The Professional Identity of the Further Education Teacher in the UK: A case study

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I certify that this Dissertation is being submitted in partial fulfilment of the requirements of Kingston University for the appropriate award of Doctorate in Education

I, Anita McGowan, declare that this research study and the work presented in it, is entirely my own. Where I have consulted and drawn from the work of others, this is always clearly stated or referenced. I confirm that none of the materials have been previously submitted for an award at an institute of Higher Education either in the UK or overseas

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ABSTRACT

The purpose of this research is to develop an understanding of how the professional identity of the Further Education (FE) teacher is formed within the UK with a particular emphasis on England. This involves examining the way in which their role and the context in which they work contributes to their identity and draws upon Bourdieu's theories of habitus, capital and field (1986) in addition to the conceptual frameworks of professional identity from Millerson (1964), Furlong *et al.* (2000) and Briggs (2007).

This research contributes knowledge to the field of professional identity FE by collecting and analysing qualitative data focussing upon the expectations and experiences of teachers employed in FE Colleges (FEC). Through an exploratory case study approach, data was collected using two sets of semi-structured interviews, participant diaries and a paper based questionnaire with the process of analysis informed by the literature review to develop overarching themes of professional identity. Coding was undertaken using a four-step process proposed by Harding (2013) which produced 19 categories and finally the themes relating to teacher role, student profile and qualifications.

The thesis concludes that the way in which professional identity is formed is unique to other occupations due to the role of the FE teacher; the nature of their work and the environment in which they inhabit. Notably, this has evolved through legislative acts which are designed to align education into business concepts, where accountability and the importance of the client service relationship are seen as key concepts of new managerialism. These now dominate the day-to-day activities of the FE teacher involving, for example, administrative and welfare duties which were not previously undertaken by teachers. In addition, the relationship between the FE teacher and the non-traditional type of student in having a 'second chance' was a key element in the identity of the FE teacher in what has been described by some as the 'Cinderella' sector.

Due to the unique formation of such an identity, a new term is proposed namely the 'Morphed' professional. This accounts for the ways in which FE teachers often have previous professional identities, sometimes more than one, in addition to being a teacher in FE. However, these other identities may interrelate to each other and effectively contribute to the uniqueness of the FE teacher rather than replace an identity from a previous career.

ABBREVIATIONS

AoC	Association of Colleges
BIS	Department for Business Innovation and Skills
CAVTL	Commission on Adult and Vocational Teaching and Learning
CIPD	Chartered Institute of Personnel Development
CPD	Continuing Professional Development
DBIS	Department for Business Innovation and Skills
EdD	Education Doctorate
ELB	Education and Library Boards
ETF	Education and Training Foundation
FE	Further Education
FEC	Further Education College
FEFC	Further Education Funding Council
FEFCE	Further Education Funding Council for England
FHEA	Further and Higher Education Act 1992
GCSE	General Certificate in Secretary Education
HE	Higher Education
HEA	Higher Education Academy
HEFCE	Higher Education Funding Council for England
HEI	Higher Education Institute
HR	Human Resources
IfL	Institute for Learning
LLUK	Lifelong Learning United Kingdom
LSC	Learning and Skills Council
NI	Northern Ireland
NPM	New Public Management
OECD	Organisation for Economic Co-operation and Development
OfSTED	Office for Standards in Education, Children's Services and Skills
PAG	Practitioner Advisory Group
PCET	Post-compulsory education and training
PD	Professional Development
PGCE	Post Graduate Certificate in Education
PTLLS	Preparing to Teach in the Lifelong Learning Sector
QTLS	Qualified Teacher: Learning and Skills
QTS	Qualified Teacher Status
SET	Society for Education and Training
SFA	Skills Funding Agency
STEM	Science, Technology, Engineering and Maths
TES	Times Education Supplement
THES	The Times Higher Education Supplement London
UK	United Kingdom

1. INTRODUCTION

This thesis is concerned with the formation process of the professional identity of teachers working in the Further Education (FE) sector within the United Kingdom (UK). This introduction presents a broad overview of the key objectives of the sector and the current context within which its teachers' work. It describes the rationale for the study, explaining why it is important to gain a better understanding of teachers and their professional identity formation. It concludes with the main research questions and methodology adopted.

1.1 Purpose of the research

Interest into this topic has arisen following a career move into being a teacher in a Further Education College (FEC), having had a successful career working predominantly in the legal environment. What I wanted to understand is how teachers in FE construct their professional identity as there seemed to be little understanding by those outside of FE as to what FE teachers did and how they did it, particularly within the tertiary education sector. Speaking to friends and family about my job as a teacher, it was often perceived that I worked in a school or a university. Increasingly, I found myself explaining to those unfamiliar to the FE environment as to what my role was as a teacher working in a FEC.

This prompted me to explore this issue as a central focus of my research. It became apparent quite early on that research on the subject of being a FE teacher "is severely under-represented in policy and research" (Springbett, 2018, p.149). It also appeared to be marginalised by its location within the education sectors by not being compulsory and not being Higher Education (HE). This contributed to my intrigue to investigate further what seemed to be a variance for these FE teachers. The aim of the research was born out of this intrigue and looked at the role of the FE teacher and establish the ways in which their role may, through such specific contextual issues, contribute to their identity.

It is important to explain that the term 'teacher' is used as a generic term throughout this research to cover the roles and titles of academic, educator, lecturer and tutor, all of which are used interchangeably in FE and HE settings. However, the word lecturer invariably refers to those teaching in FECs, and is usually derived from official documents or articles. Although this is the word used in FE, it is often considered a contradiction, as lecturing is a

very small part of activities taking place within FE colleges. The participants in this study have used the term 'lecturer' occasionally, but more frequently refer to 'teacher' or 'tutor'.

1.2 Rationale for the study

Undertaking a reflective process of the research question and the design of the research, I started to try and understand my own interpretation of being a FE teacher. I began to know myself better; I saw the links between my history as a manager working in the private sector and the emerging research questions.

A short autobiographical account follows which utilises a case study methodology, based on personal recollections and accounts of experience. It attempts to obtain the most unbiased view possible of subjective experiences. It is a "quest for meaning" that looks for the essence of my own personal experiences (Ehrich, 2003, p.42). The intention is to reflect upon my experience in relation to the events and situations that, in my view, influenced the choices that I have made around my career and this research and how I interpret these. By expressing my views, I hope to better understand my own assumptions and biases, in order to develop an honest and trustworthy piece of work. It is anticipated that this will also inform my understanding of how and why I interpret the experiences of the FE teachers in the data analysis process.

Socio-economic backgrounds and familial influences on children are the main influences of children's educational direction and achievements (Bourdieu and Passeron, 1990; Hall and Raffo, 2009). Given the lack of parental experience I had, achieving entry into university at the age of 18 seemed unlikely. This was not due to a lack of intelligence, but a deficit of knowledge in how to navigate through HE. Instead, at 16 I left school with no 'A' levels and started working in prestigious legal organisations in the City.

In my 20's, I became involved, as a governor of a local primary school. I became increasingly involved in everyday activities whenever possible. Here, I grew more interested in working in education. I felt an affinity with the teachers and how they were working with children in order to make a difference to their lives. I recounted my own school experiences and was reminded of how my teachers helped and encouraged me to learn. I reflected on my own learning experiences and my teachers, names that I still remember, and knew that working as a teacher I too would be able to make a difference. I had the empathy towards their role

in the learning environment, but did not yet have the necessary skills to become a teacher. By now, I had been promoted on several occasions to be a senior manager in a City law firm. This was not an easy achievement in an environment known for having a paternalistic culture. Nonetheless, I did well, and my lack of a degree did not seem to inhibit my career progression. I was very good at what I did, and my managers gave me the opportunities to gain professional qualifications as a Human Resource (HR) Manager. It was an opportunity to gain a degree outside of the traditional university route. I loved it.

This was my first experience of learning in FE. At this point I did not know the difference between FE and a Higher Education Institute (HEI). It was while I was studying in FE that I met a teacher who had a great influence upon me. He encouraged me to do a Master's degree, and on completion we kept in touch. I continued to develop my career in HR. Then, after 12 years an opportunity came for me to take voluntary severance. I spoke to my teacher friend and he said that they had a vacancy in the same subject that I had studied. At last, I was about to realise my ambition to become a teacher. Teaching in FE was hard work, but I was very happy in this environment doing something that I knew was giving something back to students who had similar ambitions to me.

During my first year as a FE teacher I harboured feelings of inadequacy, 'imposter syndrome' (Chapman, 2017) and lack of fulfilment. Upon reflection, I feel this was based on my identity as somebody who had not been to university, despite feeling capable as a teacher. There were times that I wondered if I had made the right decision but my mentor helped me quickly understand the 'rules of the game' in order to become suitably knowledgeable and good at being a FE teacher.

At this time, I began to realise that politics, legislation, funding, performativity scores and pay were major issues, and the workload was heavy. I taught across a range of programmes and gained experience with 14 to 19 year-olds, mature adult learners, Diplomas and apprenticeships, and I gained responsibility for courses from a professional body within HE.

I became interested in the notion of studying education as a subject and embarked upon a Master's Degree in Education, to add to my MSc in HR. I remained teaching on the HE in FE programmes for 12 years but began to consider whether there might be openings within HEI teaching as I wanted to expand my career opportunities. It was at this point that it became apparent that a transition into HE may not be as easy as I had anticipated, perhaps due to

my FE background. I then decided that in order to be successful, I should consider studying for a doctorate, which led me to this journey.

In 2016, FE was experiencing challenges with Area Reviews and the consolidation of the provision diminishing. Legislation had allowed schools to provide sixth form opportunities. Funding was rationalised to be in harmony with other sixth form provision, through the National Funding Formula introduced in 2013/14, which meant that the FEC was becoming less attractive. Eventually HE, within FE, became a small offering and redundancies were announced.

I applied for a role in a HEI but was unsuccessful. Although I had experienced working in HE (within FE) the feedback was that it was not the same. I could not understand why there was this perception. Nonetheless, a temporary role was offered and I now had the prospect of working with undergraduate students within a HEI. Many years later I am still at the same HEI. My experiences of working in FE have been acknowledged as being beneficial to the students who are now studying at a HEI and my style of teaching has been well received.

During my time studying and working in FE, as student, teacher and manager I have become a keen advocate for the sector and its teachers. I have seen first-hand the many benefits that their knowledge and experience from their former occupation affords to students and believe that FE teachers are a critical success factor in students' progression and success into working life. It is the journey that FE teachers undertake towards 'becoming' a FE teacher (Maxwell, 2010a; Orr and Simmons, 2010; Gleeson, 2014) which fascinates me, feeding my passion to research this empirically. The notion of being a professional also excites me to want to know about this topic. The following quote from Colquhoun and Kelly (2014, p.55) summarises my own beliefs on that journey.

> "A journey is a powerful way of conceptualising the complexity of developing a professional identity and the accompanying process of understanding one's own learning that goes to the very heart of what it means to be a teacher"

To understand the process of becoming a FE professional, an important consideration is the legislative and historical background of working in FE and how this has informed the way in which FE has evolved during this time. The next section begins by outlining some of the government policies that have influenced the FE sector in recent times and explains how

government policies have contributed to the development of the professional identities of FE teachers.

1.3 Policies and legislative context

From their origins as technical institutes in the 19th century, through the years of haphazard growth in the early 20th century, and for most of the era of local authority (LA) control from 1944 until the early 1990s, FE tended to be marginalised and overlooked by the state (Simmons, 2009). Such expression was reiterated by the previous Prime Minister, Theresa May, who prior to her resignation in 2019, stated that FE has been "overlooked, undervalued and underfunded". Over the last thirty years successive waves of policy and 'reform' have been imposed upon colleges (see Appendix 1), who are now forced to compete in a highly marketised and intensely performative environment.

A variety of attempts to determine the role of the FEC began with the Robbins Report (1963), which identified its commitment to social justice and mobility to widening participation for under-represented groups (Scott, 1995). Such a commitment would be achieved through the "legitimation of expansion, but under roughly continuing conditions" (Henkel, 2000, p.30). During this period, the non-university sector grew with the introduction of 30 polytechnics, whose origins were predominantly in technical vocational education and training, in addition to 53 universities already in existence. The distinctions between polytechnics and FE were previously blurred (ibid) although distinct academic cultures were evident compared to HEIs. Similarities between FECs and polytechnics were reflected in the funding from local authority institutions. As FECs were established to provide technical and vocational education, there was no funding allocated for research activities. Instead there remained a focus on catering for the needs of their local population. Additionally, FE had competition with sixth form centres and colleges, independent providers and HEIs. With the difference of such offerings across the different providers, FE, as well as HE, now had unclear boundaries (Robson, 2006). Whilst HE became part of the fabric of FE, college teachers (regardless of their qualifications or competency) struggled to be accepted on equal footing with their HEI counterparts and appeared to be the poor relation in this 'Cinderella sector' as a profession (Baker, 1989). As a result, their ability came under regular scrutiny and criticism from the government (BIS, 2014).

This may have been different had the Macfarlane Report of 1980, had its initial recommendations accepted, whereby the system of Post Compulsory Education and Training (PCET) could have been reformed and transformed. Had this been the case, the principles of comprehensive education; institutional collaboration rather than competition would have been encouraged. An enhanced service for both students and the wider community could have been created and opportunities to break down, or at least reduce, the entrenched, long-standing and class-based barriers between academic education and vocational training would have been opened up (Simmons, 2009). The rejection of the proposal made in Macfarlane's first draft, that a national system of tertiary colleges be established, represents a key lost moment for FE.

In the 1990s, the FE sector was subject to further changes. The Further and Higher Education Act 1992 ("FHEA") marked a turning point in the provision of FE and provided a fundamental change to the ways in which colleges were managed and funded, with a shift towards marketisation. The FHEA granted corporate status to FECs, taking control away from local education authorities. This resulted in major structural reorganisations within colleges, changes in the curriculum to be offered and changes to the roles and contracts of FE lecturers. With a Conservative government in power, a new approach towards public service managerialism prevailed, with the idea that better management would mean a more efficient sector. FECs were now required to bid for funds from a new Government body, the Further Education Funding Council (FEFC), and explore other avenues of funding in an increasingly market-led approach to education and training. The then Secretary of State, Michael Heseltine, promoted this conception "at the expense, particularly, of professionalism." (Henkel, 2000, p.41). Such a statement highlighted a tension of choices that teachers would need to make which previously may not have been considered in their teacher role such as duties outside the classroom. Teachers would now need to negotiate between social and institutional pressures against their identity. Funding against numbers of students and courses that were taught taking into account resources i.e. funding, distributed across the education sector seemed to be unequally distributed.

This was closely followed by the Incorporation Act (1993) which saw FECs removed from local authority control with governing bodies becoming the status of "further education corporations' subjected to 'quango-funding and control through a privatised market" (Benn

and Chitty, 1996, p.14). FECs became “individual education businesses" competing with one another for "customers" within a centrally controlled legislative framework (see Appendix 1).

Both Acts brought about major changes in the employment conditions of FE teachers placing them into the world of competition and market forces. Performance indicators relating to student participation and retention contributed to the government ideology of the FE context, where more efficient and effective services would be provided to students. The nature of teaching in FE became increasingly varied, and as the provision continued to develop across areas of the curriculum, its character had become, “more complex” and the demands on teachers had “increased” (Robson, 1998, p.591). Organisations came under criticism in relation to their implicit cultures and modes of working. Managerialism reflected the values of the then government with a focus on public accountability, the efficient use of resources, a focus on the output of public services and the measurement of performance. Such measurements were previously anathema to FECs and HEIs. In essence, there was a new way to work and, “a corporate language, full of acronyms and jargon” (Feather, 2010, p.196).

1.4 FE and the Post-Compulsory Education (PCET)

The terms FE and PCET are often used interchangeably when referring to teaching and learning of students aged 14 to 19 years-old. It is important to acknowledge that both are fundamental to the purpose of it not being compulsory with students volunteering to attend. In her report, ‘Learning Works: Widening Participation in Further Education,’ Dame Helena Kennedy began with an accidental definition of PCET, claiming it is, “everything that does not happen in schools or universities” (Kennedy, 1997, p.1). This is not entirely accurate, as FEC students begin at age 14. Similarly, we could define PCET as everything that does not happen in schools up to the age of 16. Neither definitions are distinctive in determining the nature of this sector, but it should be noted that some authors use these terms to define this area of education when researching the same educational context.

PCET has often been referred to as the forgotten sector of the education system (Bailey, 2000) or the ‘invisible’ area within the tertiary sector (Randle and Brady, 1997), where FE

continues to “appear as an anomalous group with an ambivalent status and unclear identity” (Robson, 1998, p.585).

To some extent this is due to the policy makers who produce such legislation and the actions of Members of Parliament (MPs) and Secretaries of State (SoS) who have had responsibility for maintaining the reputation and presence of FE and its teachers (see Appendix 2). With such little experience or exposure of FE, it may be of no surprise that an education department with no Cabinet members having studied in a FE setting have had little success in attempting to fit FE into an hierarchical system and determine their purpose (Pryce n.d.; Fraser and Honneth, 2003).

