths and cultures’.

However, Putman (2007 in Gilchrist 2009:7) argues that diversity can exacerbate differences, and create friction and compartmentalisation:

‘diversity is associated with reduced levels of social trust and is, therefore, undermining of community cohesion resulting in struggles around the identification of common values and what constitutes belonging’.

Federica tries to create respectful relationships and instill in her students a sense of belonging to the group but has experienced cross-cultural conflict which resulted in students segregating and alienation for some. She had difficulty coping with certain situations and diffusing tensions:

*‘I try to get all students to mix in activities and we often talk about other cultures, lifestyles and religions. However, there are times when people cannot see each other’s point and once or twice they argued badly. It was unpleasant and I could not handle it. Also, people from the same social group, for example, single mothers, or people with the same religion or ethnic background stick together and do not mix with the others’.*

Federica’s experiences show that classrooms comprise different, interacting sub-communities. Each has its own identity and between them they create intersecting layers of life histories and struggles. Federica’s classroom appears to be ‘poised at the end of chaos’ and she needs to help students ‘survive in turbulent times’ through skillfully diffusing ‘intercommunal tensions’, ‘building bridges and making links that communities might otherwise find difficult’ (Gilchrist 2009:119,12).

The literature is sympathetic to Federica’s plight because the ‘stresses on a single worker are greater than on a team, where members can provide mutual support’ (Twelvetrees 2008:97). Federica is working alone and, as Twelvetrees (ibid:191) recommends, she ‘needs to know how to work with particular categories of people’. She has received mandatory training on Safeguarding, Prevent, Equality and Diversity, Health (physical and mental) and Safety EACL policies and embedding British Values but still feels ill-equipped to diffuse tensions:

*'I can recite some of the theory and the reporting procedures, but it is difficult to put into practice. The training concentrates on what to do if there are breaches. When diverse people do not get on, it is not a breach but a problem you have to deal with day-in day-out and you do not know how'*

Gilchrist (2009:7) explains that it is not only 'inter-ethnic antipathies' that threaten community cohesion but also the ways in which different individuals interpret symbols and behaviours to make assumptions regarding others' intentions and thoughts. It is possible that such misinterpretations disrupted Federica's class and adversely affected relationships and her professional self-esteem and conduct.

### **Opinions divided about mandatory training on 'difference'**

Opinions were divided about the extent of mandatory training on dealing with difference. QoT and a manager believe that the existing provision is adequate because it covers all legislation and because ECC experts are at hand for extra advice/support.

The AE-specialist argues that the problem is political. She maintains that, out of the three Reconstruction Act (1919) AE strands, vocationalism was given prominence over developing personal skills and promoting community cohesion:

*'vocational education is this huge coil and personal and ethical community development have been reduced to some basic training about British Values and Equality and Diversity which is delivered in a naive way because they have been forced through rather than integrated into teaching'.*

She welcomed the EIF (Ofsted 2019) because she believes that it is reclaiming the personal development and community cohesion AE strands through its 'Behaviour and attitudes' and 'Personal development' judgement areas. She feels strongly that the *'neglected AE strands should constitute part of ITE'*.

Perhaps, the AE-specialist is right in that the situation is deeply rooted in discrepancies in the community workers' professional preparation for dealing with difference. It is possible that, as Twelvetrees (2008:208) argues, policy initiatives are based on 'simplistic assumptions that communities can be turned into agencies for local improvement' without examining the implications of 'difference' in the lived experience of members' and workers' daily practices or the workers' professional capacities to reconcile these differences.

## Accommodating mental health and emotional wellbeing

Federica discussed the issue of dealing with mental health difficulties:

*'The thing I found the hardest is how to deal with people with mental health problems. [...] Sometimes they have anxiety and you have to deal with moods. It is so up and down with mental illness! I had a class of 10 and 9 were on antidepressants. They had serious personal issues: some came from a women's refuge; one girl was a refugee; another was abused by her dad.*

*One said: "I am not coming in today because I feel suicidal". You think to yourself: Safeguarding! You report it and then it is ok for the system, but she is still in your class week-in week-out, and you do not know how to handle her. As a teacher, you need to know what to do with it other than report it. No way the training we receive covers all that!'*

According to the ETF (2018 in Machin et al. 2020:67), teachers are 'encountering more learners with mental health difficulties' but 'only 16% of FE staff undertook training and development that related to mental health'. More recently, David Hughes (2021:1) from the Association of Colleges (AoC), disclosed that '94% of colleges reported that they had to deal with attempted suicides in the last twelve months, and they're dealing with a growing number of learners with both diagnosed and undiagnosed mental health conditions'. Whilst the AoC acknowledged that the Covid-19 pandemic exaggerated the crisis, it also confirmed that significant student mental health concerns 'existed prior to the pandemic' (ibid:3).

When I asked Federica whether the interpersonal/intercultural conflict and the mental health-related crises affect her own emotional state and sense of professionalism she replied positively and added that '*she gets angry*' and '*feels inadequate*'. Corbett (2021:1,2) reports that 'wellbeing in the FE workforce is lower than that of the general population' and explains that, because of the pandemic, the AoC and the ETF have intensified their training and support mechanisms to help staff cope with or improve their own and their students' mental health and sense of wellbeing. He adds that this 'won't solve the deep-rooted problems' and explains that other factors, such as 'the implications of [teachers] working from home [...] and caring responsibilities', add to the problem (ibid:2).

I contest that the 'deep-rooted problems' lie in the lack of appropriate education for teachers to deal with contemporary societal problems and deliver learning to multi-cultural societies. Contemporary teachers' work expands beyond the subject-matter



delivery and their professionalism is no longer merited on their ability to do this 'well'. The bar has been raised; Ofsted (2019a:4,28) requires that students are given 'the knowledge and cultural capital they need to succeed in life' and that teachers prepare 'learners for life in modern Britain' whilst the ECC (2017a:10) hopes that teachers will help 'people get the best start in life and age well'.

Twelvetrees (2008:2,17) states it clearly: there are 'many dimensions to community work and so many things a worker needs to know' but expertise is lacking, and the various agencies and professionals are not 'joined up' in combatting problems. Current ITE practices lack interdisciplinary elements so teachers do not gain unrelated-to-teaching but useful-for-teaching knowledges/skills (e.g. TP skills) which can help them understand and handle societal tensions/difficulties and link with other professionals to address them. As Federica explained, the teachers' work and the problems they face are ongoing and complex so a short online CPD course or a phone-call to an expert are probably 'partial development' which is 'destined to have partial success' (Evans 2008:16).

### **Working collaboratively with other community workers**

Federica's actions are not mediated through working horizontally with others to stimulate the exchange of knowledge across boundaries to support people (Twelvetrees 2008). Perhaps, she does not know who these others are, what they can do and how to collaborate with them. The EACL Safeguarding Officer acted on the girl's suicide threat, but the system does not prepare teachers for the causes and implications of the '*moody*' or the '*abused*' students' behaviours and how to deal with them in situ. As Gilchrist (2009:VII) suggests, 'less attention is paid to the practices and attitudes that foster these connections, nor the emotional ramifications that can nourish or corrode them'.

The new ECC/EACL strategic plan pledges raise hope for creating channels and alliances which will promote community cohesion and help people enjoy life, despite their adversities. However, this prerequisites the teacher's proactive engagement and, as the TP concept suggests, the ability to understand key issues and work collaboratively on shared professional domains with other experts (Spours and Hodgson 2013).

## **EACL's evolving CoP**

Managers', experts' and teachers' views converge in that the new EACL modus operandi has affected the teachers' sense of professionalism:

*'I remember us when we first started: we would just go in, teach our subject, and go home. Now the organisation has become business-like. It is a whole new world that I need to discover!'* (Billy).

Billy's statement confirms Lave and Wenger's (2007 in Smith 2009:5) claim that CoPs aid the 'developing and maintaining of long-term organisational memory' which allows core members like Billy to compare past era's relationships and identities with the present's so they can comprehend the latter. Lave and Wenger (ibid:5,3) argue that such comparisons are 'an effective means for organisations to handle unstructured problems and to share knowledge outside of the traditional structural boundaries' because they define the 'commitment' and the competences CoP members need to offer the newly-established 'shared domain of interest'(ibid).

Billy and her colleagues acknowledge the new institutional arrangements and are in the process of constructing new 'identities in relation to these' (Wenger 1999:4). However, as Wenger (2007 in Smith 2009:5) states, it 'takes time and sustained interaction' to institute the new repertoire of 'experiences, stories, tools and ways of addressing recurring problems' that distinguish the evolving ECC/EACL CoP from any other. The challenge is that, because most teachers are sessional, the process may take longer than anticipated because the teachers' interaction with the new ECC/EACL CoP's existing members is neither regular nor sustained.

The curriculum-coordinator thinks that the emergence of the wider ECC/EACL CoP is, perhaps, seen as a threat manifested in the longer-serving teachers' reluctance to join this '*unfamiliar*' and '*difficult to understand*' entity:

*'Teachers understand the EACL community, but they cannot see beyond that. The recent change is too quick and drastic. Teachers see the risk of losing part of their professional identity and status.'*

The process of change involves reassuring and helping teachers feel that they are valued and trusted by the ECC/EACL CoP. Moreover, that it is to their personal and the organisation's advantage to 'learn to speak, act and improvise in ways that make sense

in the [new] community' so they can build social capital and engage productively with other ECC staff (Smith 2009:4).

The curriculum-coordinator argues that teachers are yet to develop the TP skills to connect with different orientation professionals within ECC and beyond. She believes that the transition will be easier if management stress the common ground teachers share with other ECC professionals and, especially, if they include the word 'community' in job titles to emphasise that EACL and ECC operate collaboratively to improve the lives of Essex residents:

*'What would give teachers a sense of belonging with ECC is if we all united under the common goal of improving the lives of the people of Essex. The new CoP would become stronger if the word 'community' featured in job titles and corresponded to some knowledge teachers have about the organisation and the community they are serving'.*

CoP formation theory supports the curriculum-coordinator's views because it suggests that 'communities are actively constructed by their members rather than merely arising from local [or organisational] circumstances' (Gilchrist 2009:4). Conversely, teachers cannot identify with the new CoP if they feel they did not contribute to its formation but were placed/forced into it because of decisions made by the '*people above*'.

Her suggestion to incorporate the word 'community' in job titles is commended by Gilchrist (ibid) who contests that 'cultural traditions and symbols are used to assert community identity' and are perceived as 'badges of belonging' to a 'web of significance'. EACL teachers had established their 'badges of belonging' in the EACL CoP's 'web of significance' and need time and support to do the same for the emerging ECC/EACL CoP.

The cultural signifiers that the curriculum-coordinator suggested are potentially a good start for bridging the previous CoP with the current one. However, managers and teachers alike need 'highly developed communication, people and political [TP] skills' so the former keep working on familiarising teachers with the new professional space, and the latter go the extra mile to understand it and become part of it, so the ECC/EACL CoP's forming and functioning are not compromised (Spours and Hodgson 2013:17).

I feel that not all that the ECC/EACL CoP stands for is new to the EACL CoP's mission in the community. Both CoPs centre around improving the lives of Essex residents and

the ECC/EACL CoP's product for sale remains the EACL teaching/learning provision so the teachers' new professional identity is, potentially, an enrichment/expansion of the old one, rather than its replacement.

### **The TP identity**

EACL teachers' identity is already partly constructed because they are operational, dual professionals. However, as PwdTP suggested, because *'knowledge is incremental'*, professionalism models evolve with time and policy direction:

*'The triple professionalism model was a kind of critique of the dual professionalism; [...]. The two elements are fine but there is actually something more [...]. Looking at professionalism from the point of view of teaching the narrow subject was just not enough [...] there was a focus on markets and there was less money around, so professionals had to be much more aware of what is going on outside'*

As its name testifies, TP does not eradicate/replace dual professionalism but expands it to incorporate a third element which maps the professional behaviours/capacities for teachers to operate in contemporary socioeconomic and political environments.

The managers interviewed agreed that market forces, policy and funding significantly affect EACL's operation and that this is reflected in the teachers' professionalism. They gave examples of how *'what is going on outside'* the classroom affects practice:

*'If we do not get the achievement, success, Ofsted grade and what the ECC, the awarding bodies and policy require, we won't have a job. We must understand why learners must make progress' (QoT).*

*'An understanding of the economic climate, the market in which we operate and how funding and policy affect EACL, would improve the working of the team' (Curriculum-coordinator).*

PwdTP confirmed that the contribution of professionals and their organisations in stimulating socioeconomic growth informed the development of the TP model:

*'TP was devised from looking at localities from the bottom up and from top down as well as horizontally across an area. In the local ecologies work we examined what roles each of the organisations (businesses, local authorities, colleges, ACL, etc.) might play in stimulating socio-economic growth. In this context, we also, therefore, looked at the roles that various professionals might play and what type of professionalism this would require, with a particular focus on education'*

Twelvetrees (2008), Gilchrist (2009) and Cante (2008) converge in that community workers must have in common professional qualities which enhance their capabilities to make meaning and network to execute communal actions. Perhaps, these are the TP qualities which PwdTP claims help local ecologies stimulate socioeconomic growth because when experts who have their own undisputed professional space unite, the resulting community work team is better equipped to pursue situations exemplified by socioeconomic differences and diverse cultures (Spours and Hodgson 2013, Twelvetrees 2008).

- **The 'Russian doll' effect**

I have noticed in the literature<sup>20</sup> that new circumstances call for an extra layer of professional capacities which complement previous ones. In this sense, TP is overarching dual professionalism and, potentially, other community workers' ones.

I would argue that this 'Russian doll' effect is also manifested in other professionalism-related initiatives/publications where one policy, or framework, further develops others that predate it. For example, in the last decade (2010-2020), the SET (2016) standards and the EIF (2019) framework both address the Lingfield report's (2012a) expectation that education establishments become autonomous, business-like units which collaborate to boost socioeconomic growth. The SET standards appear to translate the Lingfield rhetoric into desirable 'best practice' and the EIF expresses the SET standards as specific and measurable quality of education key judgement areas. In appendix eight I show how, in my view, the TP model theoretically articulates, the SET standards express and the EIF framework delivers the Lingfield report (2012) rhetoric.

To validate my correlations, I asked PwdTP whether the SET standards drew from the TP model. PwdTP replied:

*'The TP model was quite influential on ETF because they did an article on it so, I think that they did rethink a little as a result of this.'*

PwdTP confirmed that policies, standards and models draw from and inform one another but was keen to distinguish between the functions of models and standards:

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<sup>20</sup> Twelvetrees (2008), Gilchrist (2009), Cante (2008), Whitchurch (2006), Spours and Hodgson (2013)

*'TP is not the same type as that [professional standards]; it is kind of above all that because it is looking at professionalism itself. [...]. It is a theoretical model. It is not a practical model like a lot of those sets of standards are'.*

In effect, professional models articulate the collective perception of lived practice and the professionals' role in it as it is shaped and reshaped by policy, standards, and the work environment. Conversely, TP potentially describes what EACL teachers are becoming professionally because of working for the newly modelled EACL and under the constraints of the ECC, the SET and awarding body standards and the EIF framework.

- **TP encourages interdisciplinary practices**

A key attribute of the TP professional is that s/he can work with or under the guidance of people from *'other agencies who do not have the same standards'*. PwdTP stressed that other community workers' standards are *'not better or worse but different'* from the SET ones. Similarly to Gilchrist (2009), PwdTP believes that, as these professions co-exist in the local ecosystem, there is common ground that affords opportunities to share/negotiate ideas and deploy instruments from different epistemic/professional domains to tackle issues that spread beyond any one profession's expertise and influence.

In the last 20 years, rhetoric implying that policy is disjointed is commonplace<sup>21</sup>. I believe that, as it takes various agencies/departments and multiple-orientation professionals to implement policy, it is possible that policy implementation may be just as disjointed as policy itself because agencies and professionals have difficulty in *'getting their act together'* as their remit is constrained by epistemological assumptions and organisational protocols. Moran (2010:12) argues that this constraint is reminiscent of the 19<sup>th</sup> and 20<sup>th</sup> century paradigm when, because of the compartmentalisation of intellectual and physical labour which served the mass production of goods, *'disciplines existed as separate estates, with distinctive subcultures'*.