Since the end of both world wars, attempts have been made to make PCET compulsory, with part-time, day-release education linked to the vocational skills and apprenticeships. Despite this attempt to formalise their purpose, each opportunity was curtailed by the post-war difficulties with a focus yet again of turning to compulsory school education rather than the prospect of establishing a ‘standard’ provision of PCET. Such an approach compounded further its status as being marginal and voluntary. Contextual aspects of policy and status centred on the vocational nature of the FE teacher combined with the profile of the FE student who was often identified as a “late learner” (Jephcote, Salisbury and Rees, 2008, p.166). Instead, the focus returned to the current political pressures and the willingness of the local education authority (LEA) to accommodate such initiatives which became varied across the country (Bailey, 2000).

In 1961, around 25% of undergraduates were from manual or routine backgrounds, compared with 28% in 2008 (Bolton, 2010; Webber, 2014). In the 1970s, it was determined that non-traditional students were at a disadvantage in the graduate labour market due to the more limited ability of this group to deploy the social and cultural capital which enables them to know the ‘rules of the game’ (Bourdieu and Passeron, 1977).

A government agenda of widening participation during the 2000s, together with educational opportunities, continued to be structured by gender, ethnicity and importantly social class (Strand, 2011; Ermisch, Jäntti and Smeeding, 2012; Jackson, 2013). Such an agenda was fostered to better understand the socio-economic backgrounds of undergraduate students, how this influenced their student experience; development and prospects. Sullivan, Heath and Rothon (2011) concluded that class-based inequalities remained significant and were

greater at higher levels of attainment. Brown (2006) identified that an 'opportunity trap' occurred, as labour-market opportunities had failed to keep pace, not only with increased participation in education but also with the implications of a growing middle class, whose children must consolidate their position if they are to avoid downward social mobility. The resulting social congestion had led to intensified positional competition in education. In the UK, having a degree was and continues to be seen as a key factor in social mobility, bringing greater earnings over lifetime although varying by subject, social-economic background, race, gender and institution. This perceived disregard led to slow developments within the sector compared to other European countries, such as France and Germany, where the structural systems of Vocational Education and Training (VET) and HE is delineated clearly and is responsive to the needs of business and pathways to work (Powell *et al.,* 2009).

Despite this, throughout the 2000's and into the 2010's the FE sector continued to provide a range of educational programmes covering a variety of disciplines and qualifications targeted at students regardless of their socio-economic backgrounds. FE institutions were seen as the "jacks of all trades" (Feather, 2010, p.193), and as such, were continuously having to assert their position in the education sector. The Cinderella analogy also continued to be used to describe the FE sector where students had a 'second chance' (Shain and Gleeson, 1999; Bathmaker and Avis, 2004; 2005; Feather, 2011) to gain basic qualifications or advance their status in life. Cinderella was also associated with being of lower social (working) class (Wallace, 2013) and as "part of the legacy of a class stratified education system" (Beck, 2008, p.121). This and other similarities were also used to describe the profile of the FE teacher and their educational background, having "chequered educational histories at school" (Jephcote, Salisbury and Rees, 2008, p.166). For some, these parallels resonated with their own experience of being late developers into their learning achievements and belonging to the FE teaching profession.

To date the FE sector continues to suffer from neglect with little done to improve its standing as a professional group despite the Further and Higher Education Act of 1992. Whilst this Act attempted to raise the profile of FE with departure from LA control, FE remained in a "state of crisis" (Robson, 1998, p.585; Goddard-Patel and Whitehead, 2000, p.192).

This has led to an environment where FE colleges operate within a constant state of flux with new initiatives being introduced often and, in some cases, creating a loss of identity for some FECs due to the focus on funding (Robson, 1998). Finance and funding also remain absent to some extent due to the lack of a coherent national plan or designated purpose for FE (Bailey, 2000). Arguably, FE and those that work within FE are struggling to find a renewed purpose and identity amongst a professional world dictated by new government policy and practice on a regular basis by all parties (Whitty, 2000).

1.5 The research topic

What has become apparent is that the role of the FE teacher is somewhat hard to understand for others that have never experienced such learning or working within this sector of education. Part of this unfamiliarity is the notion that "everyone knows what schools and universities are and what they do" (Hodgson, Bailey and Lucas, 2015 p.1), but this is not necessarily the case for FE. This may be due to FEs low political profile where "no one will notice" if FE was removed (Harris, 2015, npn). Of course, there will be those who notice its absence and perhaps those people are the ones who have the most to gain from FE and the most to lose if they ceased to exist. Nonetheless, FE remains a source of education for over 2 million students who choose a FEC for their learning development (AoC, 2019).

However, FE teachers' work now involves longer teaching hours, less money and more contact hours with students. With such changes to the way in which FE teachers are expected to work and the nature of their work (Clow, 2001), the role and identity of the FE teacher is now very different from what it was 15 years ago (Edward *et al.,* 2007) and has yet to achieve "true professional status" (Clow, 2001, p.417).

The research topic is developed from the perception that the work undertaken by the FE teacher is decided by a number of factors contributing to their purpose and identity. The topic is founded on personal experience of working in the FE sector and derives from the unexpected notion of what a FE teacher *is* and *how* teacher identity may be formulated within the FE sector.

In undertaking this research, it is anticipated that it will contribute to the professional identity of FE teachers where "relatively little research into becoming and being a teacher in

further education" is available (Jephcote, Salisbury and Rees, 2008 p.163). It will help understand its value in relation to those students who may not have had such choices in their education and also help to raise its profile and status towards parity with other types of teachers.

The research will examine the way in which Bourdieusian (1986) factors such as habitus, capital and field contribute to the professional practice of the FE teachers and help shape their identity. In particular, how FE teachers' identity is formed and the ways in which context and content contribute to their identity. Additional contributions to knowledge include an understanding of the FE sector to help inform government policy and practice in an area that is often referred to as the 'Cinderella' sector (Randle and Brady, 1997; Jephcote, Salisbury and Rees, 2008, p.164).

With this, the ways in which teachers reveal the nature of their day to day activities in conjunction with the contextual issues that may contribute to their own professional identity is explored. Determining these factors will help understand how these activities contribute to establishing professional identity and determine their relation to their (mainly self-directed) work as a FE teacher (Healey, Jenkins and Lea, 2014, p.6). Understanding the journey into becoming a FE teacher will help identify the concepts of identity and provide a link to the motivation to undertake such activities; any barriers, catalysts or limitations they may expect (or have come across previously).

1.6 The research questions

The purpose of this research is to develop an understanding of how the professional identity of the FE teacher is formed and the way in which their role and the contextual issues contribute to their identity. The research questions are aimed towards understanding the professional identity of FE teachers and uncover the relationship between Bourdieu's concepts of structure and agency in teachers' stories (Warren and Webb, 2007) and the contribution of factors such as habitus, capital and field, specifically the habitus in which they work and the activities they undertake within their role. The research questions are as follows:

1. How do FE teachers understand their professional identity?
2. How does context contribute to the formation of professional identity in FE teachers?

In exploring these research questions, the perspective of a FE teacher working within an FE setting is adopted. Utilising these positions will assist in contributing to a greater understanding of FE teachers' professional identity, in terms of what is required of them and their experiences of working in an environment which is constantly changing and influencing their professional experiences and personal desires (Beijaard, Meijer and Verloop, 2004). It is anticipated this this approach to exploring the research questions will enable appropriate data collection and analysis, leading to informative contributions to knowledge and possible implications for policy.

1.7 Chapter Summary

This research is organised into five Chapters. Chapter 1 outlines the reasons for engaging in this research and why it is believed to be significant including the specific contextual background of the FE sector. It attempts to outline a setting of what are considered to be the salient and unique features of the way in which the professional identity of FE teachers is formed. It reveals factors such as personal experiences and policy documents that contribute to this identity and the way in which FE is perceived by those outside this sector, including government, which influences the way in which it is structured.

In the following Chapter, the literature review is presented relating to the identity of the FE teacher. The concepts of what it is to be a professional and how identity is linked to professions using theories and models to support these ideas. As this is exploratory research, the review of the literature is not confined to this Chapter but, as theory emerges from the data, it weaves throughout the subsequent analysis and discussion.

Chapter 3 provides a detailed account of the methods and data analysis procedures used. Then in Chapter 4 the analysis and interpretations of the data are presented with the relevant evidence from the literature. Finally, in Chapter 5, the meanings and implications of this research are considered.

2. LITERATURE REVIEW

This Chapter introduces the concept of identity in the context of this research, which studies the social aspect of identity. It includes the exploration of concepts of identity and professionalism which then help inform the development of the research questions and "provide background to the justification for the research undertaken" (Bruce, 1994, p.218).

Specific characteristics, notably knowledge, autonomy and responsibility, will be critically analysed (Millerson, 1964; Furlong *et al.,* 2000; Briggs, 2007). These concepts have been highlighted as key areas of discussion in the debate regarding what it means to be a professional (Hoyle and John, 1995; Robson, Bailey and Larkin, 2004) and are closely examined in light of current literature relevant to the FE context. The suggested theoretical framework provides the lens through which professional identity is explored in this research i.e. Bourdieu (1986) and social constructivism (see Table 2).

The literature review begins with a rigorous yet pragmatic account of what is being reviewed. By engaging with and critiquing previous studies, a balance is sought where both a critique through inquisitive and considered arguments with regard to the assumptions, theories and methods used is conducted, and acknowledgement of the validity of the insights and strengths made by the research. Secondly, the literature review seeks to avoid a descriptive re-run of prior research, and instead incorporate a train of thought where gaps in the literature are identified and suggestions made for future research. From this, the research questions are developed. Thirdly, I have kept up-to-date with emergent literature and incorporated this where appropriate; the review remains an ongoing project, which may require refinements and modifications to reflect most recent research.

This research draws upon the conceptual contributions of Bourdieu (1986) especially those which provide a means of examining and understanding the sociology of education. Bourdieu's work has been notably influential, offering a powerful critique of the effects of inequality on educational outcomes and arguing that an important function of educational systems is to legitimise and strengthen the position of those already possessing the greatest "concentrations of economic, cultural and social capital" (Thompson and Simmons, 2013, p.746) (see Figure A).

2.1 The FE context and professional identity formation

The importance of context in helping to define a professional identity for FE teachers cannot be over emphasised due to the omission of such an identity. Likewise, the changing nature of such work and the context in which the FE teacher works cannot be separated and forms part of the FE teacher identity (Jephcote and Salisbsury, 2009). Erikson (1968) focused on identity formation in the social contexts of the individual during childhood, adolescence and adulthood, regarding stages of their careers in which people progress (Sokol, 2009). Here, the formation is dependent on biological and psychological maturation and the importance of the characteristics within each stage. Although not specifically related to FE, traces of Erikson's theories can be found in almost all forms of identity research and a range of contexts e.g. childhood adolescence and adulthood.

The formation of teacher identity is also discussed according to the framework from Beijaard, Meijer and Verloop (2004, p.107) who state that "identity is not something one has, but something that develops during one's whole life" and "is not something teachers have but something they use in order to make sense of themselves as teachers" (ibid, p.123). They propose that essential features of professional identity come from four areas which relate to an ongoing process; the person and context; sub-identities and agency. However, Beijaard, Meijer and Verloop (2004, p.107) also state that the concept of identity is being "defined differently or not defined at all", focusing on "teachers' personal practical knowledge" rather than the relationship between knowledge and professional identity. Whereas, Clow's (2001, p.407) construction of professionalism focuses not on identity but the way in which the FE teacher views their "professionalism as described by particular behaviours".

We see 'identity' as the ways in which we see, understand, and talk about ourselves over time (i.e. an aspect of our self-system). Essentially, it is the answer to a question such as "Who am I?" These understandings of ourselves, are a combination of the roles, goals, standards, values and beliefs; of the social groups we identify with; and how we see ourselves performing within particular, immediate and social-historical contexts (Schutz, Hong and Cross Francis, 2020). Nonetheless, Shain (1998) expressed caution with the idea of a shared set of values amongst teachers, based on professionalism, compared to the shared set of values held by their managers, based on managerialism. This links with

Kenway's (1987) notion of the divisions and unities created by such polarities, in terms of a division between managers and lecturers and a supposed unity amongst teachers.

The constructs of identity are built through the difference and nexus of the individual and the social shaping of identities (Clarke, 2007). Notably, there are certain aspects of that which make up an individual's identity which are relevant to the formation of professional identity and therefore relevant to the way in which FE teachers construct their identity. Some of these aspects are personalities, values, beliefs and attitudes of the individual and of others, societies, and the family (Välimaa, 1998; Nixon, 2001; Hofstede and Hofstede, 2005; Turner *et al.,* 2009). We must then try to capture how these concepts, and the contexts in which they are viewed, influence the shaping of teacher identities through the use of a social constructivist approach such as a case study method of listening to these voices.

Social constructivist comes in many guises and covers a broad array of interrelated theories such as "how artefacts and social institutions are constructed by human agents, to … theories about the status of knowledge" (Boudry and Buekens, 2011, p.2). It is a theory of knowledge and understandings of the world which are developed jointly by individuals. This theory assumes that understanding, significance, and meaning are developed in coordination with other human beings. The most important elements in this theory are (a) the assumption that human beings rationalise their experience by creating a model of the social world and the way that it functions and (b) the belief in language as the most essential system through which humans construct reality (Leeds-Hurwitz, 2009).

Vygotsky (1978) states that cognitive growth occurs first on a social level, and then it can occur within the individual. To make sense of others and construct knowledge on such a social level to allow learners to relate themselves to circumstances (Roth, 2000). Roth also states that the roots of each individual's knowledge are found in their interactions with their surroundings and other people before their knowledge is internalised. According to McMahon (1997) and Derry (1999) culture and context in understanding what occurs in society and knowledge construction based on this understanding are emphasised in social constructivism. Kim (2001) points out that social constructivism is based on specific assumptions about reality, knowledge, and learning as described below:

a) Reality: The first assumption of social constructivism is that reality does not exist in advance; instead, it is constructed through human activity. Kukla (2000) also argues that

members of a society or group together (and not individual) invent the properties of the world or group. Furthermore, social constructivism believes that since reality is not made before social invention, it is not something that can be discovered by individuals.

b) Knowledge: Social constructivism represents knowledge as a human product that is socially and culturally constructed (Gredler, 1997, Ernest, 1999). Individuals can create meaning when they interact with each other and with the environment they live in. The way in which FE teachers interact with themselves and others is one of the key aspects of this research.

c) Learning: This assumption of Social constructivism stresses that learning is a social process. Learning does not take place only within an individual, nor is it a passively developed by external forces (McMahon, 1997). Social constructivists state that meaningful learning occurs when individuals are engaged in social activities such as interaction and collaboration.

It is therefore important to consider such assumptions and investigate further how they can support the way in which professional identity is formed through these areas which are directly related to the concepts of social constructivism.

From an epistemological perspective, social constructivism is concerned with the normative and evaluative connotations often associated with constructivist approaches (Hacking, 1999). The use of scientific knowledge is therefore not applied to this research contrary to the viewpoint of psychoanalysts, associated with Freud (Bloor, 1991). Reality is socially constructed and there are multiple realities rather than one objective reality which is an important point and one which informs the approach taken in this research design.

Ingersoll and Merrill (2011, p.187) identify important qualities that distinguish being a professional from other kinds of occupations relating to the level of expertise and complexity involved in the work. This is attributed to having a set of complex skills, intellectual functioning and knowledge that is not easily acquired. Using these elements indicates a profession that is referred to as a knowledge-based occupation. It was also recognised that as the FE teacher occupies more than one community, their first career or discipline locates them within one particular discipline and the role of FE teacher another.

The difficulty that arises for the FE teachers is where this knowledge comes from; being a teacher, their subject specialism or both (Robson, 1998).

The perception is that teaching is something additional to the teacher's specialism. Perhaps unsurprisingly, this lack of coherence and consensus of the nature of the FE teacher's work, makes it difficult to define, with a number of legislative acts that have impacted on providing a clear demarcation to a "specialised or protected title" (Robson, 1998, p.594).

> "A professional approach to teaching should be seen in the same light as a professional approach to law, medicine or engineering … it is not enough for a lecturer to be an exceptional clinician, advocate or designer. She or he must be a distinguished teacher as well. To achieve distinction, she or he must use an evidence-based approach to helping students learn" (Ramsden, 2003, p.11).

There is also a need to consider that several negative issues may affect the perception of identity. Perkin (1985) identified that the teaching profession suffers from a vicious circle of low status, lack of competitive resources, inability to control their own selection, training and qualification, divided and consequently ineffective organisation and a degree of state interference and control suffered by almost no other profession all leading to low bargaining power, low remuneration and low status. Beijaard (1995) identified that such negativity can be influenced by the colleagues who may feel that one subject is seen more favourably or seriously than another; or as a result of different levels of previous education; "in particular pupils of schools with a 'lower status'" (ibid, p.288) and the way in which the college is organised and its structure.

Professional identity is a term that has been studied for years and many definitions have been offered (see Appendix A) which vary depending on the theoretical framework within which the studies have been completed. In order to determine identity, this research looked to gain a better understanding of how the participants became FE teachers, specifically the why and how which is the basis of the research questions (see section 1.6). One of the identifying features of a FE teacher's professional identity is the link to their previous profession. Teachers in FE often become teachers as a secondary career (Turner *et al.,* 2009) adding more complexity to their professional identity.

Nixon's (2000 p.78) interpretation contradicts this somewhat, in suggesting that "academics look to their occupation for their identity as teachers, but outside for their identity as subject specialists". This would translate into concepts of a dual professional identity with

the role of teacher and the discipline being somewhat distinct from one another (Robson, 1998; Orr, 2009; James, 2017). It could be argued, that rigid boundaries between the FE teacher's first occupation and their role as a FE teacher cannot be linear, without considering how the two overlap and their relation to one another. In addition to this, it is accepted that the role of the FE teacher is complex and may be subject to multiple interpretations. Such concepts must be considered, which moves away from the rigid, and arguably binary perspectives, of being a professional, to a position which argues for complexity and variety.

Several factors inside and outside the educational system affect the formation of the professional identity of a person such as gender; profession; previous work experience in other environments; understanding of team working; knowledge of profession; and cognitive flexibility (Adams *et al.* 2006). Crigger and Godfrey (2014, p.376) state that, "professional identity formation is a dynamic process" that begins at the outset of the teaching journey and continues to develop throughout their professional career. This notion that identity is 'dynamic' and shifts over time is amplified by the influence of internal factors such as an individual's past experiences, emotions, values and beliefs alongside external factors which include the context in which an individual works (Beijaard, Meijer and Verloop, 2004; Olsen, 2008; 2010).

In recent times, the social dimension of professional identity formation has been emphasised in which professionalisation is achieved through following rules, codes, and standards set by the profession (Crigger and Godfrey, 2014). For example, the results of recent research on the formation of professional identity in medicine show that medical science educators are the best professional role models of medical students, and they are responsible for supporting and directing medical students and residents to acquire their professional identity (Scholtens *et al.,* (2020).

Professional identity formation is a process achieved through socialisation, which is often an unconscious process within a social context (Cruess *et al*., 2015). Much of the knowledge essential to develop a professional Identify is therefore tacit knowledge (Cruess *et al.,* 2015; Cruess, Cruess and Steinert, 2019). Tacit knowledge can be defined as the collective, implicit knowledge that consists of habits, beliefs, values, social structures, and 'how we do things here' (Lam, 2000; Sturmberg and Martin, 2008).

There is also a degree to which agency is expressed by the extent to which people can live with contradictions and tensions within these various identities. It is the combination of the variations in teachers' work and lives in addition to the strategies adopted by teachers to deal with any arising tensions between them that determine the individual identities. Hence the competing identities and loyalties that many FE teachers hold leads to an argument that in one sense, FE teachers possess 'dual' professional identities, often referred to as dual professionalism.

The phrase dual professionalism was first used by Robson in her early research into FE professionalism with Plowright and Barr offering a helpful definition:

> "A dual professional in the learning and skills sector is one who, on the one hand, is qualified in a vocational or academic specialism, and on the other, is teacher training and committed to developing skills and knowledge in teaching."
>
> Plowright and Barr (2012, p.8)

However, Robson (1998, p.46) questioned whether it is possible for "two professional identities to become compatible". She asserted that the move "from one professional role to another may be far from straightforward (ibid, p.56) and argued that adopting the idea of holding two 'distinct' professional identities may be something that needs to be considered. Whilst Orr (2011, p.4) advocated that dual professionalism "may tacitly reveal a significant aspect of the tradition of FE" which he argued links colleges back to their 19th Century roots and early forms of apprenticeships where skilled craftsmen passed on their knowledge and expertise.

Dual professionalism and its benefits were accepted as a key strength for FE teachers and strongly advocated by the Institute for Learning (IfL) during its time as the recognised professional body for FE. As a concept, the notion of dual professional identity may be useful here in recognising the complex arrangement of experiences which exist where teachers have gained expertise in another career prior to becoming an FE teacher. The strength and allegiance that teachers feel to their first discipline and their specialist knowledge is often cited as their primary profession rather than their subsequent or adjacent profession of pedagogical knowledge (Robson, 1998).

Another key piece of research that supported the concept of a dual profession comes from the Commission on Adult and Vocational Teaching and Learning's (CAVTL) report (2013).

This identified that one of the characteristics on which excellent teaching and learning within the sector depends is "dual professional teachers who combine occupational and pedagogical expertise" (CAVTL 2013, p.3). They argue that this concept of a dual professional is perceived as a very positive aspect to FE teachers' identity and contributes to the students' learning and progress.

However, writing in the context of HE, Beaty (1998), suggests that university teachers also experience a 'double professionalism', since academics are subject to the dual requirements of an explicit knowledge base in their subject discipline and pedagogic expertise. This dual professionalism therefore raises a question as to whether this is something unique to FE.

2.1.1 FE in different countries

In this research, the focus is upon teachers working in FE within the UK, which reflects both the personal and professional expertise of the researcher, in particular England. There is no attempt to draw comparisons with other UK countries in a systematic way, but references may sometimes be made to these where appropriate particularly where these relate to legislation and highlight contextual aspects for FE teachers. For example, the education system in UK differs from other countries such as Scotland, Wales and Northern Ireland (NI) which often have their own constitutional anomalies. It is therefore useful to explain some of these nuances in relation to FE in these different countries here.

As mentioned, the focus of this research relates to the UK primarily due to the legislation framework for FECs (see Appendix 1). For example, the Incorporation Act was the most significant in terms of the way in which FECs were governed. This Act removed LEAs control over School and Post Compulsory education by delegating financial and managerial control to governing bodies of colleges. The funding of FE became the responsibility of 'arms-length' funding councils in England and Wales, central government in Scotland and Education and Library Boards (ELBs) in NI, with differences of the scope and funding methodology, (Raffe *et al.* 1997 p.6). Consequently, the contexts in which FE teachers are working can often be framed by such issues and impact on their role due to these differences.

Other examples relate to the division between schools and FECs which is relatively clear in Scotland who cater mainly for adults and older school leavers and for the small minority

who enter vocationally focused courses at 16 or 17. It should also be noted that in Scotland compulsory education ceases at age 16. In England and Wales, FE relates more to 16-18 year olds who choose to study in FECs rather than schools. In NI, the FECs mirror the selective school system whereby most of the students stay on at school and many non-selective school students progress into FE at 16. Additionally, the FE sector in NI recruits fewer adults (Raffe *et al.* 1999) and therefore the role of the FE teacher is more aligned to a different range of students.

In 2014, it became compulsory for all students in England aged 16 and above to continue with their education in one form or another e.g. Sixth Form College or independent providers until the age of 18 or to undertake an apprenticeship. This appears to be very straightforward for those who go on to the academic track post-16. They study for A-level qualifications with many going to university afterwards. For other students not taking this 'traditional route' the system is, arguably, more complex as there are many types of educational qualifications and specialisms and not many well-known pathways (Hupkau *et al.* 2017). For example, Scotland's FECs provide education which follows a vocational route after the end of compulsory education at age 16. They offer a wide range of vocational qualifications to young people and older adults and the first two years of HE are undertaken in an FEC, followed by attendance at university. Whereas in England, and more widely in the UK students can enter into a FEC from the age of 14 to complete their compulsory education beyond the age of 18.

In Ireland, FE is the term used to describe education and training which occurs after second level schooling (equivalent to secondary level schools in England), but which is not part of the third level system (Universities and Colleges). In addition, there are number of providers of Further and Adult Education and Training and a wide variety of schools, organisations and institutions are involved in the delivery of continuing education and training for young school leavers and adults. Such variations might therefore affect the context in which a FEC teacher works. Nonetheless, the focus of this research relates to the complete range of students across all age ranges within a FE environment.

Additionally, although some differences in legislation between Australia and England exist such as the title of the institution, there remains some similarities which align with the purpose of FECs in England. In particular, the delivery of vocational education courses from

the age of 15, the way in which they are funded through government, the concepts of Vocational Educational Training (VET) and the focus of employer led skills through apprenticeship systems (King *et al* 2016). These similarities also reflect the title of these institutes. For example, in Australia these are referred to as Technical and Further Education (TAFE) institutes.

In the United States and Canada, the term 'continuing education' is similar to that used in England and offers a follow-up qualification necessary to progress into HE or to begin a specific career path often through work-based learning or adult community learning institutions.

The approaches taken in EU Member States also vary according to the level (primary, lower or upper secondary) and the type (general academic or VET) of education. In fact, within the EU, there is no uniform educational policy. There are no higher institution authorities which intervenes or imposes specific requirements regarding education. In these countries they are each entirely responsible for their own education system and curriculum. Thus, FE or what may be viewed as FE can look completely different in these countries to students, teachers and employers.

Although there may be some similarities between the UK and other countries, the differences will influence the experiences of the teachers working within the FE settings and so this small-scale research project will focus upon the FEC context within the UK which frames the socio-cultural context and informs the recruitment of the participants.

2.1.2 The FE context

When looking at the structure of FE, there are clear distinctions in relation to its identity within the English education sector. Birkenshaw (nd, p.7) states that there is a myth that FE is "squeezed between the two ugly sisters of the school and university sectors" and states that it is "the resourceful sector, which works hard for its students, which transforms itself to meet the needs of its communities, and where justice will come through in the end". As such there has been a blurring of boundaries between "school, college and higher education" (Avis and Bathmaker, 2006, p.172; Moodie and Wheelahan, 2012). Although this point may be contested, some assert that in actuality FE is unified precisely by being different (Gleeson and Mardle, 1980). It is different to HE, in that it delivers tangible

vocational skills (Appleyard and Appleyard, 2014) such as 'trades' people i.e. plumbers, hairdressers, bricklayers, different to schools, as learners are treated as adults with no uniform or mandate to attend (Orr, 2013), it delivers work-based training but operates on a different model to private training providers (Gleeson, 2014).

Biddle (1985) identified that teacher roles are defined and used in multiple ways with most interpretations referring to the tasks of teachers, their social position, their image and status and the expectations of other people especially from students and parents (Beijaard, 1995). Whereas, Gu (2014) stated that roles are usually defined by the school or society and may be linked to a professional code of practice, whereas identities can be a source of meaning that is developed through individual experiences and reflections often influenced by others. Similarly, Burke and Stets (2009) posited this in relation to one's role identity and its verification processes characterised by sets of expectations, norms, and standards tied to the teaching position. Burke and Stets (2009, p.117) also noted, "by verifying role identities, that is, behaving in ways consistent with the meanings and expectations associated with role identities, individuals come to have an increased sense of self-efficacy". According to Bandura (1977), self-efficacy is "the belief in one's capabilities to organize and execute the courses of action required to manage prospective situations." It is a person's belief in their ability to succeed in a particular situation. Bandura described these beliefs as determinants of how people think, behave, and feel. Such self-efficacy allows us to fit into certain groups or give off signals to others that we are part of, and belong to, that group (Hofstede and Hofstede, 2005). For example, the wearing of academic gowns and mortar-board caps may be characterised to individuals of a well-educated person (Becher and Trowler, 2001; Clegg, 2011).

Ewing and Manual (2005) analysed the perception of teachers through their early stages of their careers and identified that their expectations focused on survival, consolidating their pedagogical context knowledge and building their professional identity. In order to demonstrate such measures lecturers were subjected to greater observations and the concept of 'learning walks' to help support teachers. Such observations were seen as "a vital tool in the evaluation of the professional under the NPM" (Taylor, 2007, p.567) which fed into individual appraisals and enhanced the accountability of professionals "to their clients as well as managers" (ibid). Appraisals were linked to pay and an individual's and a

group's performance. Additionally, teachers were no longer seen to be a valuable resource with employment given on a fixed term contract basis.

2.1.3 Professional identity formulation of FE teachers

Professional identity is considered in this research as a central theme in the understanding of education and social mobility (Gewirtz and Cribb, 2009). This is understood in relation to stratifications and positions in society. It is a complex process of negotiating and becoming; it is the individual and unique elements that differentiate individuals, and yet it is the social elements that bind such individuals to groups in complex ways (Jenkins, 2008).

Discussions of professional identity have contributed greatly to the understanding of the self and society, in relation to gender, sexuality, race, social groups and class (Goffman, 1956; Erikson, 1979; Jenkins, 1996; Lawler, 2008). Notably, the connection between education and developing 'human capital' has given rise to the need for a better understanding of the identity of learners, and their teachers, in order to understand class-based choices and outcomes. This refers to the movement upwards to gain societal advantage and the move downwards which results in loss of position in relation to status or income. This has links to the concepts of field (Bourdieu, 1992), the economy and global competitiveness and a view that "…the development of human capital is rhetorically constructed as pivotal to the development of individual and societal competitiveness" (Avis and Orr, 2016, p.50).

Professional identity is therefore not a single, stable entity but is composed of many factors which may vary according to circumstances and context. There may be some relatively stable 'core' aspects of professional identity but even these may be subject to (re)negotiation and (re)storying over the course of one's professional life. Certain aspects which make up an individual's identity and requires consideration with regard to a number of factors such as the setting and who we are. It is also influenced by experiences (past and present) and historical, sociological and cultural factors (Wenger, 1998).

Professional identity is multifaceted, always shifting and, therefore, both fragmentary and evolving. It comprises the perceptions, meanings, images and self-knowledge individuals have of themselves. "By its very nature, ones' professional identity is always in the process of becoming" (Davey, 2013, p.31). Identity is therefore difficult to define due to its 'slippery' and changing interpretation and use (Lawler, 2014, p.1). It is, an unstable, multi-

dimensional, changeable and intersubjective process, constantly being interpreted and re-interpreted by teachers in their discourses and through the relationships they establish within professional contexts.

As such, professional identity may be defined as the perception of oneself as a professional and is closely related to the knowledge and skills that they have, the work they do, and how it relates to others (Bucher and Stelling, 1977). It clearly links the knowledge and skills that an individual holds with the work they carry out and with whom they work.

However, it is important to note that the formation of professional identity as a teacher continues to change as the concept of 'teaching' continues to change also. Thus, accounts of FE teachers' experiences tend to focus on changing goals, standards, and beliefs in relation to the perceived constraints and affordances of the current socio-economic environment. Due to the importance we as society place on occupational goals, there is the potential for personal investment in the importance of the occupational self (e.g., teacher, counsellor, nurse). Hence, identifying as a teacher has meaning to both the individual and society. One of the most complex issues of determining identity is the notion of the self and its relationship to identity.

Teachers are expected to have both an understanding of their self and a notion of that self within a context (FEC). The concept of the 'self', and the environment that an individual may find themselves in at any given time may affect their mindset, thus they act out different 'selfs' (identities) to suit the group they are involved with at a moment in time (Solomon, 1994; Hegarty, 2008). Lauriala and Kukkonen (2005), also suggest that the self is composed of three dimensions, the 'actual self' (currently), the 'ought self' (recognised by society) and the 'ideal self' (possible achievement target) which contribute to the balance between the personal and professional identity. Professional identity can be seen in terms of a valued professional self. What is found to be relevant to the profession, such as regulatory changes and demands from key stakeholders (students, professional bodies, and graduate employers), may conflict with the personal motivations of teachers. Such a conflict can lead to friction in teachers' professional identity in cases where the 'personal' and the 'professional' are too far removed from each other (Beijaard, Meijer and Verloop, 2004 p.109).

Self also involves agency (which is the self in action), according to Danielewicz (2001) and is influenced by personal values, emotions, beliefs, (scientific and didactic) knowledge and (pedagogical) skills. It relates to the skills, qualifications and experience of the FE teacher, the nature of their work, and the expectations and perceptions that they and others have of their role. It also "comprises both how one sees oneself and what one values in oneself as a professional" (Davey, 2013, p.32). It is formed in a social context, those very same contextual forces that operate to shape and constrain it, which, inevitably, involves emotions, personalities and the attitudes of the individual and of others, societies, and the family (Välimaa, 1998; Nixon, 2001; Hofstede and Hofstede, 2005; Turner *et al.,* 2009).

To this end we have a number of different 'selfs' (Lawler, 2009), which helps us to make sense of, and to fit into, a particular world or environment (Nixon *et al.,* 2001). FE teachers, will for example, reveal how they make sense of their 'working' world, from which they draw their professional identity.

There is also evidence to suggest that identity also comes from the culture of learning. It may be suggested that culture cannot be ignored when considering the influence that community may have in the formation of professional identity. As summarised by Henkel, (2000) "To know who you are is to be oriented in moral space, a space in which questions arise about what is good or bad ... what has meaning and importance to you and what is trivial and secondary" (ibid, p.157). In addition, Archer (2008) suggested that notions of "becoming" and "unbecoming" can ignite discussions regarding the differences between individual opinions and those of others contained within both communities and cultures. Such relationships within the FE sector are influenced by communities from which teachers communicate their own particular life stories, histories and experiences. In particular within FE the way in which these communities contribute to such an identity through these personal stories which are often unique and diverse.