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<sup>21</sup> Hoyle and Wallace (2005 in Evans 2008:22) state that business leaders and policy makers criticise teachers for being unable to align educational goals with business bodies, Government, and policy demands; Twelvetrees (2008:17) attributes the *'persistence of disadvantage'* to education, social services, and other programmes not being joined up, and Amanda Spielman, warns that the SEND provision is *'disjointed and inconsistent'* (in Weale 2018:1).

TP endorses the different discipline/professions' epistemologies and '*overarches the whole of that [different professions' standards and approaches]*'(PwDTP). It liberates professionals from their professions' insularity so they can jointly challenge received wisdom and address ambiguities to overcome the 'gulf of mutual incomprehension' and, hopefully, align their approaches to bring 'order from chaos in the complex system' (Moran 2010:135, Gilchrist 2009:173).

The ECC and EACL professionals' communal goal is to deliver ECC's community development policy through providing learning opportunities to Essex residents. The success of this complicated undertaking depends on the extent to which ECC and EACL leverage existing multi-disciplinary human resources to engage in teamwork to negotiate a path for implementing the policy. However, as Twelvetrees (2008) and Gilchrist (2009) rightly argue, such complex collaborations frequently meet with barriers such as the ones TP itself acknowledges, for example, differences in values, opinions and standards, and difficulty/tensions in cross-agency communications.

- **TP potentially models best current practice**

When describing her best observed practice, National-Figure gave examples of ACL teachers pursuing communal goals which displayed TP traits:

Table 4: National-Figure’s description of how best practice resonates with TP:

<b>National-Figure’s observed ACL teachers’ best practice</b>	<b>Triple Professionalism characteristic (Hodgson and Spours 2013)</b>
<i>‘The teachers’ willingness to reach out’ [...] despite their many other responsibilities</i>	A strong ethical concern going beyond the focus on student attainment and college performance and which shows fidelity to an area, its communities and all of its learners
<i>‘-and take an active role in- important national and local strategies, such as the current Social Prescribing and Loneliness Strategies’</i>	An understanding of government policy and how it is mediated and translated at different levels from the national to the international  An ability to undertake multi-agency working  Highly developed communication, people and political skills
<i>‘both [national strategies] highly important for many ACL learners’</i>	An appreciation of the interconnection and interdependence that exists between the college and its surroundings and a highly developed local and regional knowledge  a strong ethical concern

Given National-Figure’s position in the Civil Service and ACL experience, I was surprised that, in common with EACL participants, classroom-teaching professional abilities, for example, planning/delivering/assessing learning were absent from her description of best practice. Instead, the National-Figure mostly valued the teachers’ TP skills in delivering national strategies which support communities and promote wellbeing. Perhaps, these aspects of teaching should be given their due attention in ITE programmes and CPD activities.

- **TP addressing the political nature of education**

The AE-specialist, similarly to the National-Figure, identified with the TP model because *‘it fits with the idea of social activism and teaching simply not being the transactional delivery of knowledge’*. She explained that TP *‘rounds some of the politicisation that happens in education, for example, the ability to look beyond the personal expressions*



*that you bring to the role and the agency you develop in an area which is politicalised’.*

Teachers have, indeed, been developing a more politicised, TP type of agency because they are implementing ECC’s strategy which, in turn, conveys Government policy.

However, the AE-specialist contested that conveying political thinking is a skill acquired through specialist training:

*‘I think political skills are almost the ability to understand critical thinking. Politics is about rhetoric. Teachers need training to understand the language and recognise rhetorical mechanisms. In ACL we have very few people at this level [teachers] who can speak the language of the people at that level [politicians]. The triple professionals understand how they present their information in a politicised way so it is transmitted better to politicians.’*

In my view, a prerequisite for communicating in a politicised way is being familiar with ‘policy and how it is mediated and translated at different levels’ (Spours and Hodgson 2013:17). The teachers confirmed that, with their managers’ help, they are starting to take policy information on board. The curriculum-coordinator added that *‘this is something very new’* and attributed the development of the teachers’ more politicised, TP type of agency to the managers *‘sharing more information with their teams and processes becoming more transparent’*. However, she added that supporting teachers is *‘quite complex’*, time consuming and *‘detrimental’* to performing her managerial duties.

Eraut (2008:23,24) commends the role of ‘line manager as facilitator of learning’ but warns that ‘the deceptively simple phrase ‘manager as coach’ does not really unpack either the complexity or the scale of learning which is often needed in a team’. Likewise, Twelvetrees (2008:105,44) values networking for ‘understanding key issues, developing relationships or facilitating a policy change’ but, similarly to Eraut (2008), advocates that, because policy is complex and networking ‘is not conflict free’, ‘manipulating political process’, ‘requires educated capacities’.

ECC (2018b:1) expects all its staff to engage in networking to deliver ‘joined-up’ strategies. However, it is reasonable to doubt the degree of networking a sessional teacher can engage in and thus justify the investment in her/his ‘educated capacities’. The issue is that EACL employs approximately 350 teachers so the sum of their contact time with the community is considerable. Moreover, they are the only frontline AE-

delivering workforce ECC has. EACL hopes that the induction training, the managers' interventions, the C&G L3 Award and the CPD activities offered are enough to enhance their knowledges/skills for operating effectively within the ECC team and beyond.

The AE-specialist feels that the aforementioned activities cannot afford teachers depth of understanding so, as a result, *'policy is forced through rather than integrated into practice'*. She rightly argues that these interventions should be second to ITE-acquired specialist TP knowledges/skills which *'expose teachers to multiple perspectives'* (e.g. ECC's, EACL's, community's, local politicians', Governments') so they negotiate their position and accordingly integrate policy in all aspects of practice.

- **TP appreciates local knowledge**

Manipulating political process presupposes understanding of societal issues and power differentials amongst groups and their position vis-à-vis the state. The curriculum-coordinator recognises that *'local knowledge and how that blends into the bigger county picture helps mould what we do and how we do it'* and considers it to be *'a big advantage'*.

Gilchrist (2008:3-4) contends that the 'locality model of community' has strongly influenced area-based initiatives and aspects of the 'place shaping' strategies for community empowerment and cohesion. Consequently, TP skills to research the community 'within and beyond the institution and to use this research in bringing about change' is a useful means for teachers to decide what learning to offer to whom, why and how (Spours and Hodgson 2013:17).

It can be argued that researching the community is more of a manager's or the marketing department's job. Indeed, the EIF (Ofsted 2019a) assigns the curriculum planning activities to the leadership team, but it also requires teachers to show classroom evidence that they build social capital and instil in their learners citizenship skills. As such, I contest that EACL teachers should be familiar with Essex population demographics, policies, and statistics.

In the focus group discussion, the new teachers described their students as 'diverse' but their knowledge was generic rather than specific to Essex and, in particular, the profile

of the communities they serve. Moreover, teachers could not explain why this knowledge is relevant to practice:

*'I have seen statistics about ages, employment, and education patterns at my other council job, but I have often wondered what we could do with these as teachers' (Stephen)*

The managers stated that, currently, EACL does not require its teachers to know about these but acknowledged that they could add useful capacities to the teachers' skillset.

The literature and the field work show that teaching a subject to the public is different from being a community worker because community work's objective is to 'develop and implement wider strategies [e.g. the ECC's] rather than to meet the narrower goals of one organisation (EACL provision)' (Twelvetrees 2008:213).

I welcome the long-awaited recognition of EACL teachers' role as frontline community workers, but I feel that these new elements of professionalism necessitate the augmentation of their expertise so they function as proactive components of multi-agency, interdisciplinary teams and make a success of boundary-spanning, inter-communal and inter-organisational interactions, and goals.

## **PHASE 3**

### **ADDRESSING THE NEW PROFESSIONALISM ELEMENTS**

The curriculum-coordinator thinks that the *'TP model became us'* because teachers were given extra responsibilities because of EACL's remodelling and the EIF (2019) introduction. She acknowledges that teachers are coping with these changes but sees the *'necessity'* for developing the teachers' TP skills further because it would help *'any change to come smoothly and improve the effectiveness of the team'*.

#### **The role and effectiveness of CPD**

EACL addresses the teachers' professional needs through face-to-face and online CPD courses. This is a costly and challenging task because EACL employs about 350 geographically dispersed sessional teachers who often hold other jobs and/or have additional commitments. Federica explains why CPD attendance is an issue:

*'I would like to do more CPD but, because I run my own business, time is short. Also, we do not get paid for CPD unless it is mandatory. I lose money by being at EACL and not with my clients'*.

Federica endorses Husband's (2015:1) research which shows, that despite teachers 'agreeing that CPD in learning and teaching is very important', there is a 'lack of engagement with the training options currently available'. Her views also validate the Education Workforce Data for England report (2017 in Belgutay 2017:1) which attributed the lack of CPD engagement to the 'large proportion of part-time and casual staff'. In my view, 'casual' appropriately describes EACL's and the sessional teachers' relationship of convenience because neither can afford a more formal association which incorporates regular (and paid) CPD attendance.

Belgutay (ibid:2) cited a Department for Education spokesperson who stated that 'teachers are crucial to building a world-class Further Education' but also confirmed that it is no longer the responsibility of the State but of FE providers to make sure that 'their teaching staff can access the training and support they need' (ibid:2).

The abrupt change from state dependency to autonomy still strains the sector's resources because funding has been reduced whilst ECC and Ofsted make no allowances

for 'casual' staff's potentially 'casual' performance, for example, some sessional teachers' difficulty in delivering learning to their specification.

To ease pressure on the system, EACL encourages teachers to become SET members so they can independently (and at no cost to EACL) pursue their professional development.

However, not many EACL teachers do so:

*'Most teachers are not [SET] members; they do not see the need because ECC has endorsed the SET Standards and their working hours do not justify the membership cost' (curriculum-coordinator).*

Federica explained that she only belongs to her vocational professional body's association because 'she *'hears from her manager all she needs to know about teaching'*.

However, this adds to the managers' workload:

*'We allow time in team meetings to bring teachers into line with policies and Ofsted. I also do a lot of one-to-one CPD because most teachers depend on us for that knowledge' (curriculum-coordinator).*

Jeremy also faces comprehension and implementation difficulties when he delivers ICT CPD, and attributes them to teachers' different levels of understanding:

*'If teachers do not have foundational knowledge, they cannot build on it, they "blank out". Even if they get to do the task, it is mechanical, isn't it?'*

The expressions *'all I need to know'* (Federica), *'teachers depend on us for that knowledge'* (Curriculum-coordinator) and *'mechanical'* (Jeremy) carry connotations of Hargreaves and Dawe's (1990:239) 'technical coaching' which produces 'mechanical and uncritical technicians who reproduce practices' rather than introduce innovation. Moreover, such training encourages a 'master-apprentice' relationship between managers, CPD trainers and teachers where instruction is practical and situational and targets the 'functional', performance-related side of professionalism rather than the 'attitudinal' whereby teachers learn to critically assess their subjective theories-in-use with the objective knowledge generated by theory (Lave and Wenger 2009, Evans 2008:15).

Stacey, using an example from her healthcare setting, said that some CPD courses remind her of *'infection control'* because they are emergency-type instruction which is immediately enacted to stop an *'infection from spreading'*. For example, I used

*'infection control'* tactics when I designed CPD for improving EACL's 2016 Ofsted 'inadequate' grade.

I feel that policy forces the sector to resort to this CPD approach because of lack of investment in L5 teacher-training and because the quality of teaching is judged against certain criteria. I contest that *'infection control'* practices have no long-term effects because many teachers lack the foundational knowledge to understand the causes of *'infection'* or the principles of controlling its spread.

Ofsted (2019b:35,36) concurs that 'a lot of professional development has no effect' and explains that for CPD to be effective 'teachers need to understand the underlying theory or rationale for what they are being taught'. The curriculum-coordinator agrees:

*'CPD should enrich the foundational training but not go in place of it. CPD should be an add on'.*

Gregson et al. (2015:268) argue that CPD events are 'arguably a necessary first step in improving practice but it is not enough to guarantee it'. They quote Eraut (2004 in *ibid*) who argues that 'information about 'good practice' constitutes only one eighth of the knowledge needed to put a good idea into practice' and contends that, 'a lot more learning has to take place before knowledge is transferred well enough to bring about real changes in practice'.

The curriculum-coordinator's comment about *'same level of understanding'* was echoed by new teachers who correlated CPD effectiveness with *'levels of knowledge around those issues and subjects'* (Stacey) and explained that *'depending on experience and background, we all interpret things differently'* (Kirsty). Stacey and Billy had reservations about CPD content and delivery mode:

*'I would rather attend CPD where someone would explain the information from scratch'* (Stacey)

*'One-off CPD is disjointed. If it were set as a block of continuous systematic learning it would become more meaningful'.* (Billy)

Ofsted (2019b:35) also acknowledge that 'longer programmes tend to be more effective than short term interventions', and argue that 'effective CPD requires follow-up, practice and support' (*ibid*).

EACL teachers may be missing Eraut's (2004 in Gregson et al. 2015:268) foundational seven eighths of learning which are essential for critically assessing information, owning it, and using it to 'bring about real changes'. It can be argued that EACL CPD courses attempt to enhance the teachers' experience-acquired expertise, but teachers do not have the foundational scientific knowledge to take full advantage of the benefit.

### **The value of L5 qualifications**

Billy advocates that gaining L5 qualifications would help maintain/improve the quality of teaching and alleviate the threat to the profession's status and esteem:

*'Qualifications are what we [EACL teachers] are missing; we have become the poor relation of education because we do not have the qualifications that other teachers have'.*

The National-Figure, who at the beginning of her career, without having teaching qualifications, taught young nurses literacy skills, reminisces:

*'For me there was zero professionalism at the beginning of my career. Instead, I had to learn by trial and error. How extraordinary that the college placed the future of these young women in my novice hands!'*

The National-Figure correlated her sense of professionalism with possessing L5 qualifications. She added that she *'felt valued'* but, despite the in-service training, professionalism was lacking because she had *'no training'* until the local authority financed her qualification.

New teachers reflected the National-Figure's feelings:

*'There is a bit of the 'imposter syndrome' because I am not fully qualified'.  
(Stephen)*

*'Qualifications really make you a player in the organisation and the organisation a player in the community. (Stacey)*

Participants agreed that L5 qualifications give a different perspective to the teacher's perception of their professionalism and consider L5 qualifications to be the main tool for professionalising the sector. The National-Figure added:

*'Ofsted is at least one driver that might encourage ACL providers to insist that their teaching staff either have or get full qualifications because inspectors almost always ask for staff qualifications. A list of teachers with no, or very low-level teaching qualifications, won't look good'.*

Ofsted value L5 qualifications and so does EACL. However, as the managers explained, EACL can only afford its teachers a threshold L3 Award boosted by CPD, team meetings and one-to-one tutorials. The curriculum-coordinator feels that the EACL interventions may cost considerably more than anticipated:

*'If teachers were L5-trained that would reduce designing and delivering some of the CPD courses and would release managers from these one-to-one mini teacher-training sessions so they could use their time more productively as managers.'*

'Teaching is too complex' and about half<sup>22</sup> of EACL teachers are lacking the foundational knowledge on which CPD can be applied (Gregson et al. 2015:290). Perhaps, EACL should investigate the effectiveness of CPD and examine the feasibility of partly sponsoring teachers to L5 qualify.

### **The contribution of L5 foundational knowledge to practice**

- **The unity of theory and practice**

Billy values the contribution of theory delivered by an expert 'other', and maintains that it innovates practice:

*'L5 training is an eye opener because you can easily get stuck in your own ways until somebody gives you a kick start and makes you realise that there is a whole world of something different out there.'*

The 'unity of theory and practice' was firstly highlighted by Dewey (1997:7,26) who argued that 'all experiences are not genuinely or equally educative' and maintained that some can 'land [the teacher] in a groove or a rut', similar to the one Billy described. Dewey (ibid:33) justifies Stacey's and Jeremy's insistence on foundational knowledge because he claims that a 'coherent theory of experience' affords 'positive direction to selection and organisation of appropriate educational methods and materials'.

The theory is delivered by the person who 'gives you a kick start', that is, the expert teacher-trainer who, as Vygotsky (1978 in Kozulin et al.2003:65,66) suggests, 'marches ahead of development and leads it' through 'systematic instruction' which helps 'the

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<sup>22</sup> According to EACL figures



students' 'spontaneous concepts' become structured and conscious 'scientific' ones which can 'transform' practice.

Academics<sup>23</sup> value pedagogies which are 'associated with less formal ranges of knowledge and ways of knowing' and argue that 'it has to be recognised that there is knowledge in practice rather than simply knowledge for practice' (Rutter 2009:1). In my view, theory, tacit learning and practice work in unison. For example, having L5 knowledge does not necessarily mean that it is applied appropriately (Tummons 2017:9, Ofsted 2015, 2019). Perhaps, as Eraut (1994 in Rutter 2009:9) explains, this could be because during teacher-training, students 'analyse theory rather than analyse how they can use theory in their practice'.

- **'Natural' teachers**

Some colleagues cited the term 'natural teachers' to define people who have a gift for teaching which, they claimed, aided by threshold qualifications and CPD, can help teachers deliver learning effectively:

*'My husband says, the students like me so perhaps I have a natural ability to teach' (Stacey)*

*'You can have all the qualifications in the world but, if you do not have that innate talent to engage with your students, they will not buy in' (Jeremy)*

Stacey and Jeremy stressed the significance of non-cognitive attributes such as empathy and communication skills in making teaching interactions more productive. Anecdotal experience and research back their claim. It is not uncommon for someone to remember a great teacher and research has shown that 'teacher-student relationships outweigh the contribution of teachers' subject knowledge, teacher training or home and school effects' (Klassen 2016:2).

However, although natural teachers' degree of Aristotelian 'phronesis' is praiseworthy, in professional practice, they are the exception which does not determine the rule (Groves 2013 in Thomson 2013). Klassen (2016:2,3) considers these attributes as desirable teacher qualities and commends teacher-training universities'<sup>24</sup> for using

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<sup>23</sup> Boshuizen et al (2004 in Rutter 2009:1), Lave and Wenger (2009)

<sup>24</sup> Cambridge, Newcastle, York

'situational judgement tests' in their candidate selection process. In my view, professional performance is informed by expert skills, knowledges, experience and personal traits and all should be accorded parity of esteem.

### **Concerns over the suitability of L3 training**

My concern is that the lack of stimulus provided by L3 studies may lead teachers to adopt prescriptive practices which are further encouraged by CPD prioritising the functional side of the job over the attitudinal.

Teacher X<sup>25</sup> confirmed my concern by claiming that with an L3 qualification and a couple of CPD courses s/he can teach effectively. However, when asked about his/her professional identity, X did not know what it is:

*'I have PTTLS (L3) so, if I were taught how to do the ILPs [Individual Learning Plans] and how to create a session plan, there is no reason why I would not be able to teach effectively [...]. What is professional identity?'*

The manager, QoT and the curriculum-coordinator, recognise that the mandatory L3 qualification may not be enough to cover EIF (2019) and institutional requirements:

*'You have to demand the standards: I do not think L3 is enough' (QoT)*

*'Teaching is not static: you must have that knowledge that comes from the theoretical side of studying. Level 3 is not enough: preferably it should be a L4 or L5' (curriculum-coordinator).*

### **The dilemmas about sessional teachers' level of qualification**

Some participants rightly argued that not all EACL teachers wish or have developed the academic skills to L5-qualify:

*I am not convinced that all EACL teachers want to be professional teachers. If you ask them to get this heavy-duty (L5) qualification, I think some would walk away. (QoT).*

*'Those for whom teaching is more of a hobby, will struggle to achieve the necessary knowledge level and, indeed, may not wish to' (Ray).*

I was struck by Ray's phrase 'teaching is more of a hobby' because of the connotations the word 'hobby' carries; it is far removed from 'professional' but it denotes passion and

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<sup>25</sup> Avoided name for deontology reasons

enthusiasm for what one does. In my view, it is the passion and enthusiasm of these people, whom the National-Figure describes as the *'empathetic teacher'* who teaches in *'a friendly local venue'* and with whom the learners *'become familiar'*, which gained ACL its good reputation.

The sessional teachers' level of qualification is, indeed, the sector's dilemma because, on the one hand, teachers need to upskill to cope with increased policy and institutional demands and, on the other, the service cannot afford to lose the part of its backbone workforce who cannot or do not wish to L5-qualify. One option is to buddy these teachers with L5-qualified experienced colleagues. However, this cannot be a long-term solution as the number of L5-qualified teachers is 'declining' so, eventually, the non L5-qualified teachers, will outnumber the L5-qualified ones (ETF 2018:27).

### **L5-qualification barriers**

The curriculum-coordinator believes that some of her teachers would like to L5-qualify but cannot afford to:

*'There is a thirst for L5 qualifications: members of my team have expressed interest, but the main barrier is the cost'.*

All but one of the new teachers interviewed expressed a desire to fully qualify. They showed preference for a *'slow-paced programme'* because they cannot afford to *'pay expensive fees without earning any money'* (Kirsty, Stephen). Some have concerns about their previous student debt increasing.

The managers disclosed that EACL hopes to deliver an L5 programme over two years, firstly to spread costs and, secondly, to give sessional teachers time to accumulate the 100 teaching practice hours which are mandatory for qualification. QoT voiced fears that teachers *'may think twice if they hear about the amount of work that L5 ITE requires'*. In my view, the case is not what teachers will do or think should they be given the option to L5-qualify but EACL affording them that option. At the moment, it does not.

Federica was explicit about cost considerations:

*'I nearly did an L5 course, but the £8,000 cost put me off. There is no help from the college. It is a big investment for not any pay-rise or a guaranteed job'.*

Alarming, the ETF's (2019:55) workforce data report 'described 37.7% of teachers' contracts as casual and 6% as 0 hours'. Not having the security of a permanent job implies that teachers may never recover their investment through teaching. Furthermore, EACL teachers have no financial incentive to L5-qualify because they are all on the same pay grade.

The teachers' testimonies validate Tummons' (2015:1,2) concerns about the sector being 'shunted to the margins' because of its 'relatively high staff turnover, diversity in teacher profiles, backgrounds and experience, variable working conditions and constant changes to policy'. He is rightly uneasy about the effects of teachers being 'professionalised and re-professionalised' and 'CPD and qualifications mandated and then discarded', because these imply instability and vulnerability which undermine the sector and its professionals (ibid).

The National-Figure believes that L5 '*ACL teacher-training should be mandatory*' to strengthen the workforces' credentials to support the ACL movement which, '*is now very vulnerable*'. She quoted the Centenary Report on Adult Education and Lifelong Learning (2019) to demonstrate that '*current ACL providers seem to be given a minimal role (if any) in the report's description of the ideal adult education system of the future*':

'What is needed above all is the active collaboration of all the key partners - universities and colleges; companies and other organisations; local government, along with city, regional and national bodies; the WEA and other educational and community organisations; and national government to facilitate, regulate and fund as appropriate' (ibid:12).

I would also prefer all EACL teachers to L5-qualify but agree with QoT and Ray that, in some cases, it is not feasible. However, I advocate that the State should protect the sector's unique professionalism by mending its Achilles heel i.e. giving teachers opportunities and financial incentives to L5-qualify.

### **Participants' views about ITE programmes**

Despite criticism<sup>26</sup> surrounding ITE programmes, L5-qualified teachers value their training because it gave them '*theoretical knowledge and practical skills*' (curriculum-coordinator, QoT, National-Figure). Billy explained that her L5 '*was purely academic*'

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<sup>26</sup> Literature review pp59-60

but is convinced that *'it has formed a good basis'* for developing her competences further. However, she feels that *'as times have changed, it would not be adequate for today's teachers'*.

The AE-specialist agrees:

*'I think a classic Cert Ed or PGCE programme is very generic but good at the skills expression of the role [...] too often it sells teachers short in that they say if you want to go further you could look at this rather than say that it is essential for you to develop your research skills so you can continue to learn as you develop your professional identity'*.

The ETF (2016:14) acknowledges that FE ITE programmes are 'general or generic' because, due to the PCS's diversity, they are designed to 'cover most curriculum areas within FE'. Also, it must be acknowledged that, in the last 20 years, policies and standards have changed faster than ITE programmes could.

## **Considerations for the TP-DET**

- **Research and Standards**

The curriculum-coordinator expressed the need for incorporating standards and research practices in the TP-DET programme:

*'I would like to see the SET standards and the ECC code of practice mapped into all modules because the tutors do not have full knowledge and cannot apply them in practice. [...]. Teachers need to research so as to understand and support practice and bring change'*.

Research has featured as one of the professional teachers' skills since the LLUK Standards (2004:4)<sup>27</sup> but, as Ofsted (2012) rightly states, the standards have not always been a visible component of practice.

Consequently, the PCS and especially ACL are 'heavily under-researched' and what little research there is, is not disseminated widely (Ravenhall 2014:1). Moreover, as Morris (2020:29) claims, most colleges are yet to 'foster a culture of research' probably because most staff are sessional/part-time and perhaps lack the L5-acquired skills to conduct research. The TP-DET could foster a research culture and produce EACL insider

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<sup>27</sup> AK 4.3: [...] 'use research to develop own practice'

researchers whose research would enrich EACL's intellectual bank with science-informed and practice-evidenced data/research.

- **'Incorporate carefully'**

PwdTP cautioned that professional models and SET standards should be *'incorporated carefully'* in the TP-DET because they evolve, a point endorsed by the ETF (2019:1) who anticipate that its standards 'will evolve over time'. PwdTP suggested using the TP model as a *'discussion point and a provocation'* so trainees can reflect on *'why it might now be appropriate'*, think *'what being a professional is about'* and *'see professionalism much more broadly than they would have done in the past'*. TP inherently recognises that change is inevitable and prepares teachers for changes in standards, professional models and practices and will itself evolve with time, as appropriate. However, for the time being, this research shows that TP expresses EACL teachers' professionalism, and the ETF assures that its standards are still highly relevant and are incorporated in its qualifications framework because they 'define the professional requirements of teachers, trainers and tutors of post-16 learners' (ETF 2019, 2016:8).

- **Bridging theory with practice meaningfully**

Shulman (2005:56,53) accepts that 'pedagogies that bridge theory with practice are never simple' and advises that teacher-training programmes 'must measure up to the standards not just of the academy, but also of the particular profession', for example, in EACL's case, the ECC's community development interests and financial/business considerations. The DET guidance does not constrain organisations within prescriptive content but, 'in the absence of regulation', offers trainees and institutions 'an element of choice' (ETF 2016:14).

My stance is one of 'strategic compliance'; I am reforming the DET but I must remain within the constraints of the ETF framework (Shain and Gleeson 2015:243). I agree with Thomson (2020:11) who argues that we 'have gone wrong with teaching teachers that all that needs to be done is to teach them teaching ideas'. I feel that we need to reflect on 'what theory' needs to be linked to 'what practice' in a meaningful way for teachers, type of students and organisational circumstances because, as the participants testify, what happens 'outside' the class significantly affects what happens 'inside' and thus the teachers' professionalism and conduct.

None of the teachers interviewed disclosed any subject-matter delivery issues that adversely affect or alter their sense of professionalism. Instead, they shared concerns about factors beyond the classroom, such as, their difficulty to understand how **and why** EACL is operating as a business, **why** EACL is linked so closely with the ECC, **how and why** teachers are expected to contribute to the delivery of ECC's community development agenda and, in Federica's case, **how** she can manage her mental health-troubled and multicultural classroom.

My answer to 'what theory' and 'what practice' EACL teachers' ITE should address is that, in addition to knowledges/skills which 'measure up to [ETF, EIF and academic] standards', teachers should acquire unrelated-to-teaching but useful-for-teaching knowledges/skills which 'measure up' to EACL's new, ECC-assigned role.

### **The interdisciplinary approach**

Stacey welcomed the TP-DET's interdisciplinary approach:

*'Teaching is a profession on its own, but it goes across all professions and disciplines. There are many aspects to teaching; we deliver learning, deal with diverse students, do admin work and fit in with ECC business and policy plans'.*

Simon (2015:169) states that Education struggled to establish itself as a science 'for a combination of social, political and ideological reasons'. However, he (ibid:170) argues that, in recent decades, it is asserting its social science status because of a 'shift in the concern of educators and psychologists' regarding cognitive development 'which opened new perspectives relating to the grounding of educational theory and practice'.

Stacey rightly stated that teaching draws from many scientific/disciplinary domains; as Bruner (1972 in ibid:171) professed, there is a reciprocal relationship between teaching and other fields because 'without a theory of pedagogy, psychology [and other related sciences] are as empty an enterprise as a theory of pedagogy that ignored the nature of growth'.

My interdisciplinary approach gives due esteem to other professional/disciplinary domains' epistemologies and maintains that it will be mutually beneficial if they converge in the TP-DET. For example, the TP DET includes the study of learning/assessment methodologies but also business management, community

forming/functioning theories and Information Technology. Prospective teachers will gain a first-hand experience of ECC interdisciplinarity in action through learning from EACL/ECC experts how to import concepts/instruments from other fields into teaching and apply them in real EACL/ECC scenarios.

However, Stacey, expressed concerns that interdisciplinary training may result in teachers being asked to perform additional roles as is the case at her (healthcare) setting:

*'The trouble is that the {role<sup>28</sup>} tries to be professional in all these other aspects of the job but the [role] part gets smaller and more watered down. I get so frustrated; everybody spends most of the working day planning, managing people and writing down what happened, rather than doing [role]'*.

Stacey's observations of the consequences of the elaboration of professionalism are sound. Becher and Trowler (2001:17) believe they are the 'symptoms of more fundamental forces' such as 'the political imperatives of economy and efficiency' because, as work intensifies and diversifies, the demands on staff multiply. This is already the case for EACL teachers because, since the last restructure, they are expected to do their own (unpaid) payroll and administrative work. However, the psychological and 'the cognitive consequences are far greater than it appears when measured simply in terms of the number of hours worked' because teachers found the pay-claim process frustrating, could not see why they had to do it and the managers spent considerable time explaining the system (ibid).

The TP-DET does not aim at proficiency in related to EACL-teaching fields but to introduce teachers to other professional/disciplinary domains so they can understand their own and others' roles within the newly created ECC/EACL CoP. As Clark (1987 in ibid:16) concludes, 'if knowledge is power, then new knowledge is new power, expanded knowledge is expanded power and fragmented knowledge is fragmented power'. I argue that EACL teachers are currently experiencing fragmented knowledge and power because they have joined a new enterprise which *'they do not understand'*.

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<sup>28</sup> I use [role] to protect Stacey's identity



The TP-DET will, hopefully, foster an organisation-wide 'collective comprehensiveness that is integrative' (ibid:16-17).

### **The conception of the centre-devised units**

*'Training should be thought about a lot more because we make assumptions about what people understand, what they need to know and how things work' (Stacey)*

Similarly to Freire (2008:37), who 'never abandoned the conviction that only by working with the people could [he] achieve anything authentic', I explained to the participants the ETF DET content and asked them to produce a 'wish list' of EACL professionalism-relevant knowledges/skills they would like their DET to contain. I consider that, as 'knowledge is produced in the context of application', their inductive understandings, experiential learning and critical reflection-on-action are imperative for tailor-making the TP-DET (Becher and Trowler 2001:7).

Federica expressed the general feeling:

*'I want a teacher-training programme which is not about ticking Ofsted boxes but could help me find out what is behind the scenes, who does what, how, when, where and why, for the benefit of the students'*

### **Presentation of the centre-devised units**

Producing centre-devised units requires providing C&G with overviews of the 'structure of the materials and how they fit together to make a full assessment pack', so they can be approved as 'valid, reliable and fit for purpose' (C&G 2018:3).

I have formulated and presented the centre-devised units as in C&G's DET qualification handbook. I have included each unit's level, credit value, GDH, rationale, aim, learning outcomes and the corresponding assessment criteria. Each unit presentation starts with representative teachers' and managers/experts' raw data which justifies its content.