For this research, professional identity refers to FE teachers' identity which is shaped and influenced by what they 'do' in their everyday job role. This research asserts that professional practice flows out of their professional identity and is underpinned by a definable set of values which have been influenced in various ways where individual teachers are oriented towards a particular set of factors over others in the construction of their professional identities. For example, teachers who approach their professional

practice and decision-making with a clear sense of external discourses and a sense that they might affect these discourses through their professional practice were called dialogically-oriented teachers. These teachers were able to articulate both their classroom practice and the thinking which was underlying their choices as teachers (Hsieh, 2010).

Professional identity may be considered as both personal and social in origin and expression. While we have our own sets of personal beliefs, values, emotions and perceptions which filter the way we see ourselves in the world, it is recognised that this sense of a 'personal' self is situated within the socio-economic context in which we are placed. "Professional identity is thus personally and individually perceived, but socially and culturally negotiated" (Davey, 2013, p. 31).

It is concluded that professional identity is complex, multifaceted and subject to different perspectives but can be broadly defined as the integration of the personal or self with what it means to be a professional which will include the expectations and demands associated with the role (Beijaard, Meijer and Verloop, 2004). As such, it becomes difficult to offer any real definition as to what is meant by the term 'identity'. This is because it would largely depend on the context the individual is observed and/or studied in, for example, for this research, a FE teacher within an FE context. Nonetheless the use of the word identity is useful to help define a certain image of ourselves and beliefs about the kind of person we are. Having a strong sense of identity seems to be desirable, something that brings comfort and security. Identity also helps us to make decisions and to know how to behave. We are constantly faced with complex decisions and circumstances (Whittlestone, 2014) which are the concepts that this research aims to identify.

2.1.4 Contribution from Bourdieu's

Bourdieu (1984) proposed that the category of work in contemporary society is regulated by a set of inherited and pre-existing social structures which continue to shape the institutional field of professional identity. The focus here is on the social structures without losing sight of an individual's own agency. Bourdieu's (1986) theoretical project was concerned with bridging the gap between structure and agency and how this contributes to identity and its formation (Bathmaker and Avis, 2004). Briggs (2007) also identified that identity is central to the individual sense of agency developed through the interactions with others and the

working context in constructing social systems and structures. Likewise, Day, Kington and Stobart (2006) concurs with the notion that a positive sense of identity with subject, relationships and role is important to maintaining self-esteem or self-efficacy. Thus, professional identity is located as an agent of the systems and structures within which the individual's working life is located. Indeed, Bourdieu and Passeron (1990) argued that the entire education system was created to maintain the reproduction of the differences between the classes: "by the means of the institution it has to produce and reproduce…" and therefore "contributes to the reproduction of the relations between the groups or classes (social reproduction)" (ibid, p.54). Bourdieu also argued that this occurs due to the teacher teaching what they have learnt previously, and so the pedagogy is reproduced as "having acquired them unconsciously through prolonged frequentation of masters who had themselves mastered them only in practical form" (Bourdieu and Passeron, 1990, p.63). What we see is a reproduction of a cycle of learning and teaching within a class system where the distribution of knowledge, through a series of events, remains distinct to that particular sector. The context of this knowledge remains bounded by a FE sector in which the teachers teach and students learn in the same way as previously provided therefore maintaining a hierarchical system of learning as identified by Bourdieu (1986).

Bourdieu (2000) considered how the sociological concerns of power and class and the concepts of structure and agency are applicable to the field of education. He argued that individuals are positioned in a social space influenced by their social class, often linked to a hierarchical system of wealth. As such, Bourdieu viewed education as a structure at the centre of society and the reproduction of class, inequality and privilege (Bourdieu and Passeron, 1990). Cultural capital, in this sense, is gained mainly through an individual's initial learning, and is unconsciously influenced by the surroundings.

Bourdieu, (2000) also suggests that choice is cultivated from a person's early years. It directs the person to seek an appropriate social status equal to their background. This then guides the way they behave and helps distinguish themselves from others. For example, higher status families and schools provide a different kind of education to the next generation than lower class families. An individual who is educated by a more prestigious school, for instance, may acquire a liking to something that they have previously experienced which reflects the values of the school. Such a liking is not determined by self-development but

derived from, or informed by, one's cultural trajectory, mostly in terms of family and education (Bourdieu, 1989).

Bourdieu's (1986) three concepts of habitus, capital and field are relevant to the social construction of this research, and will be used as follows:

1. Habitus - this includes socialised norms or tendencies and will provide focus in considering behaviour and thinking shaped by past events which form perceptions and shape current practices;

2. Capital - this extends beyond the notion of economic aspects, to include both social and cultural elements which can be transferred between different arenas; and

Economic capital	Cultural capital	Social capital
Conversion into monetary value	Social assets that promote social mobility	Social obligations ('connections')
• Financial • Other tangible assets (i.e. property)	• Education • Language • Knowledge • Tastes • Cultural dispositions	• Family • Networks • Relationships

Figure A – Concepts of Capital (Bourdieu, 1986)

3. Field – this refers to such social and institutional arenas where people reproduce their dispositions within a network or structure which may be "intellectual, cultural or educational" (Navarro, 2006, p.18).

The use of symbolic capital (Bourdieu, 1987), is sometimes also cited within capital, is defined as any other sort of capital and considered to be everything else that does not fall into these areas. As Bourdieu, (1987) puts it, symbolic capital is nothing but economic or cultural and therefore is not discussed as a separate entity. Firstly, Bourdieu's (1987) theory of habitus helps inform how the context of the FE environment may contribute to identity and the professional role of the FE teacher. Habitus has a large role in everyday activities or practice, growing from the interrelationship of capital and field. It is deeply ingrained through the habits and skills that a person has due to their experiences. In the right situations, it is the habitus that guides us through such social environments.

Habitus, according to Bourdieu, is differentially formed according to each actor's position in social space; as such, it is empirically variable and class specific. In elaborating upon this, we

must begin by acknowledging that, for Bourdieu, the process through which the habitus is constituted is not situated, or at least not primarily situated—at the 'point of production'. In other words, although the occupational system comprises the institutional core of the 'class structure' for Bourdieu, it is neither the labour market nor the shop floor or office which functions as the site in which the causal processes giving rise to a class-specific habitus unfolds. Rather, according to Bourdieu, each location is in a social space, that is, each combination of volume and composition of capital, corresponds to a particular set of what he terms 'life conditions'.

Accordingly, Bourdieu's (1977), experience of the particular class condition characterises a given location in social space and imprints a particular set of dispositions upon the individual. Initial formation of the habitus occurs in the context of each individual's "earliest upbringing." (ibid, p.78). It can subsequently be modified by new experiences; however, the earliest experiences carry a "disproportionate weight" (Bourdieu, 1990, p.54; 60). Bourdieu is however, right to emphasise the weight of childhood experiences in the formation of the habitus (Atkinson, 2010). These can be conceived as arising from the world into which the child is born which is structured by the capital of its parents/guardians and the socialisation practices of their capital possession as documented in the research of Lawler (2000). Such experiences are deemed by Bourdieu (1986) to determine the way in which individuals have access to their life choices and are bounded by such class conditions. This relates to the education they receive within an environment in which they live and learn and family characteristics such as going to university or paternalistic job choices.

Habitus is a way of describing such social structures and the history of individuals to reflect the external social structures and shape how the individual perceives the world and acts in it (Power, 1999). The social structures embodied in habitus can determine behaviour, the individual is inclined to act in accordance with the social structures that have shaped them. Hodkinson *et al.,* (2004) states that habitus is also seen as the social structures operating within and through such individuals. Identifying such factors are key to understanding how habitus binds individuals together and distinguishes them from other groups (Davey, 2013). It determines who they are professionally and how professional identity derives in part from a previous professional life, personal motivation and individual goals (Davey, 2013).

Secondly, there are many forms of capital (Swartz, 1997). Bourdieu (1997) identifies three key forms of capital: economic, cultural and social. Economic capital involves the financial resources and may be institutionalised through aspects of what is earned and owned. For example, this may allow the purchase of additional capital in the form of private education.

Bourdieu (1986) states that capital includes the use of structure and agency and identified two key theoretical concepts relating to cultural capital and habitus. Cultural capital, according to Bourdieu, is the foundation of social life and dictates a person's position within the social order. It is gained mainly through an individual's initial learning and is unconsciously influenced by the surroundings. The more capital a person has the more powerful a position they occupy in their social life. It also refers to credentials and qualifications.

Bourdieu (1996) proposed a cultural theory of social reproduction, in which individual habitus is a product of social relations characterised by a field of unequal positions. Cultural capital exists in various forms (Anheier, Gerhards and Romo, 1995) and manifests itself in a variety of ways, such as the socialisation process, the accumulation of valued objects like books, qualifications and training. Such aspects of cultural capital are used to improve life chances and choices. These concepts of capital can be located within the desire to increase the level of teacher's knowledge linked to their role and the students they teach. They have an impact on the way in which both the student and the teacher are recognised and how this links to their status. For example, the FE teacher who has been educated within FE but not attending a university. The use of qualifications such as Btech and NVQs to support their progression to higher qualifications.

Thirdly, field assists in the recognition of the importance of how relationships are shaped between the current habitus and the wider world. Hodkinson and Hodkinson (2003) identify that a factor in learning relates to the learner's current disposition manifested through their past experiences, where structures are interrelated with their professional practice. These writers also state that people and their lives are separate from their work but they cannot "step outside social structures that are a part of their habitus and identity" (ibid, p.5). Certainly, this thought would concur with Bourdieu's social reproduction view of the human condition.

Cultural capital occurs in three forms; (1) Institutionalised, e.g. education and qualifications; (2) objectified in the material possessions of cultural goods such as books and (3) embodied in the form of habitus which is linked to the immediate environment. Cultural capital comes in various forms but is valued differently in different social fields e.g. the contrast between a school and a FEC.

Limitations of Bourdieu's theory of habitus, capital and field

Whilst Bourdieu's contributions have much to offer, there exist some limitations. Firstly, the realities of educational expansion are unaccounted for. Arguably, if differences in habitus explain both performance and orientation, class inequalities in educational attainment would widen, as advantaged groups would take up new educational opportunities at a greater rate than their disadvantaged peers. Simmons (2009) states "unequal possession of economic, social and cultural capital gives unequal access to different forms of education". Bourdieu's contribution helps us understand the connection between education and social class as mediated by habitus. That the educational systems are, "overdetermined by state or economy" (Shirley, 1986, p.105).

Yet it is evident that FE supports those students who have not come through traditional social class backgrounds and their FE teachers from similar backgrounds seeking to 'make a difference.' As such, learners located in FECs have traditionally been seen as an 'alternative route' to success for early school-leavers (Raffe, 1979). This provides an impetus to explore the professional identity of FE teachers further and remove boundaries to enable social mobility, by removing the hierarchy of institutions (Clegg, 2011; Bathmaker, 2016).

Furthermore, although Bourdieu is seen to be one of "the most important French sociologist of education" (Shirley, 1986, p.96) his work has been criticised particularly in relation to 'determinism' where choices and events are determined by existing causes. Bourdieu himself is a typical example, which contradicts his own theoretical claims. It might be true that in his entire intellectual career, Bourdieu never successfully steered away from determinism, despite the fact that he spent increasing amounts of time doing so in his later writing, such as in *An Invitation of Reflexive Sociology*, (1992). It follows then, that ultimately everything depends on material conditions. Until now, a cyclical system has been created where social agents are only allowed to move within a predefined circle, certain fields within which their habitus is compatible. There are 'social movements', such as the

transfer from education into the labour market; “however, there is rarely in any real sense ‘upward social mobility’” (Yang, 2014, p.1528). Such practice is therefore determined by an individual's 'habitus' or 'capital', which in turn is influenced by the particular 'field' within which they are located.

Moreover, Bourdieu’s contemporary and great rival, Raymond Boudon (1974), offered an alternative perspective which focused directly on the consequences of educational expansion and demonstrated that, even in a meritocratic society, increasing levels of participation in PCET did not necessarily increase social mobility. Although educational expansion may have benefitted people from disadvantaged backgrounds, it also increased competition at all levels and eroded the labour-market value of qualifications. In a society where opportunities to achieve higher social positions grew less rapidly than the supply of qualified individuals, expanding educational participation may have little effect. Boudon’s approach was to build an explanatory model that showed how the actions and choices of individuals engaging in positional competition make understandable patterns of educational and social inequality.

Another shortcoming of Bourdieu’s work is the absence of a theory of the state. Whether you define the state as the institutional locus of power shaped by class and the system of education, one of the main determinants is the state and its role in funding, regulating and defining educational systems as discussed in Section 2.3 and 2.4.

Lastly, in addition Bourdieu developed his contribution outside of the UK and in a different socio-economic time. Jenkins (1992) noted that the focus of Bourdieu’s main theoretical publication was in 1977 and placed too much emphasis on structure, suggesting that Bourdieu needs to consider more around the areas of reflexivity. Reflexivity, or reflexive knowledge is an extension and development of this practical sense away from automatic or habituated practice to being more aware and evaluative in relation to oneself and one’s contexts (Schirato and Webb, 2002).

2.2 The teacher as a professional

Individual perceptions of what it means to be a teaching professional depends on interpretations of the role of a teacher. Browning (1997) noted that linking the words ‘professional’, ‘teacher’ and ‘FE’ together poses a number of issues which adds to the

fragmentation of a sector, where FE is often overlooked, as discussed in Section 2.4. Additionally, as already mentioned, the role of a teacher has no unequivocal meaning, and has been used amongst different groups with different foci. The concept of profession is used in an attempt to create legitimacy for different developments (Englund, 1996), for example teaching. In a FE setting where the concept of profession is ambiguous, it is uncertain whether and how it should be used. This provides an impetus to explore the teacher as a professional in FE.

In order to understand what it means to be a professional teacher, comparisons have been made to well-established professions such as medicine, dentistry and law, where an individual would need to possess the required knowledge certified through examination. Gaining qualifications has been part of the process of achieving and maintaining recognition, with each profession being governed by a body or association with, "high standards of professional and intellectual excellence" (Larson, 1977, p.208).

The notion of 'a profession' derives from the Latin word 'profiteor' having expert knowledge and associated with the taking of an oath or making a formal commitment (Lester, 2010). This does not identify a specific occupation nor does it offer an agreed understanding of the term professional. It does, however, provide a way of thinking about an occupation which performs a "crucial social function, requiring a high degree of skill and drawing on a systematic body of knowledge" (Sockett, 1985, p.27).

In the context of a discussion about professionalism, responsibility is an important issue closely tied to the notions of accountability and with that comes the granting and limits of autonomy (Whitty, 2008). Prior to 1993, under the control of the LEA, there was a period of relative autonomy for teachers and managers at a time when the curriculum and teaching dominated debate and actions for Government intervention.

Historically, teachers had a level of professional autonomy in developing their own curriculum, notably in the 1970s, the 'golden age' of teacher autonomy (Le Grand, 1997). From the mid-1970s, however, significant changes to policy altered the nature of teacher professionalism. Due to economic downturn across the industrialised West, there was growing criticism of the post-war social democracy. This was combined with a critique of public sector management on the part of neo-liberal theorists. The outcome was a call for public sector providers to be subjected to greater accountability, both through market-

based competition and increased surveillance by the state. Under Thatcherism and similar regimes elsewhere, there were severe attacks on public sector professions, including teachers, who were accused of abusing their autonomy to the detriment of pupils and society (Whitty, 2006).

With this in mind, the Prime Minister Tony Blair, expressed a commitment to raise the status of FE teachers and the teaching profession citing the idea that the "reputation, rewards and image of teaching" needed to be elevated "to the status of other professions such as medicine and law" (DfEE, 1999). On the surface, this could be seen as the government finally acknowledging the value and status of the FE sector with the comparison to professions such as medicine and law and recognition of the work of FE teachers.

Furthermore, the teaching profession, especially within FE, has experienced during the last 25 years successive policy changes that have undermined its claims to such conventional concepts of professionalism. Breslin (2002, p.196) suggests that this is in part due to new processes such as "routinization; marketization; and casualization" with an environment characterised by the increased surveillance of what teachers do and how they do it that does most to undermine both the perceived public status and the personal self-esteem of teachers".

Elliott (1996a) raised a cautious note suggesting the main concern about the concept of the FE teacher as a 'professional', is they do not seem to think of themselves as such. Elliott (1996a) on the other hand rejects professionalism in favour of a concept of the 'reflective practitioner' for understanding teachers' work, while Hodkinson (1989) argues for the retention of professionalism without accepting the exclusivity of a profession. He explores the uses and limitations of competence attributed towards a redefinition of professionalism based on notions of 'personal effectiveness', 'critical autonomy' and 'community' which offers several advantages. Firstly, it is seen as a key purpose in education for those aged 16-19; secondly it will be of benefit the student to fulfil their life choices and remove the "differential treatment of different groups" (ibid, p.381); thirdly the principles are central to both educational and training ideologies and fourthly it requires institutional change for which teachers can make a start.