The units' structure is primarily inductive and provisional as they are based on literature-sourced evidence and the participants' testimonies. It will be reviewed and perhaps amended by EACL managers, the specialists who will deliver the TP-DET and C&G before they become delivery-ready. The unit names were negotiated and finally articulated by the researcher and the research participants.

## CENTRE-DEvised UNIT 1

### Foundations of educational and business management: organisations, structures, relations, procedures, and policies

**Theme:** Understanding why EACL is a business and how it operates

- **Indicative supporting testimonies**

- the teachers'

*'I would like to understand ECC's role and why we cannot have this or do that. I just see figures which mean nothing to me. What confuses me is that the organisation is not run as a college anymore' (Federica)*

- the managers/experts'

*'Teachers know their subject matter, but not enough about the organisation; this can create friction.'* (QoE)

*'If our teacher-training incorporated a business module it would equip teachers for coping with big and drastic changes. We need to modernise ACL and give it an economic focus.'* (Curriculum-coordinator)

- **Specification**

**Level:** 4    **Credit value:** 6    **GLH:** 30

- **Rationale**

This unit is the first one to give the TP-DET its interdisciplinary character. It introduces teachers to the complex and continuously changing organisational and socioeconomic environments in which they operate amidst financial and policy constraints and competitive market forces. It equips them with TP abilities to 'undertake multi-agency working [...] and understand government/organisational policy' so as to turn ECC strategies into action whilst retaining student success as the overarching goal (Spours and Hodgson 2013:17).

Corbett (2017:8) claims that teachers and managers 'are often seen as distinct separates' and 'potentially as opposing forces' and argues that cultural divides would diminish if teachers and managers understood each other's roles. This unit exemplifies roles and introduces teachers to educational management which describes the nature of additional duties that 'after their fourth year of service, 80% of FE teachers' undertake' (ibid:7).

- **Outline**

Trainees will examine the structures, functions, and purposes of EACL, ECC, non-governmental organisations and private providers who operate within the same service area and student market. They will explore the nature of organisational culture, business ethics and business management/administration systems from their as well as the managers', partners' and ECC's perspectives. They will also look at the relationships, and challenges in relation to effecting change/innovation and meeting business targets and educational/student outcomes.

Trainees will gain an understanding of policy and how it 'is mediated and translated at different organisational levels', learn how to read, interpret and process management reports and data, compare them to existing targets to set new goals and handle them securely according to the GDPR (2018) regulations (Hodgson and Spours 2013:17).

Finally, prospective teachers will consider the importance of customer service and product design to organisational goals and examine the management of customer operations including resolving delivery of service problems.

**Delivery mode:** 20 of the 30 GLH will be delivered through blended learning and 10 GLH in-situ through trainees shadowing EACL/ECC managers to receive one-to-one tuition and first-hand experience of the topics covered.

**Assessment:** The unit is assessed through two assignments: the first involves analysing an EACL-relevant case study containing managerial data where the candidates propose and justify a strategy which could contribute to the case's resolution; the second assignment is a short report in which candidates analyse an aspect of the managerial practice observed.

Table 5: Centre-devised unit 1: Aim, learning outcomes and assessment criteria

<b>Aim:</b> Introduce prospective teachers to foundational principles of educational and business management	
<b>Learning Outcome</b> - The learner will:	<b>Assessment criteria</b> - The learner can:
Understand organisations	<p>Define the term 'organisation', describe features, structures, functions, purposes, their positioning within the sector and types (small, large, private, public, voluntary) and analyse their role in implementing government and local policy</p> <p>Explore organisational cultures, business partnerships, managerial and administrative systems, strategies and procedures and their contribution to achieving organisational goals and promoting organisational development</p>
Explore business ethics, workforce commitment and responsibility, collaborative endo- and exo-organisational relationships and the resolution of conflict	<p>Define and explain the term 'communication' and explain/evaluate the benefits of each method and type in terms of employing appropriate modes (styles, tones, verbal, written, public, private) and a variety of sources of information to meet the needs of different business audiences</p> <p>Define the terms 'business ethics' and 'corporate social responsibility' and analyse the main organisational principles, values, missions and motivations and how these impact on organisational decision making, business competitiveness and the communities they concern</p> <p>Explore ways of balancing tensions, nurturing collegiality, commitment, responsibility and collaboration and resolving conflict to negotiate, manage, implement, and evaluate organisational change</p>
Read, interpret and manage information, management reports, data and organisational knowledge	<p>Define the terms 'information', 'data', 'business reports', 'organisational knowledge' and explain the relationships between them</p> <p>Read, interpret and manage information, data and business reports and express their impact on the organisation's goals</p> <p>Handle and process information according to GDPR (2018)</p>
Understand product design and customer service and satisfaction	<p>Explore potential markets and design products (courses) which are commercially and financially viable</p> <p>Promote organisational services and products to the community market</p> <p>Define the term 'customer service' and explain its contribution in achieving organisational goals</p> <p>Explain how customer services are managed within the organisation, analyse information about customers, identify problems and their causes, evaluate solutions and monitor their effectiveness</p>

## CENTRE-DEvised UNIT 2

### Teaching in the community: structures, dynamics, ethics and needs of multicultural societies

**Theme:** Understanding the community within which EACL operates

- **Indicative supporting testimonies**
- the teachers'

*'I would like to learn about population statistics, employment patterns and how people engage with learning. This surely helps target and accommodate certain populations' (Stacey)*

*'It is not enough knowing that you are going to teach someone from country or religion X or someone who is mentally-ill, abused or disadvantaged, if you do not know what these people believe, how they feel and react, and what you can do to show respect and understanding for their heritage, situation or condition, and accommodate them' (Federica)*

- The managers/experts'

*'The community element is what makes our professionalism unique. The better we understand the Essex community, the better we will understand our learners and the functions of EACL and ECC.'* (Curriculum-coordinator)

- **Specification**

**Level:** 4    **Credit value:** 6    **GLH:** 30

- **Rationale**

This second TP-DET unit was added because, despite EACL's focus changing over the years, its engagement with diverse communities has remained unchanged.

EACL teachers, due to governmental policies and the EIF (2019) requirements, have become 'key agents in re-making the vital connections' which enable local people to 'build bridges across divides of prejudice and ignorance' and 'interact with each other on the basis of equality, tolerance and mutual learning' (Gilchrist 2009:27,29). However, as Candle (2008:28) and this research found, 'both the theoretical framework and the skills of practitioners require more investment'.

This unit seeks to encourage in teachers 'a strong ethical concern [...] which shows fidelity to an area, its communities and all of its learners' and equip teachers with 'highly

developed local and regional knowledge' which will make their work meaningful and valuable for the individuals/communities it concerns (Spours and Hodgson 2013:17).

- **Outline**

Trainees will define and explain community-work related terms and focus on 'communities', the identities of the people who comprise them and the social networks and services which support them. Integral to community study is the examination of the notion of 'diversity' and the ways it is supported/celebrated (or not) by different others.

The unit examines issues such as abuse, discrimination, learning/physical/mental health difficulties and encourages trainees to engage in analysis of their causes, effects and, where appropriate, resolutions, especially with regards to classroom management of relevant situations.

Prospective teachers will explore multiculturalism, globalisation, social mobility, the integration of minorities, underprivileged/disaffected groups and examine issues of isolation, social/economic deprivation and the contribution of wellbeing and active citizenship to social cohesion and economic prosperity. Finally, trainees will investigate/interpret relevant policies, and demographic data to support discussions about EACL's and the teacher's role in fostering social cohesion and enhancing wellbeing.

**Delivery mode:** 25 of the 30 GLH will be delivered through blended learning and 5 GLH in-situ through trainees visiting one of EACL's subcontractors or local charities/providers who work with under-privileged, under-represented or volunteer groups.

**Assessment:** The unit is assessed through two theory-supported assignments; the first involves analysing a case study concerning a societal issue that EACL teachers encounter; the second is a short reflective report about the learning acquired during the visit to the subcontractor/charity.

Table 6: Centre-devised Unit 2: Aim, Learning outcomes and Assessment criteria

<p><b>Aim:</b> Examine the underpinning notions and critically analyse processes, functions, policies and demographic data relating to community development and social cohesion in view of asserting and evaluating their implications for the EACL/ECC provision and teaching practice in Essex.</p>	
<p><b>Learning Outcome</b></p> <p>The learner will:</p>	<p><b>Assessment criteria</b></p> <p>The learner can:</p>
<p>Understand what constitutes a 'community' and how communities form, function and operate/interact</p>	<p>Define the term 'community'</p> <p>Examine different types, identities and signifiers/characteristics of social networks and communities</p> <p>Explain how communities form and function and how they operate and interact with others</p> <p>Describe Essex as a community including reading and interpreting demographic data, and build its profile</p> <p>Compare Essex community's profile with that of EACL students', draw conclusions and suggest learning programmes and strategies for attracting under-represented groups</p>
<p>Understand diversity and examine learning/physical difficulties and societal problems, including abuse and discrimination</p>	<p>Define 'diversity', explain diversity types and the role of personal bias/assumptions for socially including or excluding individuals</p> <p>Define 'abuse', list types of abuse, how it is manifested and ways of reporting concerns and addressing the issues</p> <p>List mental health conditions and analyse how they manifest themselves, how they affect individuals, their ability to learn and classroom/community behaviour, and suggest strategies for maximising opportunities for affected persons to participate in learning</p> <p>List learning difficulties and medical conditions that affect learning and behaviour, suggest ways of accommodating them in class and explain how the teacher can collaborate with other community services to support the learner</p> <p>Explore the legal framework for protecting human characteristics and people with physical/mental difficulties (Safeguarding vulnerable adults)</p> <p>Suggest other support and advisory services and indicate ways of liaising with them for the benefit of the learner</p>

<b>Learning Outcome</b>	<b>Assessment criteria</b>
The learner will:	The learner can:
Understand culture, multiculturalism, civilisation, nationality, globalisation and societal problems relating to terrorism, crime and antisocial behaviour	<p>Define and distinguish between ‘culture’, ‘multiculturalism’, ‘civilisation’, ‘nationality’, ‘citizenship’, ‘race’, ‘ethnicity’ and discuss the growth of different cultures/belief systems in the UK</p> <p>Define the term ‘globalisation’ and discuss its impact on the local, national and worldwide communities</p> <p>Define ‘migration’ and distinguish between ‘migrant’, ‘refugee’, ‘asylum seeker’ and ‘illegal entrant’ and describe each group’s rights and immigration status in the UK</p> <p>Define ‘integration’ and ‘assimilation’, ‘ethnic/minority’ and explain the implications of language barriers and diverse identities in the process of integration, and building social cohesion and trust</p> <p>Define ‘disadvantage’, ‘deprivation’, ‘marginalisation’, ‘discrimination’, and analyse their causes and effects</p> <p>Define ‘social capital’, ‘social capacity’, ‘social mobility’, ‘social justice’, ‘empowerment’, ‘emancipation’, explain what they comprise and analyse ways to build/nurture them through teaching</p> <p>List and analyse the implications of societal problems such as terrorism, crime and antisocial behaviour, and discuss interventions (schemes, legislation, and initiatives including the PREVENT strategy and British Values) designed to alleviate them, ways of addressing them in class and procedures for reporting concerns</p>
Understand the dimensions of community policy on county regeneration, cohesion and development	<p>Outline community development, regeneration, integration and cohesion policies and discuss the roles of ECC and EACL in balancing processes and goals</p> <p>Read and interpret needs-analysis and statistical data, pinpoint areas in need of development and create vertical and horizontal community participation models of intervention</p> <p>Discuss building community alliances and partnerships with other stakeholders to promote educational programmes which encourage and support community development, inclusion and cohesion</p>
Understand the role of the teacher as a community development worker and partnership approaches to community work	<p>Recall significant events in the history of the ACL movement and describe its contribution to community cohesion</p> <p>Discuss professional approaches to multiagency working and the competences, values and skills required of community teachers to be effective in diffusing tensions/conflict and promoting responsible and active citizenship</p>



## **CENTRE-DEvised UNIT 3**

### **Information Technology mediated adult teaching and learning**

**Theme:** Understanding technology-enhanced teaching

- **Supporting testimonies**
- the teachers

*'I want to learn how to create webinars and use the interactive whiteboards, the VLE and the online teaching platforms, properly'. (Federica)*

*'I am good with technology but technology for teaching is different to using it at work and at home'. (Stephen)*

- The managers/experts

*'Being professional includes knowing how to use technology because it enhances the teacher's ability to deliver effective teaching/learning. It also fits with the ECC mission.'* (QoE)

- **Specification**

**Level:** 4    **Credit value:** 6    **GLH:** 30

- **Rationale**

Educational technologies are becoming increasingly significant for the development and delivery of pedagogy, but research has shown that 'many teaching staff don't feel confident or have the skills to make the best use of technology in their work' (Kilcoyne 2019:33). Although my research shows that some teachers are ICT literate, the consensus is that a significant number are yet to develop proficiency in creatively utilising existing EACL learning-technology resources.

Moreover, investing in such knowledges/skills will aid the implementation of the 'more for less' ECC strategic plan, improve information flow and networking/connecting with other ECC departments/stakeholders/businesses/students, and will contribute to EACL's business competitiveness and sustainability through reaching customers who, due to distance and family/work commitments, cannot attend face-to-face courses.

In addition to technically upskilling teachers, this final TP-DET unit hopes to empower teachers to adopt the integral to TP flexible approach to innovation which facilitates a considerable cultural shift in the conception of teaching/learning as a way of linking the complex worlds of business, pedagogy, technology and the cognitive subject-matter content.

- **Outline**

Trainees will examine the advantages and disadvantages of ICT-mediated teaching/learning, distinguish the types of technology-enhanced deliveries, and use them to disseminate learning which adheres to online safety policies and organisational protocols.

Prospective teachers will engage with virtual learning environments, e-learning platforms, interactive whiteboards, mobile and recording devices so they can plan, design and deliver online courses. Online assessment will be explored through designing assessment and feedback tools such as quizzes, questionnaires and games.

Finally, teachers will learn to use communication platforms for developing their own practice and assistive technologies to support learners with physical/learning difficulties.

**Delivery mode:** The unit will be delivered mostly online using webinars, screencasting and live time slots. Teachers will only attend 10 GLH face-to-face for discussing theory and practising their skills using the EACL computer suites and interactive whiteboards.

**Assessment:** Trainees will plan, produce and deliver an hour-long, own-subject related online session which incorporates screencasting, a handout uploaded on the VLE, a power-point presentation and technology-mediated assessment. Their unit assessment will also include a theory-supported justification of approaches and, post-delivery, a reflective and evaluative account of their delivery and methods.

Table 7: Centre-devised Unit 3: Aim, Learning outcomes and Assessment criteria

<b>Aim:</b> Develop the teachers' skills and confidence in using technologies creatively, legally and responsibly to deliver and support learning which impacts learner, professional and organisational development outcomes.	
<b>Learning Outcome</b>	<b>Assessment criteria</b>
The learner will:	The learner can:
Examine ICT's role and purposes in relation to teaching/learning  Learn about online safety, data security and organisational protocols	Discuss advantages and disadvantages of ICT mediated teaching/learning  list attributes and barriers to being a digital practitioner  distinguish between e-learning, blended learning, flipped classroom and explain their purposes  use ICT safely and according to organisational protocols and data protection legislation
Plan, design, and deliver online and blended courses	Choose and use appropriate synchronous and asynchronous delivery methods  Use virtual learning environments, e-learning platforms, webcasts, mobile and recording devices, screencasting, padlets, podcasts, QR codes, electronic libraries, online forums and social media to deliver learning objectives
Assess learning using technology	Design and use assessment and feedback tools  Use e-portfolios
Create resources and use interactive whiteboards	Use ICT to create digital and paper resources including power-point presentations  Use interactive whiteboards
Facilitate safe and accessible assistive technologies	Provide students with options to accessing resources and services  Name, explain the functionalities and use of tools, systems and devices that remove impairment-induced barriers
Keep up to date with the profession using technology	Use communication platforms for conferences, meetings, professional forums and networks, CPD activities

## THE TP-DET STRUCTURE

The TP-DET comprises the four DET mandatory units, the three EACL centre-devised L4 ones, the L5 505 Action Research unit and, depending on the teachers' professional orientation (classroom or work-based, accredited or non-accredited subject-matter), units to the value of 12 credits chosen from the C&G optional units list. Attendance of the centre-devised units will be mandatory unless the trainee has relevant accredited knowledge, in which case, s/he can choose others from the optional units list.

Below is the composition of the theoretical part of the TP-DET:

Table 8: The theoretical part of the EACL TP-DET

Unit Accreditation Number	Unit title	Credit value	Unit Level
426 (mandatory)	Teaching, learning and assessment in education and training	20	4
501 (mandatory)	Developing teaching, learning and assessment in education and training	20	5
502 (mandatory)	Theories, principles and models in education and training	20	5
503 (mandatory)	Wider professional practice and development in education and training	15	5
505 Action Research		15	5
Centre-devised Unit 1	Foundations of educational and business management: organisations, structures, relations, procedures and policies	6	4
Centre-devised Unit 2	Teaching in the community: structures, dynamics, ethics and needs of multicultural communities	6	4
Centre-devised Unit 3	Information Technology mediated adult teaching and learning	6	4
Other optional units from the C&G list		12	4
	<b>Total DET credits 120 including 70 at L5</b>	120	

## **The TP-DET potential and challenges**

Initial teacher-training is just that; it starts people on a journey to explore, extend or contest what they have learnt tacitly in the classroom.

The TP-DET delivery will adopt 'problem-based learning' approaches to linking theory with practice so, as Ofsted (2018 in Lanser 2019:22) recommends, it focuses on the 'substance of education' and lived practice rather than predominantly theory. Throughout the programme trainees will study EACL-relevant case studies and engage in discussions where 'real' practice problems are shared and, with theory's help, possible solutions are explored (ibid).

The TP-DET is an innovative interpretation of the DET because of its TP emphasis and its interdisciplinary approach and delivery practices. It aspires to enhance EACL's quality of teaching/learning and it is hoped that it will be appreciated by teachers, Ofsted and the PCS sector as an informed attempt to address EACL teachers' professionalisation. As with all innovations, it will have to overcome challenges relating to recruiting the specialists who will deliver it, enrolling enough teachers who are financially and academically ready to attend it, developing all modules' content to EACL and C&G requirements, organising the technologies for a blended delivery, negotiating costs, and examining the feasibility of partly financing it through EACL's CPD budget. An additional challenge is that, as the PCS and the relating policies, institutional structures, funding, professional models and standards evolve, it will be subject to continuous development. However, the foundations will have been laid because *'If, as a result of this research, EACL teacher-training practices change, it will be a positive move' (curriculum-coordinator).*

## **Research limitations**

Ross and Bibler-Zaidi (2019:1) argue that 'all studies have limitations [...] which represent weaknesses within the study that may influence outcomes and conclusions of the research'. They (ibid) suggest that 'a meaningful presentation of study limitations should describe the potential limitation, explain the implication of the limitation, provide possible alternative approaches, and describe steps taken to mitigate the limitation'.

I chose case study design because it produced 'valuable data and analyses which are of broader interest and usefulness' to EACL (Tight 2017:3). As such, I acknowledge that my research is 'strategy driven' and intentionally introduces 'systematic bias' because most of the participants are EACL personnel and have vested interests in developing EACL's ITE practices in a meaningful way based on their perceptions of the issue (Robson 2011:75, Ross and Bibler-Zaidi 2019:2). Moreover, there is unavoidable potential for sample bias because, as I am the only EACL teacher trainer, I have teacher-trained all the new-teacher participants. It is possible that, had another person teacher-trained them, different perspectives may have been introduced to the case study.

My findings only concern EACL and cannot be statistically generalised for other ACLs or the wider PCS. However, as ACL is significantly 'under-researched', my case study could be the first of many which shed light onto our sector's particularities and may trigger a larger scale (perhaps ETF) study of many ACL institutions' professionalism and ITE practices (Ravenhall 2014:1).

My research participants, in view of EACL's involvement in the delivery of ECC's community development agenda, endorsed the TP professionalism model probably because it situates/contextualises Community Learning within the community that EACL teachers work in, and describes the extra professional qualities needed for becoming productive in delivering local policy. However, as policy, professionalism models and organisations evolve with time, it is possible that, in the future, the TP model may no longer fully represent EACL professionalism. In this case, as the DET is flexible by design, the TP-DET can be adapted to accommodate changing circumstances and requirements. For example, its centre-devised units can be modified or new ones introduced. I also feel that further research would be advantageous because, if other researchers were to examine different professionalism models, their findings could provide ACL stakeholders and policy makers with further valuable insights.

## **CHAPTER 5**

# **CONCLUSIONS AND RECOMMENDATIONS**

### **CONCLUSIONS**

AE has moved into a precarious period where challenges must be turned into opportunities for innovation and development. The ECC/EACL restructures were ‘critical incidents’ in EACL’s history which ‘created [significant] disturbance in the professional equilibrium’ and the organisation’s processes (Cunningham 2008:161). EACL is already embracing the new order which dictates that only efficient and autonomous institutions survive. The new organisational configurations and the changes in policy and the Ofsted framework have altered the teachers’ work, resulting in their professionalism being enriched with new -albeit demanding- elements.

This chapter comprises three sections: each of the first two contains the answers to two research questions and the last my recommendations.

#### **SECTION 1: EACL teachers’ professionalism elements**

##### **Foundational elements of EACL professionalism**

Teachers regard EACL as a welcoming place for adults to rediscover learning that is removed from compulsory education conventions. They enjoy the professional autonomy their flexible role offers and consider their community learners to be partners in sharing and co-producing knowledge. Teachers esteem the traditional non-accredited provision and deem its contribution to Essex’s economic prosperity and social capital to be as important as that of the accredited provision. They attribute their distinct professionalism to historically established inclusive practices which inspire learners to engage with the subject-matter and develop social skills, behaviours and attitudes which are useful for life at home, at work and in society.

EACL teachers are dual professionals who moved into teaching after working in their respective fields. Their professionalism is founded upon inherent personal qualities, and professional behaviours/values acquired through their career before EACL and at EACL. The two professionalisms co-exist and inform one another but the degree of belongingness and loyalty to each can vary partly due to the time allocated and, possibly, the income it yields.

Most EACL teachers are 'sessional', meaning that they work a few hours a week which are neither guaranteed nor regular. The recent restructures and policy changes added unanticipated responsibilities which often bring no financial reward, and, for some colleagues, are difficult to accommodate.

## **New EACL professionalism elements and their theoretical underpinnings**

### **Teachers' and managers' perceived relationships with each other, EACL and ECC**

The teachers' perceived professionalism which, in the past, drew solely on relationships and exchanges within EACL, has altered because the larger, corporate and politicised ECC, of which EACL is a part, gave EACL a substantial role in delivering its community development policy which reformed the relationship and affected the power dynamics between the two organisations.

The teachers' understanding of ECC and their role within it is currently evolving. Initially, they perceived the relationship as rigid, bounded and hierarchically structured. However, after witnessing changes in EACL's processes and structures, and their inclusion in ECC briefing events and correspondence, teachers began realising that the relationship is closer than they had anticipated. Some welcomed the development as an enhancement of their status, broadening their professional identity and work prospects and a recognition of their contribution to ECC's community development work. Others, mostly longer-serving ones, resisted the change and expressed preference for EACL remaining the traditional and almost independently operating entity that they and their students are familiar with. A small section considered the change inevitable and did not publicly react.

EACL managers, who are mostly full-time contracted job holders, were more exposed to the interactions with ECC and more familiar with managerial processes. Subsequently, they were better equipped to understand, accept and facilitate change whilst making efforts to preserve EACL's traditional character and values. In addition, they explored ways to diversify EACL's provision and operations, boost its effectiveness and extend its market so it can sustain itself as an indispensable part of ECC.

Managers perceive EACL's relationship with ECC as one of interdependence where EACL staff make horizontal and vertical connections with other ECC departments and



stakeholders to serve the common goal of providing services to Essex residents. They have asserted EACL's substantial role as the provider of learning which is relevant to local socioeconomic priorities and appreciate ECC's expressed confidence in EACL's expertise to support other divisions to deliver initiatives including the 'Connected society' (2018) strategy and its 'social prescribing' (2017) agenda.

### **A new professional identity in the making**

The teachers' transition towards an expanded professional identity started with the changing of professional environments, purposes and alliances and the redesign of job roles. These acted as catalysts to teachers becoming receptive and amenable but induced insecurity and alienation because teachers were abruptly immersed in a new territory which they could not fully understand. Moreover, whereas in the EACL CoP teachers were fully participating actors, in the newly evolved ECC/EACL one, they participate peripherally and are temporary novices. They must learn fast to become fully functional members and join others who hold roles unfamiliar to teaching, in pursuing ECC's objectives.

The managers, in addition to their heavy workloads, work hard to smooth the teachers' and their own transition to the evolved personal and collective professional identities. They are the receivers and transmitters of messages who constantly negotiate professional behaviours to secure everyone's collaboration whilst instilling a sense of unity and belonging. However, the teachers' sessional employment terms adversely affect their feeling of belonging because they fear that their loyalty may not be reciprocated and, moreover, that their jobs may be at risk because of ECC's 'do more for less' strategy.

### **The transition from an education culture to a business-oriented one**

The participants accept that, because of policy and organisational changes, EACL must modernise, expand, and operate as an autonomous business-like institution. Moreover, they acknowledge that to ensure EACL's success and sustainability, ECC, EACL, managers and teachers must work synergistically and adopt a new mindset which is creative and outwards/forwards looking.

Teachers have witnessed attitudes and terminology changing with words such as 'cost-effectiveness', 'competition', 'clients' and 'marketing' dominating communications.

They are currently exploring their new roles and trying to make sense of the overwhelming amount of data and information which ECC shares. They have difficulty understanding the content and relevance of some documents so managers spend considerable time assisting them, perhaps to the detriment of their managerial duties.

Despite ECC's attempts to include teachers in the restructuring processes, the consensus is that teachers lack an education which could add to the delivery of learning other knowledges/skills which are not directly related to teaching but are useful for delivering it in the community on behalf of a large corporate organisation. These include the principles which underpin business, leadership and management and the details of how and why policy and funding considerations influence processes and decision making.

### **Technology-enhanced capacities**

Teachers, experts and managers agree that, if EACL is to be run as a competitive business, it needs to harness the power of the internet and fully utilise its existing technological infrastructure to support practices and expand to online markets.

Teachers suggested that some students may benefit from technology-mediated learning because it will add to their skillset, aid employment/career progression and make learning more accessible and easier to fit around other commitments. From EACL/ECC's viewpoint it will enhance the teachers' competency to deliver the government's 'National standards for essential digital skills' (DforDCMS 2018b) agenda, cut costs and reduce class absences which result in course or student withdrawals. However, teachers argued that technology must be used cautiously because it may deter or exclude students who benefit socially from face-to-face interactions, may not have access to it, lack digital skills or prefer to avoid it because they use it extensively at work.

The teachers rose to the Covid-19 crisis challenge and switched, successfully in most cases, to online delivery. This took considerable input from experts and a large amount of CPD courses. It also identified professional development needs which must be addressed soon. Some teachers expressed 'fear of computers' and attributed it to their lack of background knowledge which forces them to use technology reluctantly and mechanically.

Managers, experts and teachers agree that technology-mediated teaching/learning is a rapidly emerging new element of the teachers' professionalism because it is integral to delivering effective and innovative practice, networking and communicating with the team and other stakeholders. However, they argued that gaining proficiency requires more than needs-addressing CPD courses but a coherently structured programme which will develop their expertise in linking technology with pedagogy and the cognitive content of their subject-matter.

### **The role of the teacher as a community worker**

Teachers acknowledged that, as EACL's title suggests, they serve the community. They explained that years ago, by 'community' they perceived the immediately local people who had access to their services but the restructure briefings broadened their understandings to incorporate the greater Essex area and the diverse communities which comprise it.

The participants feel that, beyond subject-matter expertise, teachers need to develop capacities to handle and accommodate diversities because their conduct has implications for the empowerment and wellbeing of individuals, families and neighbourhoods. Moreover, Ofsted's EIF framework (2019) and ECC strategic priorities (2017a) incorporate in the teacher's role shared responsibility for building social capital, encouraging social cohesion, alleviating mental and physical illness and diffusing societal problems such as loneliness and discrimination.

In effect, 'key community worker' has been added to the teachers' identity. Teachers' classrooms already mirror Britain's multicultural society with all the benefits and challenges this implies. The participants anticipate that, as the ECC-EACL relationship develops, the community worker aspect will again feature prominently in their professional identity, as it did in 1919 when the ACL movement began.

Although teachers receive mandatory Safeguarding, Equality and Diversity and Prevent training, they concluded that these courses -though informative and useful- are too short to embed understandings about communities and community work and capacities to transcend their subject-matter and engage with other experts to support their students. They also expressed interest in learning about '*the people of Essex*' so they

can understand their students better and plan courses and lessons which attract certain populations, needs/interest groups and younger learners.

### **Triple professionalism/Triple professionals**

One of the persons who devised the TP model explained that it arose out of practice because teachers could no longer justify themselves by what they did in the classroom. Managers and experts acknowledged the need for TP qualities because the new EACL modus operandi necessitates the formation of different professional relationships with students, stakeholders and the ECC, and enhanced teacher capacities to address the evolving institutional arrangements and expectations.

Teachers conceded that the TP model represents their desirable professionalism and showed that they are in the process of developing TP skills to form links/partnerships and engage with different orientation professionals within ECC and beyond, to deliver ECC's strategic priorities. They explained that becoming fully functioning TP-professionals would reinforce their 'badge of belonging' in the ECC community development team because TP would add to their dual professional identity the behaviours, knowledges and capacities which are characteristic of workers employed in multi-agency, interdisciplinary and political organisations with complex socioeconomic agendas, such as the ECC (Gilchrist 2009:4). Moreover, teachers argued that TP knowledges/skills would enable them to 'to speak, act and improvise in ways that make sense' to the new ECC/EACL CoP, which in terms of expertise and orientation, is 'multilingual' and constantly evolving (Smith 2009:4).

TP expresses the qualities that contemporary policy and circumstances expect of the professional teacher but, for teacher-training purposes, these are best articulated in the corresponding SET professional standards which take into consideration TP's founding principles. However, as standards and professionalism models evolve, teachers should be trained to adapt and adjust their practice accordingly.

The participants particularly appreciated TP's politicised type of agency and its moral/ethical dimensions and stressed that, in ACL's case, they are not something that is being added to what ACL does but something that ACL is recovering from what it used to do. Potentially, TP is a contemporary version of ACL teachers' historic professionalism.

Participants conveyed that a prerequisite for understanding political actions is the development of critical thinking through exploring policy and standards and their interpretations by the various strata of epistemologies, professions, and governance. They agreed that ECC is becoming more transparent about national and local strategies but claimed that policy and standards are forced through rather than integrated into practice.

The respondents placed the teachers' role in a strategic position. They argued that, because teachers are in direct contact with the community, they mediate between students and their elected local and national governments. They contended that the TP model exemplifies and brings together the business, community work and ICT knowledges/skills they feel are missing from their professional toolkit so they can meet the requirements of their expanded job specification.

## **SECTION 2: EACL teacher-training practices**

### **The EACL-specific TP-DET and its centre-devised units' rationale and content**

#### **CPD's contribution to the teachers' professional development**

The Lingfield report (DBIS 2012b) allotted responsibility for organising and funding the development of teaching expertise to teachers and their employers. EACL proactively designs and delivers CPD activities to professionally develop teachers but, as individuals who join the service are 'mono' professionals, it faces the task of adding to the newcomers' professionalism the dual professionalism's teaching element and potentially the third, that is, TP.

Managers disclosed that developing practice is costly and challenging because EACL employs around 350 geographically dispersed sessional teachers who have varied teaching experiences and often hold other jobs. Educating teachers adds pressure on management because neither policy, nor Ofsted or ECC make dispensations for the sector's nature and the particularities of the teachers' employment although all stakeholders recognise that teachers man and 'brand' EACL and that their expertise is its selling point.