Professional associations are also viewed as a collective attempt by an occupational group to secure control of a body of knowledge which then translates into economic returns

(Larson, 1990). Such associations act as 'gatekeepers' setting the criteria for membership to include codes of ethical conduct towards the public good in addition to necessary qualifications which legitimised "their autonomy and justified the public's trust in their practice" (Bottery, 2000, p.222). The idea that professional workers could or should be trusted to act competently in the interests of members of the public was increasingly questioned, especially by those favouring a market economy approach. They suggested that clients should instead have the power to hold professionals accountable for whatever they had contracted to do (Swann *et al.,* 2010).

In this way, professions would possess autonomy which extends to the practitioner who is able to draw upon their specialist knowledge and exercise their professional judgement to respond to situations intuitively (Becker, 1970). Nonetheless, groups and individuals may then deploy these discourses to create and protect scarcity with only some having the authority to define what is and is not valid knowledge (Seddon, 1997).

2.2.1 Evidence of supporting subject expertise and professional knowledge

Briggs (2007) suggested that the teaching profession is being reconstructed with regard to subject expertise and professional knowledge, and how these are applied. This is echoed by Beijaard, Meijer and Verloop's (2000) definition of the teacher as both a 'subject-matter expert' and as 'pedagogical expert'. FE differentiates itself in providing a vocational path in which these qualities are welcomed and encouraged. Sachs and Mockler (2012) also recommend a focus on professional development and improvement rather than control, where professionally led learning networks are fostered. Professional development can be highly subjective with regard to subject specialism but this reflects the complexities of supporting the interaction between subject expertise and professional knowledge into the classroom and reflects the changing role of FE teachers. Avis, (1999, p.247) recognised that "whilst in the past the subject specialist was dominant this weighting has been reversed … with subject specialism being secondary", although it could be argued that in undertaking such a qualification is indirectly contributing to their teaching pedagogy. This raises the question as to whether the identity of an FE teacher is located within their subject specialism or the pedagogy of their FE teaching.

Pedagogic skills have also been expressed in a way that emphasises the "enabling of learning over specific disciplinary skills" (Avis, Kendal and Parsons, 2003, p.247). Some may argue that educators are no longer necessarily required to be subject specialists, but are expected to have a more general grasp of the curriculum area and be able to manage and enable the learning process assisted by a range of 'learning facilitators'. This is contrary to the findings by Clow, (2001) as evidenced with many FE teachers already qualified and experienced in other disciplines before they decide to teach in FE.

Others see being a professional as an ideology (Stevenson, Carter and Passy, 2007) that is constructed to embed occupational control over teachers especially as such changes are rarely consulted upon as to how these could be defined or implemented (Dixon and Pilkington, 2017). In these circumstances new teachers begin to form their own professional identity through their knowledge and experience gained in their former profession and use this to inform their teaching practice (Maxwell, 2010a; 2010b). Some of this learning is influenced by a teachers' personal history, this being a rich mix of "work and life experiences" such as schooling, values and upbringing (Jephcote and Salisbury, 2009, p.969).

More general support has been provided in the form of compulsory teaching qualifications. In 2008 FE teachers' qualifications were introduced through the IfL. Membership was compulsory and FE teachers were also required to undertake a compulsory teaching qualification (QTLS) to demonstrate their pedagogical skills on a comparable footing to those teachers gaining Qualified Teacher Status (QTS). This was seen as "the badge of professionalism for the FE and training sector" (Parton, 2018) indicated by the 20,000 FE teachers who completed this against a total of 57,000 teachers employed in FE (AoC, 2019). Whilst this amounts to less than 50% of FE teachers, it should be noted that it does not include those FE teachers with a different teaching qualification such as a Certificate in Education (Cert. Ed) or a Postgraduate Certificate in Education (PGCE). Lucas (2002) argued that these developments were an attempt to raise the quality of teaching in FE. However, they were unable to meet the demands of teachers with expertise in specific fields requiring support to incorporate their prior knowledge into their teaching for the benefits of students. In this sense, this posed a risk that such standards and requirements would become more of a 'regulatory paper exercise,' failing to focus on the teaching and learning aspects.

However, Clow (2001) argued that the qualifications of FE teachers should not be the key focus for FE teachers, due to the diversity of their previous role and the knowledge and skills from which they are able to incorporate into their teaching. Clow (2001, p.409) further argued that there is no guarantee that a FE teacher has any theoretical knowledge about teaching but may have "theoretical knowledge about their original profession/ vocation/ subject". From this, it may appear that teacher professional development is complex and an integral part of a teaching profession. So, both the contexts in which FE teachers operate as well as the types of professional development opportunities that are available must be examined.

Improving support of subject expertise and professional knowledge

Evans (2008, p.35) argued that professional development is, "a key process within the wider agenda of raising standards and increasing societal growth capacity by improving policy and practice in … education'. Evans (2008) conceptualises professional development around two approaches to change, functional development and attitudinal development as illustrated in Table 1 below.

The major driver behind functional development is to improve people's performance (usually attained by imposition). Conversely, attitudinal development focuses on people's attitudes to work, intellectual and motivational and is concerned with improvement of individual practice usually attained through CPD activities.

This requires teachers to "engage in professional knowledge building whereby practitioners can challenge, defend, explicate and question not only the information that comes their way, but also the policies that emerge from it" (Groundwater-Smith and Mockler, 2009, p.52). When teacher learning is the focus of CPD, more generative and transformative outcomes may be delivered. When the outcomes are transparent and apparent, teacher accountability is justified and, at the same time, teachers may expand their personal and professional horizons. Evans' claim for both functional and attitudinal approaches to teacher CPD, and Sachs' (2011) traditional training and teacher learning approaches operate in balanced and mutually beneficial ways i.e. current political contexts, which focus on accountability and verification, shape the development and delivery of policy and practice (Sachs, 2016). Different types of CPD contribute to the production and reinforcement of

various kinds of teacher professionalism. Below, Table 1 presents four versions of teacher professionalism, which reinforce different kinds of CPD.

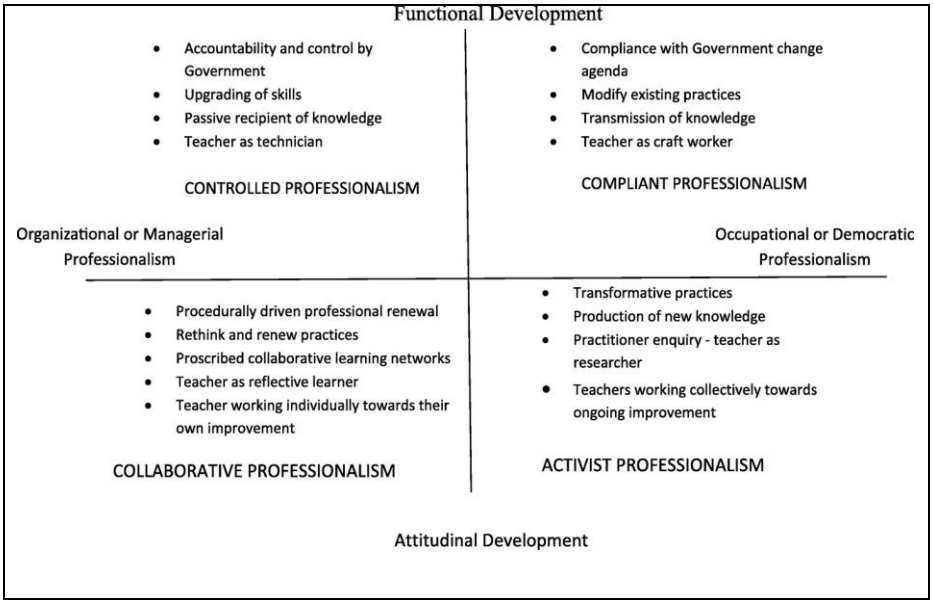

Table 1 – Functional and Attitudinal Development (Sachs, 2016)

In education, Day (1999, p.139) observed that such an approach "is likely to promote a limited conception of teaching and being a teacher". Concepts of practicality and relevance contribute to the development of ideologies that emphasise a technical approach by providers and consumers of Continuing Professional Development (CPD). This form of CPD encourages teachers to see their world in terms of short-term ends achieved only through the formula of tried and tested practices legitimised by unexamined experience or uncritically accepted research findings (Sachs and Logan, 1990). Mockler (2005) observed this humorously as 'spray on PD'. Instead, teachers would need to develop skills in order "to conduct their own research, individually and collectively, to investigate the impact of particular interventions or to explore the positive and negative effects of educational practice" (BERA-RSA, 2014, p.5).

2.2.2 Autonomy

A key idea underpinning a discourse of professionalism is that of individual autonomy. As Furlong *et al.,* (2000) observe there are three concepts of knowledge, autonomy and responsibility, central to a traditional notion of professionalism and often seen as inter-related. It is because professionals "face complex and unpredictable situations that they need a specialised body of knowledge"; if they are to apply that knowledge, it is argued

that they need the autonomy to make their own judgements (Furlong *et al.,* 2000, p.5). Given that they have autonomy, it is essential that they act with responsibility, collectively, that they need to develop appropriate professional values. Although the autonomy of individual professional practitioners is in reality negotiated, and may be restricted, especially in organisational settings (Becker, 1970; Hoyle and John, 1995), autonomy as an idea remains an important feature of a discourse of professionalism.

Until the 1970s, teachers possessed a considerable degree of autonomy, with the freedom to decide how and what to teach. Although teachers' salaries were paid by the state, it did not intervene in the way in which teacher training was undertaken or the work of teachers in schools (Cunningham, 2008). Following this, changes were made to the way in which teachers were trained and how they were taught.

The 1988 Education Reform Act was pivotal in the way in which public sector organisations became more business orientated. The Secretary of State for Education introducing the National Curriculum which resulted in testing and league tables, which measured teacher performance ultimately. This altered the perceived freedom teachers possessed, changing the way in which teachers felt autonomy in their role. In 1993 FECs were tasked with being more business focused with measurable targets and the students viewed as customers and clients. The FE teacher roles was re-shaped through the Incorporation Act 1993 to include new professional and institutional standards, and they were expected to show a high degree of competency. Certainly, New Labour have reinforced argument for the state to take a much more assertive role in specifying what teachers are expected to achieve, rather than leaving it to professional judgement alone (Whitty, 2006) . There is an interest for intervening in the detail of educational processes, with advice on all aspects of the day-to-day running of schools and teaching itself (Whitty, 2006).

Perhaps most notable is the loss of autonomy from a culture created where performativity, quality and performance are of high importance (Bathmaker and Avis, 2005; Robson, 2006; Colley, James and Diment, 2007). A performance culture marked by an emphasis on accountability is not one in which risk taking or the development of creative problem solving will readily take place (Gleeson and Husbands, 2001). Secondly, the shift to flexible IT-based learning delivered by instructor or technicians rather than qualified teachers has been perceived to threaten the expertise of the FE teacher and raises questions about the

ownership of intellectual property (Shain, 1998). Thirdly, outcomes based on recruitment, retention rates and exam results with increased monitoring and surveillance of teachers through internal and external control mechanisms including teacher appraisal and observation have threatened the autonomy of teachers (Shain and Gleeson, 1999).

This brought a shift in a more regulated 'autonomy' which involved a level of expectation as to what they were to achieve, but not necessarily how (Whitty, 2006). Teachers were no longer influential in the same way as occupations such as medicine, accountancy or the law (Randle and Brady, 1997). Instead, teachers were seen as providers of a service and *had* to deliver that service.

Opponents of the idea that teachers should be considered a profession have often cited the lack of teacher autonomy over what should be taught. Whether the pressure is market or government led the result appears to be the same. One in which governments control and direct the activities of the teaching profession and "where the teaching profession apparently acquiesces" (Bottery and Wright, 2000, p.2).

Lastly, competition between FE, schools, private trainers and employers, teacher and student unit costs have affected the role of the teacher and their level of autonomy. Bathmaker and Avis (2005, p.56) identified such issues where colleges are governed by such funding concerns related to student numbers. The notion of "bums on seats" (HB I2), often with students accepted onto courses which they were not suited, adding to the impact that such strategies have on teaching and learning and the completion of courses rather than fair assessment.

Funding now came direct from the government appointed FEFC and was based on output and performance (student numbers enrolling, the amount of teaching/learning time and the number of courses completed, qualifications gained and jobs secured). In essence, the FEFC funding methodology placed particular emphasis on the retention of students during their courses, rather than simply their presence at the start of the academic year as had traditionally been the case in FE (and still is in the schools and university sector). Funding was paid to the colleges in respect of students on a term by term basis, with the FEFC releasing funds to colleges each term. Thus, if the students withdrew from one term to the next, then the college received no further funds from the FEFC for them (Halsall, 1996). The FEFC's formula also included an achievement element which financially rewarded the FEC

for the successful completion and achievement of the qualification on the course by the student. Colleges were thus encouraged to improve efficiency, student numbers, retention and performance, cut costs (5% efficiency savings) and compete for students.

2.3 The 'new' profession

Previous research and debates around teacher professionalism have tended to focus on school teaching. Though in recent years, greater exploration of the FE as a professional has been conducted empirically (Avis, 1999; Hodkinson, 2002; Appleyard and Appleyard, 2014). By 2000, there were claims that discussions around teacher accountability had brought about a 'new' professionalism, influenced by Government contributions such as the Foster Report, 2005; the Further Education Act 2007 and the Lingfield Report, 2012.

Prior literature focuses on practitioner control and proactivity with regard to the 'new' profession in an education context. Hargreaves and Goodson's (1996) and Sachs' (1999) principles of teacher professionalism incorporate a focus on teachers taking greater responsibility for defining the nature and content of their work. This, in part, is consistent with Freidson's (1994, p.10) interpretation of professionalism, where an occupation, "controls its own work, organized by a special set of institutions sustained in part by a particular ideology of expertise and service". This factor may be seen as reflecting many of the ideas of traditional professionalism, in that it asserts the teacher's expertise in making judgements about, and managing, the many complex aspects and purposes of classroom activity. It reflects the more traditional view of professionalism (Evans, 2008). Such traditional views are also highlighted by Swann *et al.,* (2006) characterised by professions such as law and medicine and included key features identified by Millerson (1964). These included aspects of skills based on theoretical knowledge, intellectual training and education, the testing of competence, closed of the profession by restrictive organisations, a Code of Conduct and an altruistic service in the affairs of others.

The 'new' profession is 'new' in that it reflects previous professional experiences where individuals become FE teachers following careers outside of education. Often, such experiences have been prioritised over technical knowledge and personal characteristics (Venables, 1967; Tipton, 1973; Robson, 1998). This gave them the expertise and credibility required in a FE role. Owen (1979, p.47) suggested that the "new" profession of a teacher

would require greater flexibility with regard to subject specialism and requirements; areas not previously a FE teacher's responsibility which now included pastoral, social, emotional and personal considerations. In the coming years, FECs would see student to teacher ratio numbers and class contact hours rise, with working conditions altering to reflect the changing nature of the role. FE teachers would be, "more of a counsellor than perhaps they are at the present time" (ibid, p.47). Additionally, the "new" profession changed from simply instilling technical knowledge, to developing the 'whole' student that possess soft skills and are supported through nurtured relationships. The debates around teacher professionalism also reflected the importance of the values of responsibility and care for others, mainly 'clients' or, in this case, students.

However, Dingwall (1976) rejected the notion that profession has a fixed meaning and concludes that we can only explain its meaning in relation to when and how it is used on various occasions. This suggests that becoming a professional is associated with a role rather than a specific occupation, where a variety of characteristics, values and backgrounds are taken into consideration. The dominant concept of a profession being where professionals possess certain fixed and defining characteristics no longer seems relevant and lacks credibility due to the changing nature of work (Robson, 2006). The nature of work now being controlled by the need to be cost effective and requiring decision-making regarding how resources are utilised. For example, deciding on the number of students, the subjects to be taught and the role of the teacher in teaching a specific subject.

McCulloch, Helsby and Knight (2000, p.14) concurred that determining an absolute definition is problematic due to the "conceptual difficulties and ambiguities" arising from unclear meanings. These concepts are not static or fixed, but dynamic (McCulloch, Helsby and Knight, 2000) due to the changing nature of knowledge, autonomy and responsibility which altered the concepts of teacher professionalism (Furlong *et al.,* 2000). However, Clarke and Newman (1997) argue that judgements regarding what may be deemed as a 'profession' are specific to times and context and reflect the different stances of different people and groups in society. This has some relevance to a concept that resonates with Hoyle's (1974, p.284) term of 'professionality' and reference to the "knowledge skills and procedures employed by teachers in the process of teaching". Hoyle describes two kinds of professionality; 'restricted' referred to as a high level of classroom practice and 'extended' a

broader range of knowledge and skills which 'contextualised' classroom practice (Hoyle and John, 1995, p.123). However, it should be noted that the term 'professionality' is not widely used other than in the academic context (Clow, 2001).