EACL encourages teachers to privately pursue L5 study and become SET members so they benefit from its resources and CPD activities. However, due to financial, main job and personal constraints, this is not always feasible. As a result, teachers can only develop their expertise and professional identity through the mandatory L3 teacher-training, team meetings, one-to-one sessions with their managers, and CPD activities.

The research participants concluded that CPD activities target the functional/skills side of teaching and cannot replace full teacher-training but should be an 'add on' which enriches expertise and keeps teachers up to date with policy and the profession. Teachers commended EACL for its range and frequency of CPD activities but questioned CPD's effectiveness. New teachers explained that, because they have no foundational knowledge, they find some of the training fragmented and hard to comprehend and implement in practice. Their feelings reflect those of some managers and research findings which report that missing foundational learning adversely affects teachers'

ability to critically assess the information received and put it into practice 'so as to bring about real changes' (Gregson et al. 2015:268, Ofsted 2019, Eraut 2004).

Teachers find sporadic CPD events hard to accommodate in their schedules and argued that CPD would become more meaningful and productive if it comprised progressively structured blocks of training rather than one-off events. Ofsted (2019b:35) is of the same opinion as its research found that 'longer programmes tend to be more effective than short term interventions'.

### **The value of L5 qualifications**

Teachers agree that, had the funds been available, EACL would offer them the opportunity to L5-qualify as this would enhance the quality of teaching, reduce CPD costs, free up managers' time and help maintain ACL's and the profession's status and esteem.

Participants expressed concern about the teachers' ability to '*walk into such a demanding role*' and attributed the difficulty to the sector's complexity and awarding body, ECC and Ofsted requirements.

There is consensus that L5 qualifications add to the workforce's professionalism and are the main tools for professionalising it. Moreover, participants correlated possessing L5 qualifications with a stronger professional identity. As Stacey stated, '*qualifications really make you a player in the organisation and the organisation a player in the community*'. However, all concerned were aware that, for sessional teachers, the cost of L5 qualifications is higher than the income their work would yield in years.

### **Evaluating L5 ITE and current EACL provision**

Teachers distinguished between professional teaching and sharing knowledge, with the former requiring L5 training and the latter drawing on inherent character qualities and learning acquired experientially. They added that some unqualified teachers are '*natural teachers*' who perform well and with whom the students enjoy engaging. Participants concluded that, although the perfect combination is blending L5 training with character traits and experience, the teacher's inherent personality qualities add considerable value and credence to practice.

Participants who have L5 qualifications found their L5 programmes theory-laden, generic, and mostly aimed at FE teachers. However, they contended that fully qualifying served them well for developing their practice and asserting their professional identity.

Teachers acknowledged that theory helps innovate practice but argued that ITE programmes should also be practical. They clarified that ITE would be meaningful and useful if theory, research findings and professional standards were used to analyse day-to-day classroom practice and suggest possible solutions or options.

Managers are aware that the L3 Award currently on offer is not enough to cover contemporary needs and are exploring the possibility of replacing it with a higher qualification. This research established that EACL teachers *'have a thirst for qualifications'* but, for some, L5 qualifying is not possible. The reasons include not having the 100 minimum teaching hours required for L5 ITE, the cost of training, day job and family commitments, the need to develop academic writing skills and existing student loan debt.

An AE national leading figure argued that ACL L5 teacher-training should be mandatory to strengthen the sector's credentials and support the ACL movement. Teachers and managers consider this to be desirable but, currently, not attainable. They expressed concerns that mandating L5 qualifications may result in losing popular teachers and courses.

### **The TP-DET rationale and structure**

Findings conclude that the changes in institutional structures and the modus operandi of ECC and EACL found teachers unprepared to comprehend, embrace and implement them. Participants agreed that teachers must enhance their TP qualities so they can proactively contribute to the delivery of ECC's strategic plan in an economically viable, innovative, and business-oriented manner.

This research revealed that the knowledges/skills which need developing include the principles and practices which underpin business and management, the national and local policy, and their implications for teaching and interorganisational relationships, the types and characteristics of the communities which the local ECC strategies concern and



the technologies which can enhance and help deliver cost-effective learning to wider audiences.

Participants perceive education as an interdisciplinary social science because it crosses many epistemic boundaries and welcomed the idea of a multidisciplinary ECC/EACL team delivering the L5 course. However, they expressed concerns about interdisciplinary training encouraging the organisation to give more responsibilities to teachers such as extra administrative tasks.

Teachers, experts and managers like ETF's qualifications framework because of its flexibility in terms of delivery and unit content. EACL is a C&G approved centre so it is convenient to deliver their DET specification. The DET programme comprises 4 mandatory units valued at 75 credits, and another 45 credits which are picked from a list of optional units or units which the centre devises and C&G approves as fit for purpose.

This research informed the TP-DET's centre-devised optional units which give the TP-DET its interdisciplinary character. They are: 'Foundations of educational and business management: organisations, structures, relations, procedures and policies'; 'Teaching in the community: structures, dynamics, ethics and needs of multicultural societies' and 'Technology mediated adult teaching and learning'. They amount to 18 credits and trainees will earn another 15 from the action research unit, leaving 12 credits to be chosen from the C&G optional unit list. If trainees already possess accredited expertise in the areas of the centre-devised units, they can replace them with others from the C&G optional units list. The specifications for the TP-DET and the centre-devised units are in pages 148-156 of this document.

Teachers requested that the TP-DET is slow-paced so it can fit in with other commitments and, moreover, allow them time to accumulate the 100 teaching hours it requires. They would prefer it to be 'practical' rather than theory laden so discussions, trainee presentations and case studies will dominate the delivery methods. Managers suggested that it is delivered as blended learning so it is cost-effective and that it incorporates EACL-focused research so EACL can evidence its practices.

The TP-DET is an opportunity for EACL but also a challenge. It has the potential to enhance the quality of teaching, assert the teachers' professional identity, and boost EACL's status and esteem, but it will take time to organise and get C&G approval, find the specialists to deliver it and recruit teachers who are academically and financially ready to attend it. Nevertheless, it can bring together in a coherent way the 'art', 'science' and 'craft' which Orr (2019:18) professes constitute teaching.

## **SECTION 3**

### **RECOMMENDATIONS**

#### **Affirming the sense of belonging to ECC, augmenting professional identity and expanding EACL business**

Freire (2008:6) suggested that when ‘themes begin to lose their substance and significance [...] it is a sign that society is beginning to move into a new epoch’. For EACL the signs are evident. The changes in the sector, policy, ECC and EACL show that EACL has moved to another chapter in its history.

EACL must live up to its significant new role in assisting ECC with the delivery of its community development policy and must work synergistically with other ECC divisions to reach people whose life and work prospects can be enhanced through education. It is vital to nurture the already-established strong links with community organisations and use ECC’s influential connections/networks to develop more alliances with schools, family centres, medical services, charities and local businesses so EACL can access more people and find more venues which can host learning.

The intricacies of EACL’s relationship with ECC must be communicated to staff clearly and sensitively to avoid feelings of insecurity, confusion of identity and perceptions of assimilation (rather than integration) which undermine unity and adversely affect motivations which are important for multi-agency, collaborative work. Sessional teachers’ sense of belonging to the ECC/EACL CoP must be affirmed and assurances given that their professional identity has been augmented rather than changed.

ECC already disseminates organisational and policy information which often overwhelms teachers because they cannot see its relevance to their teaching role. Perhaps, adding ‘ECC community teacher’ to their work badges and explaining in a way which is meaningful for teachers, the Essex demographics, data and information which justify ECC’s community development and business agendas, will help clarify why and how teachers can contribute to the agendas’ delivery.

EACL must seize the opportunity provided by government policy’s emphasis on community wellbeing and social cohesion and by Ofsted’s (2019) framework, which promotes the development of learner behaviours and attitudes, to showcase the work

it has been doing for decades, affirm/maintain its presence and claim its professional space within the education system. This can be aided by publishing existing research, allocating part of the CPD budget for further research and encouraging teachers to enrol on L5 programmes so 'more [research is produced] for less'. I suggest that EACL creates a virtual research bank so research is accessible by all concerned.

### **Teacher workforce development**

Dewey (1997:33) said that there is a need for 'forming a theory of experience in order that education may be intelligently conducted'. The TP-DET is potentially the vehicle for forming AE's theory of experience, in essence, its new-epoch signature pedagogy. Perhaps, the State or ETF can present Cinderella with the means to go to the education ball, by partly funding sessional ACL teachers' L5 education.

The TP-DET can become EACL's practice development centrepiece. All EACL teachers can contribute issues they encounter in their day-to-day practice which can be turned into case studies for the TP-DET cohort to discuss and, with the help of theory, offer good practice options. This will make the programme meaningful for teachers and useful for EACL because evidence will support its practices and encourage collegial relationships whilst strengthening the teachers' professional identities.

The TP-DET is not another programme to be added to EACL's provision. As it incorporates aspects of practice and legislation which are currently offered as CPD courses, it can open its classroom doors to teachers who wish to attend elements of it as part of their CPD, in return for attendance acknowledgement. Moreover, teachers who normally deliver the particular CPD courses can strengthen the interdisciplinary TP-DET teaching team. This arrangement will save costs because of not duplicating training. Moreover, it will provide teachers with the coherent 'CPD blocks' they requested through this research.

I argue that CPD provision must be reviewed to ascertain that it is cost-effective and that it is progressively structured, so new knowledge is added to what teachers already know. I recommend that, in addition to training teachers about the functional aspects of the job, CPD also develops the attitudinal. EACL can also introduce a buddying system where established teachers support the new ones to alleviate the pressure on the managers and boost the quality of the provision and the interorganisational relationships.

It would be beneficial for both the SET and EACL to negotiate a concession membership fee for sessional teachers who teach less than 100 hours a year because the SET will increase its members and EACL teachers will benefit from the SET's resources.

### **EACL's options for teacher-training**

Currently, EACL cannot afford to fully sponsor the TP-DET. However, it covers for staff's L3 certification which managers hope will be upgraded to L4 (CET) in the 2021-2022 academic year. This leaves EACL with two options. The first is to deliver the CET which exempts teachers who want to study further from attending the TP-DET's first L4 mandatory unit. The second is to deliver the TP-DET first mandatory L4 unit to all new teachers as part of EACL's mandatory requirement and, if not enough teachers wish to complete the qualification, abandon the rest of the course.

I recommend the second option because, in addition to equipping teachers with adequate professional knowledges, it is cost-effective. The TP-DET's first unit's 65 GLH are more than the 50 of the currently delivered L3 but considerably less than the 140 required for completing the CET. Moreover, one TP-DET unit involves less assignment writing and marking than the four mandatory and the three optional CET units.

As the Lingfield report (DBIS 2012a) abolished the mandatory L5 qualification, teachers who do not wish or have not developed the academic skills to produce the formal TP-DET assignments, can be set different assessment tasks and have their competencies acknowledged by EACL. Both the CET and the first TP-DET unit require writing at L4 so, if staff have difficulty producing L4 assignments, they may find completing the CET harder than completing the one TP-DET unit. Moreover, the TP-DET unit can be a 'taster' for teachers to determine whether L5 study can fit around their other commitments.

### **Case study limitations and future research suggestions**

This insider case study research conveys the personal and professional views of a limited number of people, most of whom work for EACL. Its findings only concern EACL and its current circumstances and cannot be statistically generalised for other ACLs or the wider PCS. However, they can be considered by fellow professionals in terms of the insights they offer and how/why these could, or could not, apply to other settings. Moreover, this research is framed within current ECC and national policy, Ofsted's EIF specification

and the TP professional model which can evolve or change with time, necessitating adjustments and changes to the TP-DET.

ACL is a significantly under-researched sector (Ravenhall 2014). My case study could kindle an interest in ACL practices and encourage other researchers to examine their settings, so as to showcase the work ACL does in the community and the challenges it has to overcome. Moreover, after piloting the TP-DET and assessing its impact on EACL, a larger scale research project could explore many ACL institutions' professionalism and ITE practices to establish elements of collective identity, examine the TP-DET's suitability to address them and, perhaps, offer other centre-devised DET modules to enrich the DET.

On a personal note, I would like to research the relationship between standards and professional identity and, in particular, how far the imposed top-down Ofsted/professional standards inform the teachers' professional identity as against their (bottom-up) on-the-job practices/experiences and inherent qualities.

## **EPILOGUE**

EACL teachers' professionalism is changing. Freire (2008:6) said that when individuals do not 'intervene actively in reality, they are carried along in the wake of change [...] and cannot discern its dramatic significance'.

The leading national figure on ACL policy exemplified a 'dramatic significance':

*'There are some movers and shakers in the wider education sector who are sceptical about ACL, but convinced that, if it has to be done, **they** can do it better than current ACL providers'.*

I do not think they can. ACL has a century-long track record of educating the community so **it** can do it better with the help of a highly qualified, triple professional workforce.

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## APPENDICES

### APPENDIX 1: Elements of EACL professionalism according to IfS (Woodley 2016) research

#### ELEMENTS OF EACL PROFESSIONALISM:

I would like your opinion on certain perceived (by the teachers) elements of their professionalism that were established in my previous 2016 research on EACL teachers' professionalism. Please talk about ACL teachers in general and/or your own team. Are the statements below still the case?

- Many of our teachers are dual professionals who slipped into teaching after working in their perspective industries.
- Our teachers find their job rewarding, flexible, creative and that the students appreciate them and value learning
- EACL is a vibrant safe and welcoming place for adults to rediscover learning that is removed from the protocols and conventions of compulsory education
- EACL teacher's professionalism and ethos are very distinct and draws from our inclusive, emancipatory and empowering practices where the student-teacher relationship is one of cooperation and co-creation of knowledge and where they motivate and inspire each other because learning goes beyond the subject matter and into behaviours and attitudes which are useful for home, the community and work.
- EACL professionalism is historically and socially situated and is distinct and unique to EACL because of the way the institution operates and the type of student it serves.
- Professional self-worth feeds on the recognition and respect teachers receive from the community and on some morally pervaded satisfaction that derives from helping adults improve their quality of life
- Teachers enjoy working with community members who seek a second chance in education and opportunities to enhance their wellbeing through recreational activities and employment prospects through accredited courses
- Teachers find the non-accredited provision as important as providing accredited provision and apprenticeships.
- Teachers' professionalism is attributed to some inherent qualities and partly to behaviours and attitudes acquired throughout their career before ACL, at ACL and beyond.

## APPENDIX 2: Participant Information Sheet

### PARTICIPANT INFORMATION SHEET

**PROJECT TITLE:** *Taking an interdisciplinary approach to designing the theoretical part of a Level 5 Initial Teacher-training Programme based on the 'triple professionalism' concept, for Adult Community Learning teachers, in Essex.*

**RESEARCHER'S NAME:** Theonie Woodley

I would like to invite you to take part in an interview and possibly a focus group discussion which will inform the design of the theoretical part of a level 5 teacher-training programme specifically designed for Adult Community Learning teachers, in Essex. I am conducting this research as part of a Doctor in Education programme I am attending at the Institute of Education, University College London. This study has been reviewed and approved by the Research Ethics Committee of the Institute of Education, University College London.

Before deciding whether or not you wish to take part, it is important to understand why this research is conducted and what it will involve. Please take time to read the following information and discuss it with others if you wish. Please ask me if there is anything that you would like more information on.

**Purpose of study:** This research aims to inform the theoretical part of a Level 5 initial teacher-training programme (L5 ITT) that is specific to the needs of Adult Community Learning teachers, in Essex (EACL). It is possible that the programme will be piloted with EACL teachers.

The questions I seek to answer are:

- What elements of EACL teachers' professionalism need to be addressed and why?
- What theoretical underpinnings are required for a programme which is based on the 'triple professionalism' framework and aims to address the aforementioned elements of EACL teachers' professionalism?
- How should the theoretical part of the 'triple professionalism' EACL L5 ITT programme be structured?
- What should be the type and content of the modules that comprise it?

**Why have I been chosen?** You have been chosen because you are an EACL teacher or manager or have expertise that can inform the content of the L5 ITT programme.

**Do I have to take part?** It is up to you to decide whether you would like to be voluntarily and anonymously involved through being interviewed or participating in a focus group

meeting or both. In any case, it is your right to withdraw at any stage without giving any reason. You do not have to answer all the interview questions but only the ones you are happy to answer. If you decide to partake, you will have to sign a consent form.

**What will I have to do if I take part?** If you agree to participate, we will have to meet at a place and time that is convenient to you. The interview will last between 30-60 minutes and, if you participate in the focus group discussion, this will last one hour. Given your permission, all data collected will be digitally recorded and transcribed verbatim. The transcribed interview(s) will be returned to you for verification before they get used for the stated research purposes. Parts of the data will be included in the research report but will not contain any information that can help others identify you.

**Can I withdraw after giving the interview or participating in the focus group discussion?** You can withdraw any time including after giving the interview or participating in the focus group discussion as long as this is done before the thesis is submitted for examination. The transcript produced will be given to you to inspect and approve before parts of it are included in the report. If, for any reason, you become concerned, the data will be destroyed. If you withdraw after taking part in the focus group discussion, only your input to the discussion will be removed.

**What are the possible disadvantages and risks of taking part?** The questions asked will revolve around how you perceive your own professionalism and/or your subjective views on what elements of it need to be addressed through an EACL L5 ITT programme. I do not seek to evaluate your practice or relationship with EACL, colleagues or students. If you feel uncomfortable about disclosing any of your views, you can refuse to answer a question or you may withdraw from the process.

**What are the possible benefits of taking part?** This research will increase understanding of our sector's professionalism and ITT needs and will contribute to establishing our collective professional identity. Moreover, it will have practical use because it will inform a L5 ITT EACL specific programme, which will potentially be piloted within EACL. This will enhance the participating teachers' expertise and contribute to improving the quality of EACL teaching and learning.

On a personal note, it will be my contribution to the institution of Adult Community Learning and will help improve my research skills so I can do more research in the future which may help our organisation or other community learning establishments.

**Will my taking part in this project be kept confidential?** Your participation will be anonymous and, apart from the researcher, no other person will be given access to your personal details unless if you disclose information which raises concerns regarding child protection or safeguarding vulnerable adults. Colleagues whose identity is harder to hide, will be informed of this and will be asked to contribute only what they are comfortable to share.

**What will happen to the results of the research project?** It is possible that the data will be published as part of this or another study. The final report will be available on the staff VLE and hard copies will be distributed to all EACL centres. If you would like to obtain your own copy, please use the contact details provided below to make this request.

**Contact for further information:** For further information please contact Theonie Woodley on XXXX or email at XXXX. Alternatively, I can provide you with contact details of the Institute of Education, Doctorate School research project supervisor upon request.



## APPENDIX 3: Consent form

### CONSENT FORM

**Title of research:** *Taking an interdisciplinary approach to designing the theoretical part of a Level 5 Initial Teacher-training Programme based on the 'triple professionalism' concept, for Adult Community Learning teachers in Essex.*

**Researcher:** Theonie Woodley **Contact number:** XXXX **Email:** XXXXXX

- |  | <b>Please<br/>initial<br/>box</b>                    |
|--|--|
| 1. I confirm that I have read and understand the research information sheet for the above study and have had the opportunity to ask questions.   | <input type="checkbox"/>                             |
| 2. I understand that my participation is voluntary and that I am free to withdraw at any time either before or during or after the research interview, without giving any reason.        | <input type="checkbox"/>                             |
| 3. I understand that if I feel uncomfortable in any way during the interview session, I have the right to decline to answer any question.  | <input type="checkbox"/><br><input type="checkbox"/> |
| 4. I agree for the interview to be audio-recorded, transcribed anonymously and used for the purposes of this or consequent research.   | <input type="checkbox"/>                             |
| 5. I understand that the transcript will be returned to me for verification.   | <input type="checkbox"/>                             |
| 6. I understand that any information given by me may be used by the researcher in future reports, articles or presentations.   | <input type="checkbox"/>                             |
| 7. I understand that my name will not appear in any reports, articles or presentations.  | <input type="checkbox"/>                             |
| 8. I understand that the data I provide will not be shared with any other members of staff from my institution to prevent my individual comments from having any negative repercussions. | <input type="checkbox"/>                             |
| 9. I understand that all data will be stored securely, according to the Data Protection Act (2018) and that the project is covered by the UCL Data Protection Registration.              | <input type="checkbox"/>                             |

10. I understand that this research study has been reviewed and approved by the Research Ethics Committee of the Institute of Education, University College London.

11. I agree to take part in the above study.

**Name of participant:**

**Date:**

**Signature:**

**Name of researcher:**

**Date:**

**Signature:**

## **APPENDIX 4: Indicative research questions**

Greetings, thank participant for volunteering to participate, introduction of research and its purposes, explanation of consent/participation arrangements and brief outline of the interview question themes.

**Main question themes:** spheres that EACL teachers operate; stakeholders' requirements from teachers; identity of teachers; community settings/development; ECC business and policy demands; 'more for less' ECC policy including utilising technology; demand/supply for economic prosperity; networking with other agencies and ECC leaders/departments; EIF, SET standards; effects of restructure on EACL professionalism.

Effects of abolition of qualifications; CPD effectiveness; SET membership contribution to professional identity; can teachers/institutions handle the autonomy that is given; has the provision changed e.g., move to apprenticeships.

### **Has EACL professionalism changed?**

Previous research shows that the organisational changes have been detrimental to the teachers' sense of professionalism because they have corroded the values that underpin EACL's modus operandi and have affected the way teachers work and liaise with management, students and colleagues.

How are you/your teachers coping with the changes? Have you lost members of your team? Have these been replaced by new ones? Many? How many full contracts or fractional do you have? How many 0 hours? Are teachers happy with the 0 hours contracts?

Is a new EACL professional identity in the making? Has the leaning towards the economic model of learning affected the teachers' professional identity? Are there different goals and responsibilities now?

Do you think that accredited provision and apprenticeships have been given superiority over non accredited ones?

Are teachers struggling to understand and cope with the supercomplexity of modern professional life?

A recent OFSTED research concluded that teachers (in general) love teaching but are disappointed by the profession. Is morale getting higher? Are tutors stressed? Are they happy to still be working for EACL?

What do you think has changed since the organisational restructure? Have new aspects /elements of professionalism emerged? Which ones?

Under the new regime, what do you think makes you/your teachers feel professional?

Do teachers comply with the new work patterns, models and conditions or do they sustain their own (old) practices and professional values instead of embracing the new system?

Do your teachers feel that their job is secure?

Do your teachers have to do a lot of unpaid work? (read newsletters, contact students, attend training, do payroll?) Do they feel exploited?

In the past, teachers complained that Curriculum coordinators were difficult to reach. Is this the case now? Are you overloaded with people and work?

Do you feel that FE professionalism is different to EACL professionalism? Different markets? Different requirements? Different model of provision?

### **ETF/SET membership and EIF**

Previous research showed that professional body membership would reinforce identity and give teachers credence, better pay, esteem and status.

Are any or most of your teachers members of the ETF? Does their membership enhance their professional confidence, status, esteem, and Identity or people do not join the ETF because they do not want to pay the fees and feel that the ECC covers them because they have endorsed the SET standards anyway?

Are all your team aware of the SET code of conduct and how this is mapped into their practice? Do you have evidence of this? What about the new untrained staff? Can they cope with all these codes and standards?

What about the EIF? Can you/your team translate its requirements into their practice?

### **Business-oriented modus operandi**

Are EACL teachers adapting to the new policy and organisational landscape? Are your teachers aware of ECC's strategic plan? How did they take to the new business oriented and autonomous EACL?

As an organisation can we handle the new autonomy (and all that comes with it) we have been given?

Are teachers disenchanted with the economic focus? Was there a real need for this? Do you think that the current system puts more emphasis on outputs (evident economic gains) rather than outcomes (Wider benefits of adult learning)?

Do you think it is easy for "old" staff to give up "old" routines and practices and adopt new ones?

Do you think new staff are easier to manage because they do not know any different?

Do your staff understand why it was necessary for ACL to change? Were they motivated to accept and receive the change? Do they think that ACL needed modernising, to embrace more technology? What is your personal view on this?

In your group, do you have protagonists, that is people who welcome change, and defenders who would have liked to keep the organisation and its practices as they were? Do you have people who are neutral either because they joined after the changes so they do not know any different or cannot be bothered and stick to doing their classroom teaching and going home?

Can EACL's agenda to provide all-inclusive service to all members of the community be reconciled with the new corporate image? Do your staff have the knowledge/skills to understand how this will happen and why?

Does your team work with other community agencies, charities providers, and ECC directly? Are you working closely with any of these?

Do your staff understand how business works and their own (the teachers') role in it? Do you think that if they had a better knowledge of how business management/targets/running of it operate would make them more receptive to future changes and more prompt/effective in their job? Do you think it would give them a better sense of belongingness to the organisation?

What do you think of these statements as principled and foundational parts of an ITE model: Would they suit EACL purposes, ethos and values?

- The capacity not only to teach effectively but also to research the educational environment within and beyond the institution and to use this research in bringing about change
- An ability to undertake multi-agency working and to collaborate with other professionals and stakeholders who may hold different sets of values
- An understanding of government policy and how it is mediated and translated at different levels from the national to the international

### **Communities of Practice (CoP)**

Has the EACL CoP changed due to being incorporated more deeply into ECC? Were teachers happier in the EACL CoP or do they feel more secure in the knowledge that they belong into the larger community of ECC? Do they feel they are EACL staff or ECC staff? What makes the difference?

Is it easy to gather staff for team meetings or is the CoP too dispersed? Would people like closer links with other colleagues and the management?

## Community development

Do you/your tutors think they are providing a service to the community? What service? Are they familiar with targeted groups or is that your job to tell them as part of your managerial role?

Do you/your teachers know what people comprise the Essex population, which are the targeted groups and what other agencies/charities/providers operate in the community and especially in the same field as they are?

Are you/your teachers active in recruiting learners? What is the strategic plan for recruiting learners? Have your teachers ever made you aware of gaps in the market you can target?

Would your teachers having a better (theoretical) knowledge of how communities are created and how they operate, help them understand the word “community” in the phrase community learning teachers? Would this enhance their expertise and identity and make them more receptive to the changes?

What do you think of these statements as principled and foundational parts of an ITT model: Would they suit EACL purposes, ethos and values?

- a strong ethical concern going beyond the focus on student attainment and college performance and which shows fidelity to an area, its communities and all of its learners.
- An appreciation of the interconnection and interdependence that exists between the college and its surroundings and a highly developed local and regional knowledge
- Highly developed communication, people and political skills’ (Hodgson and Spours 2013:17).

## ICT

Can ICT help EACL which is dispersed geographically to become a boundless system for sharing info?

Can this afford new approaches to old problems e.g., saving costs on delivery by using online or blended learning?

Can this contribute to the “more for less” ECC strategic aim?

Are your staff ICT literate? Do any teachers offer online courses or blended learning? Can and do they use interactive boards and the VLE spaces?

Do you think that, if teachers had better knowledge of ICT, this would open up new horizons with practice (more interactive, imaginative, fun etc) whilst making the provision more cost effective?

### **Continuous Professional Development**

Previous research showed that CPD is essential.

What sort of CPD do you think your teachers need?

Do you think that, for teachers who have not been L5 trained, sporadic CPD is going to equip them adequately?

### **Teaching qualifications**

Previous research showed that qualifications are not always attainable or necessary but they are desirable. L5 is a worthwhile investment for building distinct EACL evidence and research-based practice.

Is educating professionals on the 'how and why' professionalism evolves, going to inform their sense of identity and purpose for their professionalism?

How many teachers do you have in your team? New ones? Old ones? Qualified, semi or not qualified?

Do you think that some of your teachers would like to train to L5? What is stopping them?

Do you/your teachers think that the transferable skills they have acquired through other jobs are enough to perform effectively as teachers?

Can teachers learn the "secrets" of the profession tacitly, that is, through years of experience?

Do you think that staff would cope better with organisational change, EIF, SET, ECC and national policies if they became fully trained?

Would this make your own job different, perhaps easier, because I expect that you now have to do a lot of the teacher-training on your feet as you go along so your team can work as effectively as possible. Do you think that you have to develop in teachers these capabilities? Right now, do you have more difficulty passing new practices/routines to L5 qualified or non-qualified staff?

Do you think that existing ITE programmes will cover the specific EACL needs especially the ones that relate to the community aspect of EACL and the business model of operation?

# APPENDIX 5: Sample of interview transcription including main themes

Federica interview Transcription 12 Recorder code 113300

Theonie: You are a dual professional that means that you are a beautician and at the same time a teacher. Is one of those **more strong** than the other? Do you feel more like a beautician or more like a teacher? How do you see yourself as a professional?

Federica: **Emmmm**, that is a hard one. I would say 50-50 at the moment. I would probably say that I feel more as a beautician because I work more hours as a beautician than I do as a teacher. Most of my income is from beauty and very small amount now is from teaching because of the lack of classes that we have had. If you are not teaching all the time, you lose it, you lose the passion for it and you perceive your professional identity differently. If you are only doing it once a week....

Theonie: If you only teach very little, you reckon you lose the passion for teaching?

Federica: If it is so little that it is not going to give you any hours and money, at the end of the day, it is all well and good loving your job but if it is not going to financially reward you, then you lose the passion, don't you?

Theonie: Is there anything you would like to ask me? What do you think a teacher training programme should comprise of? We have got a bit of leeway, we can include some of our own Essex ACL things in it, we can design some of the modules. If you were to go and teacher train what would you like to learn so you feel that you are confident as a professional teacher, you can function within your organisation, you can function within the community, you can utilise technology as far as possible so as to save your organisation **money**, yet deliver effective learning, the best education to students. So, in other words, what is your dream training?

Federica: The thing I found the hardest is how to deal with people with mental health problems. If someone has learning difficulties, we know how to adapt the lesson but if someone has mental health problems, it is a real struggle to help them learn. Sometimes they have anxiety and you have to deal with moods. It is so up and down with mental illnesses. I had a class of 10 and 9 of them were on antidepressants. They had serious personal issues: some came from a refugee; one girl was a refugee; another was abused by her dad. One said: 'I am not coming in today because I feel suicidal'. You think to yourself: Safeguarding! You report it and then it is ok for the system, but she is still in your class week-in week-out, and you do not know how to handle her. As a teacher you need to know what to do with it other than report it. No way the training we receive covers all that.

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Federica interview Transcription 12 Recorder code 113300

Theonie: This is part of working within a community, part of understanding community problems and backgrounds and as such you want training that can help you handle the things that community will throw at you. Is this what you are saying?

Federica: Yes, basically because it is a real struggle as I have said to you to know how to deal with these problems.

Theonie: Does this affect you emotionally? Does it affect your professionalism? Do you feel inadequate because you do not know how to handle this?

Federica: I would say yes I feel inadequate and I would say that I get angry as well because you may think they are playing up but may be something serious is going on at home. You do feel

Federica interview Transcription 12 Recorder code 113300

inadequate. Moreover, you are drawn to the students who work harder but then the girl who is actually struggling in the corner crying, is left out. How do you deal with her?

Theonie: So one of the things is to learn how to handle whatever issues the community bring to you. What else would you like to know?

Federica: How to teach effectively without ticking the boxes. All teachers whom I work with feel the same thing. We feel that we are forever ticking boxes! Individualising plans, students are sick of them. They do not want to do them. Are there any ways around this to show progress? We feel that we are working not for the benefit of the students but to please OFSTED. You give up at the end, honestly!

Theonie: Do you think students lose out on the quality of teaching?