2.4 New Managerialism

It has been argued that defining teachers as professionals has become more complicated as a result of changes in the nature of their work and working practices being restructured in new ways under managerialist control (Sachs, 2001; James, 2007). The detachment from local authority control through the Incorporation Act 1993 was seen by FECs as a way to have more autonomy and freedom from the restraints of local bureaucracy and the opening up of choice for the employer and students. Incorporation heralded a new era, essentially introducing a 'marketised' economy, forcing competition between colleges and with schools and the adoption of associated behaviours such as recruitment, retention, league tables and financial accountability. In addition to this new focus, FECs across the country were trying to find ways in which to demonstrate their success through performance of students and staff. Some argue that this has led to the de-professionalisation of teachers with Avis (2006) stating that teachers are professionals but suggests that they are becoming de-professionalised. Significantly the impact of diminished autonomy is cited as a contributing factor to teachers' de-professionalisation (Evans, 2011; MacBeath, 2012).

Bottery and Wright (2000) concur and argue that the teaching professional is being de-professionalised through its lack of autonomy and what they teach. They draw attention to teachers as a 'directed profession'. This de-professionalisation of teachers was seen as instigated by their own actions where they failed to "police themselves" and "make themselves accountable to the public" Schön (1991). Then again, some of the work of a professional nature may no longer be applicable or has become 'de-professionalised' (Avis, 2006) mainly because they will know more and do more (especially socially) to enhance the development of knowledge not necessarily because of their work being devalued or perhaps not attributed to being a professional. As such, Randle and Brady (1997) state that de-professionalisation is a result of government intervention and contributory factors such as workload, pay and conditions and the ability of FE colleges to employ unqualified staff to teach which has added to the perception of its low status (Colley, James and Diment, 2007).

Nonetheless, Randle and Brady (1997) argue that although teaching in FE is being deskilled and deprofessionalised, teachers retain a commitment to 'public service' values of altruism and teacher autonomy that are fundamentally opposed to managerialism. In some respects, they may become re-professionalised (Gleeson, 2001; Briggs, 2007). This is not viewed as a negative concept but something that might enhance the recognition of these professionals through their contribution to these students' learning and development.

In turn the culture in colleges changed significantly in relation to its purpose. It moved from one of hierarchy and control to responsiveness and accountability. Such trends around these new managerialism techniques began to cultivate tensions between teacher professional identity and new managerialism and connected to the decline in the status of teachers as a profession. To some extent this was contradicted by the DBIS (2012b, p.iii) in which Lord Lingfield stated that FE is a "hugely important sector of education". Whilst originally focused on providing vocational qualifications, FECs were now organising themselves to be more competitive and working together with employers in providing courses that they felt were more suitable for their workforce (Bathmaker and Avis, 2005). Despite the effort for some colleges to remarket themselves and having a specific identity this was not universally accepted and for some, provided even more fragmentation to their identity (Robson, 2006). Performativity, through new forms of managerialism and different forms of targets defined its culture where accountability became a way "in which the institution can call to account its members" (Avis, 2007, p.212).

Reforms will undoubtedly continue in a sector that is often overlooked as the "poor cousin of schools and universities" (Clarke, 2002) where "the overall picture remains one of confusion and fragmentation" (Robson, 2006, p.44).

2.5 Conceptual framework development

The first task was to decide on a methodological model for the purpose of the research and to justify this choice in relation to the research aims. There have been a number of debates surrounding social research methodologies which centre on what is considered appropriate. Different methodologies were popular at different social, political, historical and cultural times, each having specific strengths and weaknesses that needed to be addressed by any researcher (Ernest, 1994; Mertens, 2005; Dawson, 2009). Brew (2001, p.3) noted that

anyone "...wanting to understand more about the nature of research faced a number of [issues]" due to the fact that there were alternative forms of enquiry competing with the more traditional approaches to research. All these differing models were unfamiliar and confusing at the start of this research and resulted in conflicting tensions before arriving at an understanding to the approach to be taken.

The construction of the themes came from the literature review undertaken relating to the key words of profession, professional and identity. Millerson, (1964)'s model was identified as an initial starting point for the understanding of a profession with characteristics drawn from medicine and law. Using this model, themes started to develop to the defined tenets of knowledge, autonomy and responsibility (see Figure B below). Although Clow (2001) argues that whilst FE teaching is not a profession as described by these criteria, it was felt to be appropriate for this study, taking in to account other professions particularly the broad agreement about some of the underling ideas, that the concepts of a profession is that it is not fixed or static (see Section 2.3). As Furlong *et al.,* (2000) observes, changes in the nature of knowledge, autonomy and responsibility can alter the nature of teacher professionalism itself with these three concepts often see as closely related (Robson, 2006).

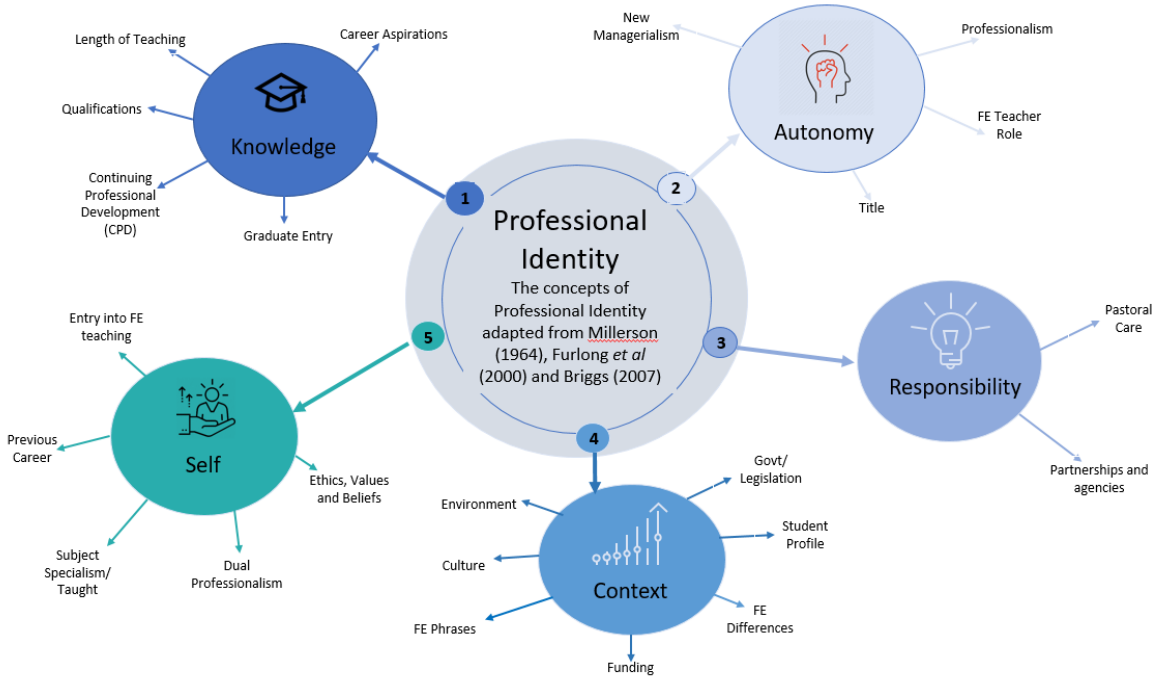

Figure B – Concept mapping adapted from Millerson (1964), Furlong *et al.* (2000) and Briggs, (2007)

Such concepts are referred to in relation to other professions such as Law and Medicine but interestingly not to teaching (Millerson, 1964). Briggs (2007) also proposes that there are

three elements of professional identity which include professional values, professional location and professional role. There seemed to be an overlap here with the definitions provided by Millerson (1964) and Furlong *et al.,* (2000) with Briggs (2007) acknowledging that the professional values, professional location and professional role of the teacher has changed due to new managerialist principles influencing the way in which FE teachers work.

While there is some overlap in how identity is formed, it also demonstrates that teacher identity depends on a number of factors that may or may not come from their occupation but the work that they do and who they are. In order to determine these factors, the research questions provided a focus on how these can be identified through the literature review. Identity is the way we make sense of ourselves to ourselves and the image of ourselves that we present to others (Day and Kington, 2008), and for a teacher, developing a teacher identity is an important professional step (Irwin and Hramiak, 2010). However, as discourses change so too does identity (Zembylas, 2003).

Identity is dynamic and subject to ideologies (Mayes, 2010) that are constructed and maintained through co-occurring communicative contexts (Cotter and Marschall, 2006). How a person locates themselves in relation to a particular discourse reflects the socially sanctioned dominance of certain ideologies and the loss of others (Sachs, 2001). In the particular policy era in England therefore, where accountability policies and discourses of accountability dominate due to the performative, market-driven, corporate culture of neoliberal education, such policies can be viewed as both the cause and the effect of ways that teachers understand themselves (Buchanan, 2015) in that they cause teachers to (re)construct themselves in particular ways and effect how they make sense of their professional selves.

In using the lens of Pierre Bourdieu (1984) contributes further to the understanding of professional identity within the overarching concepts of habitus, capital and field (see Figure C below).

Area of literature	Theory chosen	Research question (RQ)	Focus
Further education	Bourdieu (1986)	1. How do FE teachers understand their professional identity?	Habitus Capital Field
	Furlong *et al.* (2000) Briggs (2007)	2. How does context contribute to the formation of professional identity in FE teachers?	Environment Support

Table 2 - Theories taken forward from literature

Table 2 above illustrates how prior literature considered, theoretical contributions, research questions and the focus of this research are connected. Additionally, Figure C below illustrates how this has informed a conceptual framework, which guides data analysis, results and discussions to follow.

RQ1: How do FE teachers understand their professional identity?	
Bourdieu (1986) concepts:	
Habitus	Structure Perceptions Language
Capital	Economic capital Cultural capital Social capital
Field	Overlaps with others e.g. prior experience Multiple professional identities
RQ2: How does context contribute to the formation of professional identity in FE teachers?	
Furlong *et al.* (2000) and Briggs (2007 concepts:	
Environment	Context Autonomy
Support	Professional Development Support provided for professional development

Figure C – Conceptual Framework

2.6 Conclusions of the literature review

The literature review has indicated that there is a lack of studies that specifically focuses on the professional identity of FE lecturers. However, there are studies that have investigated the area of professional identity in terms of FE albeit that these are limited (Erikson, 1968;

Henkel, 2000; Beijaard, Meijer and Verloop, 2004 and Whitchurch, 2008). The literature review has drawn from these works to inform the underpinning academic arguments for this research. It is apparent that differences exist in perception of terms such as professionalism, professional identity and these differences have the potential to cause tension and misunderstanding. As an example, Erikson (1968) focuses on the social context of the individual and how professional identity is constantly changing; Lawler (2009; 2014) identifies that identity relates to the individual self and their values and beliefs; whereas Ingersoll and Merrill (2011) links professional identity to the knowledge and skills of the individual. Bathmaker and Avis (2005) identify that FE lecturers link their identity with their previous occupation rather than their current occupation as a lecturer, whilst Spenceley (2006) notes how this can have adverse effects on the unity of the lecturers as a profession.

It is evident that professional identity is a constantly developing concept (Rodrigues and Mogarro, 2019; Beijaard, Meijer, and Verloop, 2004) especially in the FE context and its position within the compulsory school sector and the university landscape. What is indicative here is the role of the FE teacher and how central their function is to the role that they undertake within FE. Such perceptions come with an expectation of trust (Becker, 1970) and social justice (Sockett, 1985) with comparisons often made to the professions of medicine and law in promoting the status of teachers (Bourdieu and Passeron, 1990).

The use of Bourdieu's (1987) concepts demonstrates the connection to power, class and social mobility and the way in which these impact on the identity of FE teachers. It identifies how the relationship between structure and agency is formed against the way in which societal experiences influence the way in which identity is formed. Elliott (1996b) demonstrates how the identity of teachers is also about their own perceptions of themselves. This would link with the Bourdieusian concepts of social mobility and a class system based around personal life experiences. Although Boudon (1974) argues that links to qualifications and social mobility can be futile and skew social mobility and social inequality.

In relation to the development of identity, Beijaard, Meijer and Verloop (2000) identifies a teacher as both a 'subject-matter expert' and as 'pedagogical expert' which provides a clear pathway to the way in which the FE teacher can see themselves. This would fit with the concept of a dual professional which is the way the FE teacher is often described.

Nonetheless, Dingwall (1976) asserts that being a professional does not come with a specific occupation but the role the individual undertakes.

Lastly the implementation of new managerialism has contributed to the professional identity of the FE teacher through accountability and targets that are often financially driven. This has changed the way in which the FE teacher undertakes their role which is often juxtaposed against conflicting personal, and often professional, principles. That interest now is not, as in the past, in the moral nature of the professions as a force for public good, but in how professionalism is being re-defined and extended to a range of occupations as a means of securing compliance with management requirements (Harper, 2009). Advocates of new managerialism (i.e. Government) would promote this as a positive aspect of being a FE teacher and a release from local authority control whereas others see this change as contributing to the de-professionalisation of the FE teacher (Avis, 2006).

I have identified that FE teaching may be defined as a profession as described by Millerson (1964) and Furlong *et al.,* (2000) criteria. There has been a move to professionalise the role, previously although this may not have been the case with terms such as semi- or quasi-professional suggesting the FE teacher falls short of being a professional. Critics, such as (Etzioni, 1969) may say that the FE teacher is now seen as a semi-profession due to lack of theoretical knowledge of teaching; the requirement of not having a formal teaching qualification and the lack of focused training or CPD activities. This may be so, but the changing nature of other professions and the relaxation of professional qualifications and training may contribute to an equality of skills for FE teachers.

In exploring the concepts of professional identity through the literature it is anticipated that this research contributes to the understanding of how individuals became FE teachers and how they continue to define their professional identity through their role. Literature continues to highlight FEs marginality compared to other education sectors, from increased competition with other colleges, schools with sixth form centres and HEIs. Understanding how this takes place on a micro-level for the FE teacher will support the understanding of this marginal group of teachers. The use of the social constructivist approach, focusing on the detail of experience and relationships, requires a suitable methodological process that orders and stages a reliable research design. This is explored in the following Chapter.

3. METHODOLOGY

3.1 Introduction

Crotty (2003, p.7) explained that research methodology refers to the strategy, or plan of action, that we adopt. The overall research methodology will reflect a theory of acquiring knowledge, and within any given methodology particular techniques or methods may be employed in the process of data collection. Grix (2002) noted that methodology and methods are terms which, although logically linked, should not be confused or used interchangeably. As such, this research considers elements of the methodology in isolation.

This Chapter will consider the methodology of this research in relation to its aims, research questions and chosen context. Firstly, this Chapter discusses the research philosophy, where assumptions of ontology and epistemology are considered with other approaches to research. This is then followed by the research design, in which the case study method and participant selection are explained. The next section then refers to the way in which the data was collected using qualitative methods. Section 3.5 discusses the way in which the data was managed followed by sections on reflexivity and the ethical considerations undertaken within this research. Finally, validity and reliability aspects are considered before the conclusions of the methodology.

Before the methodology may be discussed, the research questions are revisited here:

1. How do FE teachers understand their professional identity?
2. How does context contribute to the formation of professional identity in FE teachers?

To answer these questions and to address the aims of the research, consideration of the research methodology is required. Decisions here are influenced by the aims and purposes of the research and the specific research questions that are identified (Cohen, Manion and Morrison, 2011).

3.2 Research philosophy

Researchers approach research from different philosophical positions, or paradigms, depending on “the background knowledge against which they made sense of their observations” (Terre-Blanche and Durheim, 1999, p.3). As such, the way researchers make

sense of the world depends on the "theoretical perspective that is our view of the human world and social life within that world" (Crotty, 2003, p.7). An understanding of the underlying philosophical assumptions in research is necessary to plan and conduct research, and that a researcher's philosophical orientation has implications for every decision made in the research process (Mertens, 2010). Punch (1998, p.28) noted that this will influence what constitutes proper techniques and topics of enquiry and will be the ultimate determinant of the methodological design and methods used.

As language is an important element in a social constructivist approach, the focus was on the way in which meanings were developed in conjunction with others rather than separately within each individual. This is a study of lived experiences, in understanding the particular human experiences, choices, and options and how such factors influence one's perception of knowledge.

The two perspectives of social constructivism and social constructionism were considered for this research. Although both constructivism and social constructionism endorse a subjectivist view of knowledge, the former emphasises each individual's biological and cognitive processes, whereas the latter places knowledge in the domain of social interchange (Guterman, 2006, p.13). Gergen (2010) also offered the concept of social constructionism where the process of knowledge generation is primarily relational in nature. He firmly believed that communally shared understanding and values are constitutive of science, that knowledge deeply involves the work of interpretation. Hence, social construction becomes a framework within which the production and use of knowledge is embedded. The use of a case study methodology within this research is about the individual stories not a collective viewpoint in order to understand how these different stories contribute to their identity. It is not about a generalisation of these FE teachers but the uniqueness of developing their own professional identity.

The use of Vygotsky (1978) as a social constructivist theorist also emphasised the role of language and culture in how we perceive the world and claimed that they provide frameworks through which we experience, communicate and understand reality. He advocated that language is largely an essentially social phenomena where knowledge is not simply constructed but is co-constructed where people bring prior knowledge into a learning situation in which they critique and re-evaluate their understanding of it. In this

research, the term language is used to mean the professional stories, views and opinions that the participants share.

The first set of interviews helped provide a transitional link between the raw data and codes (Saldaña, 2016) in preparation for the second interviews. This method was undertaken through a coding process to synthesise the data and use as the conceptual starting point to develop an exploratory model of investigation (Lincoln and Guba, 1985; Tesch, 1990, Kincheloe and McLaren, 1994 and Miles and Huberman, 1994).

Several interpretations of methodology (e.g. Pring, 2000; Crotty, 2003 and Grix, 2004) maintain that ontology is the starting point of research, after which the epistemology and methodology will logically follow. This, structured approach to methodology is adopted here (see Table 3 below).

Term	**Position Adopted**
Ontology (Theory of being)	Social constructivism
Epistemology (Theory of knowledge)	Subjectivism
Theoretical perspective (Paradigm)	Interpretivism
Approach to theory development	Exploratory Case Study
Methodology	Inductive
Time Horizon	Mid-range
Methods and techniques	Interviews, Diary Collection and Questionnaire

Table 3 – Philosophical stance

The first of these four positions are discussed below with the remaining positions discussed in subsequent sections of this Chapter (see Sections 3.3.1 and 3.4.2).

Ontology – social constructivism

Ontological assumptions are concerned with what we believe constitutes social reality which is useful when we consider how it might situate the importance of language in the ontological understanding of the situation (Wittgenstein, 1953). Social constructivism, it is argued, has its origins in the attempt to establish the ontological distinctiveness of institutions as 'social' (as distinct from natural or 'brute') facts (Searle, 2010). This leads it to

a distinct understanding of the relationship between individuals and the environment (both natural and social) in which they find themselves and to its characteristic emphasis on the formation of concepts in that relationship. That, in turn, leads to particular types of reality, reflected in its distinctive emphasis on interpretive vagueness, the social construction of political and economic imperatives and uncertainty (Hay, 2016).

Within a social constructivist ontology FE teachers do not directly encounter institutions, nor are their actions directly motivated by them. Teachers orient themselves to institutions on the basis of their values, their sense of duty and obligation, their sense of what is right, their sense of what is desirable, their perceived interests and their understandings of the opportunities and constraints that different institutional contexts afford them (only some of which arise from direct experience). For social constructivists, it is an ontological tenet that teachers' behaviour is informed not only by the habitus in which they find themselves, but by perceptions, some of which are well-informed, some poorly informed, some accurate, some inaccurate, to which they give rise (Hay, 2016). Of course, there is a relationship between the FE teacher on the one hand and the ideas about the FE context which teachers hold and which motivate and inform their behaviour on the other hand.

Epistemology - Subjectivism

Epistemology is a branch of philosophy concerned with the theory of knowledge. Ernest (1994, p.20) explains that epistemology is made up of two related parts: a theory of knowledge and a theory of learning, or "how we know what we know" (Crotty, 2003, p.8). Epistemologically, this small-scale research recognises that FE teachers cannot be considered to be an homogenous group having arrived from a range of professions with diverse experiences. On an individual level, FE teachers may have very different perspectives to one another with regard to their professional identity with no universal, objective truth. Therefore a case study approach lies better when using a qualitative epistemology and an inductive methodology.

Theoretical perspective

This research is situated in the interpretive research paradigm, in seeking to "understand human behaviour and the social processes that we engage in" and allows "interpretation in natural settings" (Gerrish and Lacy, 2006, p.158). The position of interpretivism in relation

to ontology and epistemology is that interpretivists believe the reality is multiple and relative (Hudson and Ozanne, 1988). Lincoln and Guba (1985) explain that these multiple realities also depend on other systems for meanings, which make it even more difficult to interpret in terms of fixed realities (Neuman, 2000). The knowledge acquired in this discipline is socially constructed rather than objectively determined (Hirschman, 1985 and Carson *et al.,* 2001, p.5). The use of interpretivism was deemed to be the most appropriate with this qualitative research as the aim is not to test an hypothesis against any pre-conceived notion regarding the meaning of professional identity or professionalism, but to examine how FE teachers construct their understanding of their identity. Using interpretive research allowed an insider position within this FE population whereby the researcher is a member (Kanuha, 2000) and shares an identity, language, and experiential base with the participants (Asselin, 2003).

When exploring the professional identity of FE teachers, it is important to understand the social context and how these contribute to the world in which they work. Bourdieu (1986) identifies concepts of habitus and how the set of dispositions held by individuals and groups are shaped by class, race and gender. With value attributed, in the form of capital; economic, cultural and social and field where habitus is located (Colley, James and Diment, 2007). Using these concepts provides a helpful lens due to its potential to interpret the multiplicities of professional identity.

Interpretivists avoid rigid structural frameworks such as in positivist research and adopt a more personal and flexible research structure (Carson *et al.,* 2001) and are receptive to capturing meanings in human interaction (Black, 2006) to make sense of what is perceived as reality (Carson *et al.,* 2001). They believe the researcher and his informants are interdependent and mutually interactive (Hudson and Ozanne, 1988). The interpretivist researcher enters the field with some sort of prior insight of the research context but assumes that this is insufficient in developing a fixed research design due to complex, multiple and unpredictable nature of what is perceived as reality (Hudson and Ozanne, 1988). The researcher remains open to new knowledge throughout the study and lets it develop with the help of informants. The use of such an emergent and collaborative approach is consistent with the interpretivist belief that humans have the ability to adapt, and that no one can gain prior knowledge of time and context bound social realities

(Hudson and Ozanne, 1988). For example one of the interviews offered a viewpoint that had not been considered in relation to the title given to them i.e. lecturer, teacher and tutor which implied different identities.

Interpretive researchers hold that people are unique individuals who are complex, and that to understand human behaviour requires research to focus on the fundamental, "subjective qualities that govern behavior" (Holliday, 2002, p.5). Crotty (2003, p.67) explained that this perspective may be traced back to the 19th century German scholar Max Weber, who suggested that, with regard to the human sciences, we should be dealing with understanding rather than explanation. In direct contrast to the positivist standpoint, interpretive researchers argue that there is not an objective body of knowledge separate from us to be discovered, but that there are multiple, subjective individual realities, the nature of which depends on a variety of factors including individual beliefs, experiences and educational leanings.

Holliday (2002, p.5) also indicated that interpretive researchers see human behaviour as mysterious, multi-layered and complex, and that their main intent is to make sense of, interpret and build a gradual understanding, rather than to find proof, evidence or to look for conclusive, objective explanations. Individuals are believed to be actively involved in making sense of the world around them, constantly constructing and reconstructing reality on an individual basis. It involves trying to uncover a great deal of detailed information through the individual interviews about a subject that is academically narrow.

Therefore, the goal of interpretivist research is to understand and interpret the meanings in human behaviour rather than to generalise and predict causes and effects (Hudson and Ozanne, 1988; Neuman, 2000). For an interpretivist researcher it is important to understand motives, meanings, reasons and other subjective experiences which are time and context bound (Hudson and Ozanne, 1988; Neuman, 2000).

Consequently, this research adopts an idiographic approach placing emphasis on each teacher's understanding using a qualitative research design to critically examine the interplay of factors specific to each individual (Gibbs, 2007). For example, by examining activities, both past and present, this may reveal how professional identity is constructed within the policy-led and practical setting of FE. Knowledge is therefore regarded as subjective, personal and unique, and is obtained by a careful process of induction.

Approach to theory development

Taking an inductive approach is consistent with interpretivism whereby this research considers the social construct of professional identity. Social constructivists believe that individuals seek understanding of the world in which they live and work. Individuals develop subjective meanings of their experiences. These meanings are varied and multiple with the goal of the researcher to rely as much as possible on the participants' views of the situation being studied.

Induction refers to "the process by which conclusions are drawn from direct observation of empirical evidence" (Landman, 2000 p.226). Such research is not hypothesis driven; but built through the analysis of, and interaction with the data. Here, patterns are identified from the data and, in particular, the relationship between the differences. Generalisations in this type of research are sought from the specific to other wider contexts (Grix, 2010). This type of research is usually, but not exclusively, associated with the interpretivist research tradition and qualitative research strategies.

Open ended questioning helps the researcher listen and understand to what is being said about the participant life stories. Often these subjective meanings are negotiated socially and historically and formed through interaction with others. Questions become broad and general so that the participants can construct the meaning of a situation. Additionally, the researcher recognises that their own backgrounds shape their interpretation and they position themselves in the research to acknowledge how their interpretation flows from their personal, cultural and historical experiences. The research is intent to make sense of (or interpret) the meanings others have about the world rather than starting with a theory. Instead they generate or inductively develop a pattern of meaning (Creswell, 2014).

Social constructivism occurs where there is considered to be no single concrete reality, where every individuals' perception contributes to understanding the larger phenomenon. Thereby, no one's reality is more important or more real than another's (Denzin and Lincoln, 2008). Lincoln and Guba (1985) explain that these multiple realities also depend on other systems for meanings, which make it even more difficult to interpret in terms of fixed realities (Neuman, 2000). The knowledge acquired in this discipline is socially constructed rather than objectively determined (Carson *et al.,* 2001 p.5) and perceived (Hirschman, 1985). Embracing such a position allows for different interpretations and understanding to

be studied in order to reveal and examine the complexity and diversity of the FE teacher phenomenon, recognising that such studies are "historically and culturally" interpreted rather than "eternal truths" (Crotty, 1998, p.64).

This research emerged from a sociocultural theoretical perspective on identity which is understood to be socially and culturally situated as "the result of a dynamic interaction between individuals, other people, and cultural artifacts" (Whipp *et al.,* 2005, p.37). The research has a strong focus on the importance of the social factors, the role of language and culture in society and constructing knowledge based on this understanding, emphasising connections where knowledge is mutually built and constructed.

Qualitative research is used as a broad explanation for behaviour and attitudes (Creswell, 2014) which may compete with variables and constructs of a particular aspect of research. Qualitative researchers use this as a theoretical lens in which to study issues of marginalised groups. It helps shape the types of questions asked and informs how the data is collected and analysed. It guides the researcher as to what issues are important to examine and the people needed to be studied (e.g. social class and groups). It also contributes to the way in which the researcher positions themselves. The goal of qualitative studies is not to generalise but rather to provide a rich and meaningful contextualised understanding of human experience through the intensive study of a particular phenomenon. The end point of the research in qualitative studies is a process of building from the data to broad themes of fuzzy generalisation (Bassey, 2001) and relatability, gathering data from participants and then placing this information into categories and themes. A fuzzy generalisation carries an element of uncertainty. By invoking the principle of fuzziness, that there is a class of statements which are imprecisely probable, it is possible to develop the idea of fuzzy generalisation (Bassey, 2001). Such a generalisation is not likely to be true in every case, nor likely to be untrue in every case: it is something that may be true. It reports that something has happened in one place and that it may also happen elsewhere. There is a possibility but no surety. There is an invitation to 'try it and see if the same thing happens for you'. The concept of relatability entails the degree of relatedness on whether knowledge gained from one context is relevant to, or applicable for other contexts, or the same context in another time frame (Dzakiria, 2012).

This is consistent with a social constructivist approach as individuals construct meanings as they engage with the world they are interpreting. They make sense of such meanings based on their historical and social perspectives. Thus, the qualitative researcher seeks to understand the context of the participants by gathering information personally (Creswell, 2014).

Using such a social constructivist approach, provides an overarching methodology which is concerned with the nature of knowledge and inquiry. This is often not as simple in reality, being "essentially experimental and manipulative" in order to establish the situation at that time (Lincoln and Guba, 2013, p.38). The implications for this research would be that each stage of data collection might be informed by the previous, a continual process allowing an opportunity to explore and probe individuals' experiences and understanding to gain detailed descriptions of their reality. Although, as pointed out by Lincoln and Guba, an ultimate reality "cannot be determined with finality" and is subject to each individual's emotions and values (ibid, p.38).

In this research, it is the context of FE with the practices and experiences of FE teachers, as described by them in their own words that provides the means to understanding their professional identity. An interpretivist position reflects this, as teachers' experiences vary and are subjective to each individual. In this way professional identity is viewed as relative to the individuals involved and to the particular context in which they find themselves (Lincoln and Guba, 2013).

Social constructivism highlights the importance of social interactions and the role of culture in creating knowledge. In constructivism, the emphasis is on researching lived, personal experiences in constructing knowledge, but in social constructivism the emphasis is on social interactions and culture. As such, it is recognised that individuals inhabit various environments and may interpret experiences differently which may result in diverse ways of knowing, unique sets of meanings and separate, multiple realities (Weber's Verstehen, 1949).

3.3 Research design

3.3.1 Case study

The importance of appropriate research design cannot be over emphasised. Wellington (2015) explained that using qualitative research includes the exploration of a real-life setting which will provide rich, descriptive and extensive data. Geertz (1973) stated that qualitative research does not only record events, people, and places, but also explores the multi-faceted complexities of the situation being studied, the intentions and motivations of the actors involved, and the context of the situation. In this sense, qualitative data collection allows the researcher to explore the FE environment, gaining greater understanding of the context, in considering verbal contributions from the participants and excerpts of interviewer-interviewee dialogue (Ponterotto, 2006). This section considers the use of a single case study as a form of research in which qualitative data collection may be conducted in the FE environment.

Through an iterative dialectic between the research topic and potential research methodologies, it was determined that the case study design combined with an inductive methodology would allow for both the in-depth exploration of the way in which teachers understood their professional identity.

Case study method offers an opportunity to consider a situation, individual, group or organisation as an appropriate object of study which may represent variations on examples of the issues in question under research (Wisker, 2008). Robson (1993, p.52) defines case study as "a strategy for doing research which involves an empirical investigation … in its real life context using multiple sources of evidence". It was therefore essential when using this method that the rigour in the data collection and the analysis acknowledged the subjectivity of the researcher and its limitations. As such the use of a case study was deemed an important aspect of this research to help "make it come to life, and involve readers in the narrative" (Wisker, 2008, p.216) provided in Chapter 4.

In considering the formation of professional identity, a case study approach allowed an in-depth examination of the topic and was particularly useful when asking the 'how' and 'what' questions i.e.

1. How do FE teachers' understand their professional identity?
2. How does context contribute to the formation of FE teachers' professional identity??

Using a single case study is useful in selecting the commonality or variety of interpretations that is produced and others would find useful to explore. Thus, further research would allow for others to take such differences into consideration and acknowledge their potential effects.

The key methodological question posed at this stage of the research process was, how can I integrate case study design and inductive approaches to ensure methodological congruence? This methodological decision required the examination of the strengths, weaknesses, and paradigmatic foundations of each tradition. Tables 2 and 3 are summaries of the strengths and weaknesses of case study and social constructivism in relation to the identified research topic (Lauckner, Krupa and Paterson, 2007).

The qualitative case study approach described by Stake (1995; 2000; 2005; 2006), falls within the interpretive/constructivist paradigm. Stake's case studies explicitly seek out the perspectives of those involved in the case, aiming to gather collectively agreed upon and diverse notions of what occurred. In this instance, the ontological belief is that reality is local and specifically constructed (social constructivism); Lincoln and Guba, 2000). In order to ensure methodological congruence between the combined traditions it requires foundations in similar paradigms. The decision of approaching this research from a social constructivist perspective was largely a personal one based on my epistemological stance of subjectivism.

As Thomas (2016) explained, the exploratory approach to case study research can assist in understanding phenomena contextually. The use of an exploratory case study approach was deemed to be the most useful as it aligned with the concepts of social constructivism representing nothing but itself and involving the "individuals who are experiencing the phenomenon themselves" in the topic that is being examined (Willig, 2001, p.73).

Using a case study methodology provided the flexibility to look at this particular research project with the intention of understanding some aspect of behaviour in a social setting (Tight, 2017, p.22). In the exploration of teacher identity, a group of FE teachers is viewed as a single case study. This is consistent with prior case study research that explores

'stories' and experiences to give meaning to phenomena (Beijaard, 1995). Moreover, case study research is appropriate where "boundaries between phenomenon and context are not clearly evident" (Yin, 2014, p.16). In this instance, the professional identity of teachers is the phenomenon and FE is the setting.

In addition a number of aspects were also considered from Bogdan and Biklen (1982) who identified three categories of case study: (1) historical-organisational; (2) observational (3) and life history. Whereas Stenhouse, (1985, p.226) makes a distinction of two traditions in case study: historical and ethnographic and suggests that "there is a sense in which history is the work of insiders, ethnography of outsiders". This research is consistent with both Bogan and Biklen's (2007) 'life history' case study and Stenhouse's (1975) historical category as it is concerned with the life stories of the participants within a particular setting.

The advantages of using a case study in education is that they can be "illuminating and insightful … accessible and engaging for readers" (Wellington, 2000, p.97). As a research method the case study method can be used in many situations to contribute to the knowledge of an individual group (Yin, 2014). It is a common research method used in education and social science disciplines. Case studies derived from research can be of great value in teaching and learning and lead to subsequent quantitative research by pointing to issues which should be investigated further. Their importance is strongly based on the multiple realities of the individuals being studied and the use of multiple "forms of evidence in themes using the actual words of different individuals and presenting different perspectives" (Creswell and Poth, 2018, p.20). Aspects which were important due to the complexity of working in FE.