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## APPENDIX 6: Excel spreadsheet extract from community development main theme

	COMMUNITY DEVELOPMENT MAIN THEME	Community development Subthemes
1		
2	<b>Billy</b> It is ACL. It is in the title, isn't it? It is here to serve the community. I think we are getting a lot more aware of the needs of the community we werve. I think if you had asked people 20 years ago what do ECC do, they would say the lights, the bins. I think the whole sector has moved	ACL serves the community
3	<b>Billy</b> into the greater local area. I think that the community aspect has made me perhaps realise that I cannot just be the person teaching the subject that I have to have wider knowledge of the people, the community I teach. I have to be aware of implications to individuals, implications to the	Perceptions of ECC's role in the community have changed
4	<b>Billy</b> college. Being aware of the community you teach makes you more professional because you are not just doing your subject. Even wearing a badge makes you feel that it is not just night school, a little think that you do but you are part of an organisation which is part of a bigger organisation	Perceptions of teaching role have changed
5	<b>Billy</b> which has responsibility to the community.	
6	<b>Federica</b> We are venturing out to reach people whom other people cannot reach. I am quite good about that sort of thing. I have always felt that we need to target because at the end of the day, if someone is young, they are going to the Institute, all 16-19s will go to the Institute to	Marketing: targeting the right communities
7	<b>Federica</b> learn beauty. Our role I understand is to get older people who want to change career, etc. I find that the last couple of years we are getting a lot of college students coming to us obviously to learn a skill or a trade and for them it is quite a big thing to come in learn this amazing skill and go	
8	<b>Federica</b> and get a job afterwards. Single mothers, for example, are one such group that came to us instead of the Institute. Between 16-19 a lot of them go to the Institute because they know that this is the path after leaving school. The community college is better known as a place that older	Other providers' role in community work
9	<b>Federica</b> people go to change career or to learn something as a hobby. A lot of people are not aware that we do accredited courses, nationally recognised ones. In terms of beauty that is a massive market for people who want to change career and/or people who have children and think actually beauty	
10	<b>Federica</b> is a good career change because you can work around your family life, be around your children. They are the sort of people we should be marketing to.	
11	<b>Federica</b> I think it would be good to have some community knowledge, a community module for teacher training because we are multicultural now especially our area where we have a lot of international people coming over and living. The dynamics are changing. It would be good not	Accommodating multiculturalism/ ITE community module
12	<b>Federica</b> only for us but also the other students. It would be good that they would accept certain values of other countries and people. We need to be trained to do this more effectively.	
13	<b>Federica</b> The thing I found the hardest is how to deal with people with mental health problems. Sometimes they have anxiety and you have to deal with moods. It is so up and down with mental illness!	Dealing with students' mental health problems
14	<b>Federica</b> I had a class of 10 and 9 of them were on antidepressants. They had serious personal issues: some came from a women's refuge; one girl was a refugee; another was abused by her dad.	
15	<b>Federica</b> One said: 'I am not coming in today because I feel suicidal'.	
16	<b>Federica</b> You think to yourself: Safeguarding!	
17	<b>Federica</b> You report it and then ok for the	
18	<b>Federica</b> system but she is still in your class, week-week in, week-out, and you do not know how to handle her. As a teacher, you need to know what to do with it other than report it. No way the training we receive covers all that!	
19	<b>Federica</b> It affects me emotionally and I feel inadequate. I get angry as well because you may think they are playing up but may be something serious is going on at home. You do feel inadequate. Moreover, you are drawn to the students who work harder but then the girl who is	
20	<b>Federica</b> actually struggling in the corner crying, is left out. How do you deal with her?	
21	<b>Federica</b> I also want to say that I want to know how to be the best teacher I can possibly be for different groups of students and also dealing with people who have disabilities. We have to help them but when they cannot get onto the bed it is harder for them, how do you deal with them?	Dealing with people who have learning/physical disabilities
22	<b>Federica</b> How do you adjust?	
23		
24	<b>Curri-Co</b> Teachers feel they are providing a service to the community	ACL serves the community
25	<b>Curri-Co</b> We need to have a presence in all areas but other times I do not tell teachers what to teach but I want to have a presence of languages everywhere, in as many places as possible.	
26	<b>Curri-Co</b> Teachers are coming with suggestions for courses. Some of them are more practical than others. From my point of view, the teachers are the ones who have the local knowledge. They live in these areas and they have local information that I do not have. Sometimes	Local knowledge
27	<b>Curri-Co</b> I rely on them for their suggestions. They live in their communities, they have the information. I believe in the power of local knowledge. We also have information from the organisation about the areas we are working on with the marketing team. They give us information. They help us	
28	<b>Curri-Co</b> Set up courses in conjunction with the tutors, obviously. I need to ask them what they think, are they able to put on a course?	EACL and ECC working together in the community
29	<b>Curri-Co</b> Teachers have the local knowledge so they can say that this will not work because I can see the local needs happening around me	local knowledge
30	<b>Curri-Co</b> There is no doubt that you need to know about the community you are teaching and if you have the knowledge of what is in the area, what sort of the area, what sort of society/groups we are serving, then you would be in a better position to understand your learners so your teaching	
31	<b>Curri-Co</b> would be more effective. We cannot know everything about everything but I feel that if we are aware of what communities we have, e.g minority people areas in our community or mental health or many other elements if we have that awareness and if that is included in the teacher training	
32	<b>Curri-Co</b> courses we would be in a better position to support those communities that we we have or to understand and adapt our teaching to meet the needs of those people who are on our courses.	ITE: Working in the community module
33	<b>Curri-Co</b> I think that if the word community that features in the teachers' title corresponded to some knowledge that they have about how communities exist and function, this would enhance the teachers identity. They would be more aware of the community they teach and they would understand	
34	<b>Curri-Co</b> and they would identify with that community element of what they are doing. It would be easier	Community knowledges would enhance professional identity and effectiveness
35	<b>Curri-Co</b> The TP Model should apply to our profession and the work we do. Is that fully understood and implemented? Not sure. That would be a question for us to ask our teams but I think that tutors are in tune with what the learners are learning and also to make sure that the learner is safe in the	
36	<b>Curri-Co</b> classroom that the learner is comfortable and that the learner is progressing not just in the subject areas but in all other areas of life, making people confident, speaking in the classroom, work in collaboration with others, be more accepting of each other, ways of working together. I think	
37	<b>Curri-Co</b> there is an appreciation for that and that there is an understanding for that.	TP community knowledges helpful
38	<b>Curri-Co</b> The local knowledge is very important within the big picture of the country. It is that local knowledge and how teaching blends into it that helps to mould what we do and how we do it. As I said before there is no doubt that knowing about the community is an advantage.	Local knowledge

# Appendix 7: Excel spreadsheet extract from community development subthemes

	A	B	C	D	E
76					
77		<b>SUBTHEME: ACL SERVES THE COMMUNITY</b>			
78	Billy	It is ACL. It is in the title, isn't it? It is here to serve the community. I think we are getting a lot more aware of the needs of the community we serve. I think if you had asked people 20 years ago what do ECC do, they would say the lights, the bins. I think the whole sector has moved			
79	Billy	into the greater local area. I think that the community aspect has made me perhaps realise that I cannot just be the person teaching the subject that I have to have wider knowledge of the people, the community I teach. I have to be aware of implications to individuals, implications to the			
80	Curri-co	Teachers feel they are providing a service to the community			
81	Curri-co	We need to have a presence in all areas but other times I do not tell teachers what to teach but I want to have a presence of languages everywhere, in as many places as possible.			
82	Focus N-T	Nobody knew what type of learning providers operate within the Essex community and who they are			
83	Stephen	I know the Essex music hub which is a provision about children really rather than adults			
84	Stacey	There are lots of independent, like photograph teachers and places where you can go to learn photography but they are private, not funded.			
85	Focus N-T	They did not know that ACL is working with subcontractors, who they are and why we are working with them			
86	Stacey	I did not know much at all really about any adult learning until I came here on this (L3) course. I did not realise how broad the whole Adult Education field is			
87	Marylin	on learning on ITE courses about communities: Knowing all that would help a lot. It is hard sometimes planning, especially the first lesson, because you have not met your students yet so you have no idea you are going to get so, at least, if you had some kind of an idea of that			
88	Marylin	information it might help even if it is just informing your first lesson. That would be a definite. It would be a practical implication you would see straight away.			
89	Jodi	I think history and the locations like where about learning can happen, like you say, I did not know much about this... adult learning is not well advertised. For example, we all know that children go to school and it is expected. When you become an adult, apart from the University			
90	Jodi	I did not have any idea of what was out there for adults. May be the location of where it happens and the volunteering what you can do, other public community organisations that you can work with...			
91	Stacey	Statistics of population, ages and employment patterns would be very useful for planning, future planning			
92	Stephen	An average of age and background experience levels are for an afternoon ACL course or an evening one. I have often wondered what we could do with these. We might get younger people on a course			
93	Stacey	That would be very interesting and would help your teaching. Also how different cultures interact with one another			
94					
95					
96		<b>SUBTHEME: PERCEPTIONS OF ECC'S ROLE IN THE COMMUNITY HAVE CHANGED PERCEPTIONS OF TEACHERS' ROLES HAVE CHANGED</b>			
97	Billy	I think that the community aspect has made me perhaps realise that I cannot just be the person teaching the subject that I have to have wider knowledge of the people, the community I teach. I have to be aware of implications to individuals, implications to the			
99	Billy	college. Being aware of the community you teach makes you more professional because you are not just doing your subject. Even wearing a badge makes you feel that it is not just night school, a little think that you do but you are part of an organisation which is part of a bigger organisation			
100	Billy	which has responsibility to the community.			
101					
102					
103		<b>SUBTHEME: MARKETING TO TARGET CERTAIN COMMUNITIES</b>			
104					
105	Federica	We are venturing out to reach people whom other people cannot reach. I am quite good about that sort of thing. I have always felt that we need to target because at the end of the day, if someone is young, they are going to the Institute, all 16-19s will go to the Institute to			
106	Federica	learn beauty. Our role I understand is to get older people who want to change career, etc. I find that the last couple of years we are getting a lot of college students coming to us obviously to learn a skill or a trade and for them it is quite a big thing to come in learn this amazing skill and go			
107	Federica	and get a job afterwards. Single mothers, for example, are one such group that came to us instead of the Institute. Between 16-19 a lot of them go to the Institute because they know that this is the path after leaving school. The community college is better known as a place that older			
108	Federica	people go to change career or to learn something as a hobby. A lot of people are not aware that we do accredited courses, nationally recognised ones. In terms of beauty that is a massive market for people who want to change career and/or people who have children and think actually beauty			
109	Federica	is a good career change because you can work around your family life, be around your children. They are the sort of people we should be marketing to.			
110					
111					
112		<b>SUBTHEME: ACCOMMODATING MULTICULTURALISM</b>			
113	Federica	I think it would be good to have some community knowledge, a community module for teacher training because we are multicultural now especially our area where we have a lot of international people coming over and living. The dynamics are changing. It would be good not			
114	Federica	only for us but also the other students. It would be good that they would accept certain values of other countries and people. We need to be trained to do this more effectively.			
115					
116					
117		<b>SUBTHEME: DEALING WITH MENTAL HEALTH PROBLEMS DEALING WITH PHYSICAL/LEARNING DIFFICULTIES</b>			
118	Federica	The thing I found the hardest is how to deal with people with mental health problems. Sometimes they have anxiety and you have to deal with moods. It is so up and down with mental illness!			
119	Federica	I had a class of 10 and 9 of them were on antidepressants. They had serious personal issues: some came from a women's refuge; one girl was a refugee; another was abused by her dad.			
120	Federica	One said: 'I am not coming in today because I feel suicidal.'			
121	Federica	You think to yourself: Safeguarding!			
122	Federica	You report it and then ok for the			
123	Federica	system but she is still in your class, week-week in, week-out, and you do not know how to handle her. As a teacher, you need to know what to do with it other than report it. No way the training we receive covers all that!			
124	Federica	It affects me emotionally and I feel inadequate. I get angry as well because you may think they are playing up but may be something serious is going on at home. You do feel inadequate. Moreover, you are drawn to the students who work harder but then the girl who is			
125	Federica	actually struggling in the corner crying, is left out. How do you deal with her?			
126	Federica	I also want to say that I want to know how to be the best teacher I can possibly be for different groups of students and also dealing with people who have disabilities. We have to help them but when they cannot get onto the bed it is harder for them, how do you deal with them?			
127	Federica	How do you adjust?			
128					
129					
130		<b>SUBTHEME: LOCAL KNOWLEDGE</b>			
131					
132	Curri-co	The local knowledge is very important within the big picture of the county. It is that local knowledge and how teaching blends into it that helps to mould what we do and how we do it. As I said before there is no doubt that knowing about the community is an advantage			

## APPENDIX 8: How TP articulates, SET expresses and EIF delivers the Lingfield report (2012) rhetoric

TP (Hodgson and Spours 2013:17)	SET Standards (2014)	EIF (Ofsted 2019)
A strong ethical concern going beyond the focus on student attainment and college performance and which shows fidelity to an area, its communities and all of its learners	<p><b>no 2:</b> Evaluate and challenge your practice, values and beliefs</p> <p><b>no 5:</b> Value and promote social and cultural diversity, equality of opportunity and inclusion</p> <p><b>no 11:</b> Manage and promote positive learner behaviour</p> <p><b>No 14:</b> Plan and deliver effective learning programmes for diverse groups or individuals in a safe and inclusive environment</p>	<p>Use community learning funding to develop learning programmes and projects that develop stronger communities (2019:40)</p> <p>Help learners understand how to engage with society (ibid:54-55)</p> <p>Develop responsible, respectful and active citizens who are able to play their part and know how to become involved in public life (ibid:55)</p>
An appreciation of the interconnection and interdependence that exists between the college and its	<p><b>no 6:</b> Build positive and collaborative relationships with colleagues and learners</p>	<p>Curriculum is relevant to local employment opportunities and supports local and national priorities (ibid:40)</p>

<p>surroundings and a highly developed local and regional knowledge</p>	<p><b>no 20:</b> Contribute to organisational development and quality improvement through collaboration with others</p>	<p>Curriculum offers the knowledge and skills that reflect the needs of the local and regional context (ibid:43)</p>
<p>An ability to undertake multi-agency working and to collaborate with other professionals and stakeholders who may hold different sets of values</p>	<p><b>no 15:</b> Promote the benefits of technology <b>no 20:</b> Contribute to organisational development and quality improvement through collaboration with others</p>	<p>.. work with other partners to widen participation and support learners' progression to further learning and/or employment relevant to their personal circumstances (ibid:40)</p>
<p>The capacity not only to teach effectively but also to research the educational environment within and beyond the institution and to use this research in bringing about change</p>	<p><b>no 8:</b> Maintain and update your knowledge of educational research to develop evidence-based practice <b>no 9:</b> Apply theoretical understanding of effective practice in teaching, learning and assessment drawing on research and other evidence</p>	<p>...communicate up-to-date vocational and technical knowledge that reflects expected industry practice and meets employers' needs (ibid:41)  Teachers having expert knowledge of the subjects they teach (ibid:44)</p>

<p>An understanding of government policy and how it is mediated and translated at different levels from the national to the international</p>	<p><b>no 8, no 9:</b> .... evidence-based practice drawing on educational research</p> <p><b>no 12:</b> Understand the teaching and professional role and your responsibilities</p> <p><b>no 14:</b> Plan and deliver effective learning for diverse groups or individuals</p>	<p>The learning programme has a clearly defined purpose that is relevant to the education and training needs and interests of learners and to local employment opportunities, and supports local and national priorities (ibid:40)</p> <p>Enable learners to develop personal, social and employability skills that prepare them well for their intended job role, career aims and/or personal goals</p>
<p>Highly developed communication, people and political skills' (Hodgson and Spours 2013:17)</p>	<p><b>no 3:</b> Inspire, motivate and raise aspirations of learners through your enthusiasm and knowledge</p> <p><b>no 6:</b> Build positive and collaborative relationships with colleagues and learners</p> <p><b>no 10:</b> Evaluate your practice with others and assess its impact on learning</p>	<p>Inspectors will judge how well trainers, [...] communicate up-to-date [...] knowledge that reflects expected industry practice and meets employers' needs (ibid:41)</p> <p>A positive and respectful provider culture in which staff know and care about learners (ibid:51)</p> <p>Help learners understand how to engage with society (ibid:54-55)</p>