Case study method has always been criticised for its lack of rigour and the tendency for a researcher to have a biased interpretation of the data. Often, case study research is dismissed as useful only as an exploratory tool. Despite these criticisms, researchers continue to deploy the case study method particularly in studies of real-life situations governing social issues and problems (Zainal, 2007). One important caveat, as Roberts (1996, p.147) points out, is that as with any research, the reader has to rely on the integrity of the researcher to select and present the evidence fairly".

It is in the nature of research that knowledge can always be revised. There are no guarantees, no base from which verities can be derived. In the words of Patti Lather (1993,

p.697) validity is “multiple, partial, endlessly deferred”. This does not mean, however, that anything goes. What it does mean is that the way in which the data is collected has to provide the answers to the research questions in a way that gives credence to what has been found and how it is reported. These aspects are discussed further in Sections 3.3 and 3.8.

Textual data in the form of transcripts of interviews and diaries were gathered and analysed to provide a detailed description, of the participants’ FE stories. Thomas (2011) suggests that a case study approach should include a ‘subject’ and an ‘object’. In this research the subject is the FE teachers and the object is to determine how their professional identity is formed. It allows individuals to articulate and explain their understanding of their professional role and their experiences of working in the FE sector. The subjective meaning making nature of identity construction can be explored allowing the factors that are important to the individuals to be revealed.

The notion of professional identity steered towards a research methodology which would allow participants to explain themselves, telling their own professional ‘stories’ in terms of how they came to the role, how they perceived and practiced their role. The participants’ views provided a means of exploring their professional identity in order to understand how these views were developed within the contexts in which they worked.

3.3.2 Participant selection

SET, is a membership body for those working in FE, within the UK with membership mainly based in England. SET was approached to gain consent to use their members as the research population (see Appendix B). It was agreed that the research area was presented to the Practitioner Advisory Group (PAG) members, outlining its purpose and a request for volunteer participants. Such an opportunity was invaluable in testing the research idea and gaining feedback to help focus the research further and answers questions with an audience of germane volunteers. The audience provided a clear indication that this was a topic that resonated with their own experiences, and a number of useful contacts and ideas were generated from this session.

A letter was sent out on 15th June 2018 by SET on the researcher’s behalf outlining the research topic and asking for volunteer participants (see Appendix C). After responses were

received indicating an interest to participate, an Informed Consent Form (see Appendix D) was provided, clearly outlining the nature of the research and the commitment in helping undertake this research together with the Participant Information Sheet (see Appendix E). The only requirement in recruiting participants was that they worked in a FE environment as a teacher. Creswell and Poth (2018, p.102) suggested a small number of participants "of no more than four or five" in a case study approach. As only six respondents indicated that they wanted to participate in the research and met the requirement of working in FE, they were all enlisted to be participants (see Appendix F). These comprised of five females and one male (see Appendix G) for participant profiles. Each interview was scheduled for up to, but no longer than, one hour with a subsequent follow-up second interview at a date to be determined later in the academic year. Ethically, this was an important facet of respect in acknowledging the demands of the participant's time which is in line with Atkinson's (2004) finding that interviews will vary in length that they usually comprise of two or more sessions and last about one hour.

Participants were then contacted by email to establish an interview date, time and place of meeting. From a professional perspective, these participants were not known to the researcher prior to the data collection, except being connected as members of the SET PAG. With over 40 members of the PAG board and 22,000 members of SET the likelihood of knowing these participants was remote.

It was determined that the location of the interviews may hold more significance than previously anticipated. Interviews needed to be held in a safe space where the participants felt comfortable, free from interruption and was quiet enough to allow a good-quality recording of the session (Hennink, Hutter and Bailey, 2011). Therefore, it was important to ensure that all of the participants were happy with the interview arrangements prior to meeting. Due to the differing locations of the participants and the practicality of meeting each one individually, a range of resources, were used to undertake the interviews in a timely manner (see Section 3.4.2).

Prior to interviews, the use of communication software i.e. Skype and FaceTime, proved invaluable in accessing participants and helping to establish rapport. Where face-to-face was not possible, the use of telephone or video conferencing facilities were used. The latter provided an opportunity to have sight of the participant's facial expression and body

language. Ultimately, one interview was held using Skype, one using FaceTime, one face to face and the remainder (three) were undertaken using the telephone.

All of the interviews were digitally voice recorded and each participant was reminded of their right to withdraw or refuse to answer any questions (see Appendix D). Participants were reminded that the interview was being recorded and would be transcribed verbatim which would help avoid "interviewer or recall bias" (Szklo and Javier Nieto, 2007; Bourgeault, Dingwall and DeVires, 2010). Participants were also told of the provision of checking the transcript for accuracy and confirmation of the use of the data provided.

The face-to-face interview was undertaken at a Learning Resource Centre at a university. A room was booked prior to the meeting and consideration was given to the Lone Researchers Policy, which requires someone to be informed of the arrangements. The room was an open plan study room with glass windows where users could see others but could not hear them. This seemed an ideal location as it was close where the participant worked, it was in an open public environment and the room was conducive to recording speech.

However, for those participants who were interviewed by telephone, this did not allow for the same responsiveness or examination of the participant's facial expressions. The ability to use more probing questions was considered to ensure consistency in what was being asked and how. Moreover, this allowed the researcher to consult field notes and interview questions more easily. This limited discussions somewhat, as body language was difficult to interpret.

3.4 Data collection

3.4.1 Qualitative data collection

When deciding upon the methods to use a number of considerations where given to the issues around ethics (see Section 3.7) to ensure that the type of data collection was the most appropriate. For this research consideration was given to the purpose of the research and a case study approach was deemed to be the most appropriate to understand the relationship between the FE teachers and how they operate within a particular setting (see Section 3.3.1). Other considerations included the feasibility of conducting such research, the type of participant, their availability and authorisations needed to gain access to data. The suitability of the strategies used, not so much as whether they were right or wrong but

how useful they were and how applicable they were and whether this particular strategy was the most suitable for this kind of research (see Figure D below). As part of the strategy to be used there was a need to consider whether this would be quantitative or qualitative in nature. As the research focused on the participant's stories, qualitative was deemed more suitable as it used words/language as a unit of analysis. Using qualitative research is often associated with small-scale research and associated with data analysis during data collection. Finally, using qualitative research placed an emphasis on the role of the researcher in the construction of the data and recognised that "the researcher's background, values, identity and beliefs might have a significant bearing on the nature of the data collection and its analysis" (Denscombe, 2017, p.7).

3.4.2 Techniques adopted

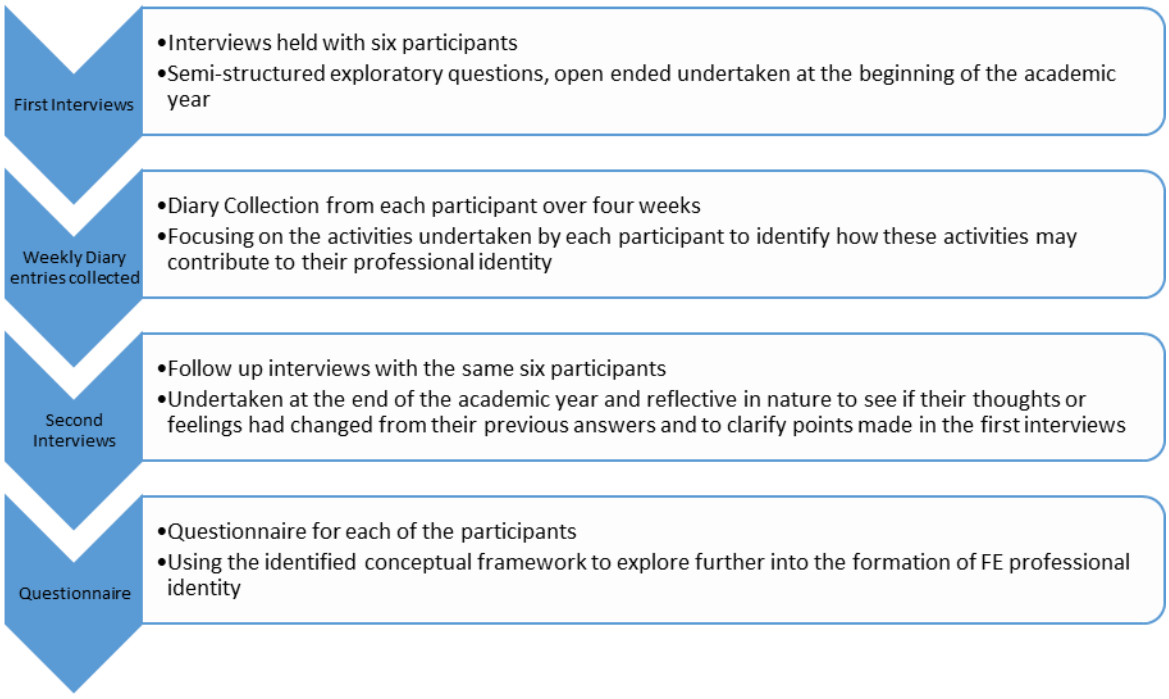

Figure D: Stages of data collection

First Interviews

As a research technique, the interview is "one of the most important sources of case study evidence" (Yin, 2014, p.110). Using such a method provided a rich exploration of FE teachers' personal circumstances, including the physical, social, economic and cultural elements, and the experiences had within them. Cassell (2015) states how the use of such exploratory semi-structured interviews helped to explore a particular issue from a range of

different perspectives. Capitalising on the specific "subjects" of being a FE teacher and other "variables" such as how their professional identity is formed within the FE setting in which they worked e.g. type of FEC (Yin, 2009). King (2004) also points out that people often like to talk about their work, so there is a chance that interviewees will enjoy the experiences of being interviewed which will make them more willing to participate.

The first set of interview questions (see Appendix H) were developed from the research questions (see Section 1.6). They were structured to be open-ended and provide the participants the ability to express their stories; their own particular experiences and through the use of their own language. By capturing the language used by each teacher, to describe their experiences and how they make sense of their own realities, they provided a chance to explore not only the understanding that teachers' have of their identity but also how these perceptions were socially constructed. Such an approach offered the flexibility for the probing of any responses and further clarificatory questions. It also provided an occasion for the participants to express their own viewpoint and recognise their significance within the research (Lincoln and Guba, 2013), viewpoints which are not usually dominant in policy documents (Andrews and Edwards, 2005).

The disadvantages of using these methods was the time-consuming nature of interviews. Finding the right people to participate is often an issue, although this was lessened through the way in which the participants were sought (see Section 3.3.2). Participants may unintentionally omit certain actions or present themselves in a way that they may wish to be perceived. Another is that the data depends on the participants' ability to reflectively distinguish aspects of their experiences and effectively communicate this through language (Polkinghorne, 2005). In order to resolve this, the way in which the questions were asked and revisited helped ensure that their response was authentic. Transcribing data always takes longer than expected and the sheer volume of data generated by the interview process can be daunting. As time was a factor in undertaking this research the use of an independent transcriber was undertaken. In assessing these issues, it was decided that the advantages associated with the quality of data that the interview provided far outweighed the disadvantages identified (Cassell, 2015).

The interviews were semi-structured rather than structured interviews which offered a number of benefits to the interviewer. This allowed for discussions to flow more naturally

and gain access to potential additional information which may not have been explored otherwise. Using this method also allowed the flexibility to probe further and develop the scope of response in asking further questions for clarity and to help avoid any bias or misinterpretation (Robson, 2011).

Undertaking these interviews provided a useful means to access the opinions of the participants (Berg and Lune, 2014, p.115) and their particular story which was seen as an important factor in establishing identity.

Two sets of interviews with FE teachers were conducted within the context of time and space, from September 2018 to July 2019, rather than in isolation (Marx, 2012) as follows:

- First Interviews: to gather rich data, contextual details and supplemented with the researchers own field notes.

  (Diary entries collected between first and second interviews) (Appendix I and K).

- Second Interviews: to discuss details of the diary collection and any issues identified through analysis of the first interview (Appendix J)

The first set of interviews were valuable in determining how the spoken words would be used to provide an insight into this research topic to understand how FE teachers perceive their professional identity. This began with a preliminary analysis of the first interviews which aided the process of identifying themes within the act of transcription.

For both sets of interviews, the participants were asked questions relating to their role as a FE teacher. This included aspects of their personal journey into teaching in FE, the number of years they have taught and the type of teaching they have experienced in their career. Questions also included reference to the sector in which they worked and the reasons or influences that led them into their current role which may be quite unique due to the vocational nature of FE teaching. The line of questioning then focused upon their perceptions and experiences of being a FE teacher and how their everyday activities might further contribute to such an identity. For example, when reviewing the literature Owen, (1979) identified that the role of the FE Lecturer would need to have more flexibility in their role with regards to what they taught, the pastoral concepts and the increased workload to reflect their changing role. The questions included these aspects to illustrate some of these areas as a contribution to professional identity.

Diary entries

The diary was included as part of the first interview process to gain any unexpected data that may not have been asked in the interviews. It was also an opportunity for the participants to reveal the nature of their work and the activities they undertook as part of the weekly actions. The diary was not created as a questionnaire due to the nature of the information, it was designed to complement the interviews which focused on their journey into FE rather than what they actually did. Participants were asked to complete a weekly diary of activities undertaken over a period of 4 weeks (see Appendix K). This allowed participants to capture their activities during their day, as well as their own reflective thoughts for that week. Thomas (2016) described this type of diary as 'event-contingent' whereby participants' record events as they occur and capture any events that would not necessarily be recorded. In the life of a FE teacher this might involve a wide variety of activities which may be serendipitous and planned. The use of a diary was designed to capture these events and provided a means of reflecting upon their role and revealing aspects of their role which may be overlooked. A simple proforma (see Appendix I) was provided to each participant for each week so that participants were more likely to complete it according to the concepts being explored. As the purpose of the research was to use a case study method and an interpretivist approach, the use of this quantitative data was complimentary to the primary data collection methods but allowed for clarification of some of the interview questions. For example, the category of the FE teacher role which provided a deeper insight into this area?

The purpose of the diary collection was to establish the activities undertaken by each of the participants to see if there was commonality or difference between roles and actual activity. These were then studied and content analysis was conducted before a second round of interviews with the same participants.

Second Interviews

As Saunders, Lewis and Thornhill (2007) suggest, an important part of a case study approach is the ability to provide an opportunity to delve deeper into the responses and the interviewees to explain. The second set of interviews was held with the same participants from the first set of interviews. The second set of interviews were shorter in time and focussed on their specific diary entries and subsequent questions arising from their first

interview. They provided an opportunity to clarify previous points, develop points further and focus on key factors and themes identified in the first set of interviews (Saunders, Lewis and Thornhill, 2007, p.318). The purpose of the second interview was to also inform and develop the thematic coding.

Questionnaire

The first round of interviews, diary entries and second round of interviews revealed three key areas, including: the FE teacher role; the student profile; and qualifications. The questionnaire was distributed after the second interview had taken place, in which these three key themes were discussed further (see Appendix L). This questionnaire helped to confirm the previous responses (Patten, 2017). All participants were asked to complete this questionnaire and all of the respondents participated. See Appendix M for summary of responses.

3.5 Data management and analysis

To provide context to the overall analysis of this section, initial observations are provided below from the coding process of the interviews which were then categorised using Harding's (2013) four step process where overarching themes were determined (See Appendix N(a), (b) and (c)). While coding, using 'constant comparative methods' was used to find similarities and differences (Glaser and Strauss, 1967). Using this method allowed themes to emerge. It also allowed for gaps to be identified. For example, the category 'FE phrases and language' was developed when it was identified 'FE differences' did not fully cover the different aspects of FE. What should be noted here in this initial analysis is the number of instances given below related to the number of times cited within the interviews not the number of participants. Such an approach contributed to a comparison picture i.e. the frequency of codes/categories and although this was interesting it was not an indicator of importance (see Appendix N(a)).

The initial analysis of data revealed the following:

- Codes were identified through the scanning of repeated words and phrases within the first interviews.
- Nineteen categories were formulated from the codes according to the frequency of their use

- The category with the highest frequency was their 'role as an FE teacher' (Category 9, n=66), with qualifications as the next most frequent (Category 16, n=32) and then FE Differences (Category 8, n=28)
- The least frequent category was a specific reference to professionalism (Category 15, n=2).
- Other categories included Career Aspirations (Category 1, n=4); followed by Dual Professionalism (Category 4); Environment (Category 6); FE Phrases/Language (Category 10); Identity (Category 12) and Length of teaching (Category 13), all of which were identified on six occasions.

The process of analysing the text involved several tasks such as discovering themes and sub-themes, "winnowing themes to a manageable few" building layers of categories to produce themes and then linking them to theories (Ryan and Bernard, 2003, p.85). The use of theme in qualitative data is often used interchangeably with such words as "category" and "code". For this research, the codes were identified from which categories were ascertained from the statements presented by the participants during the interviews. These helped summarise "what is going on, [and] explains what is happening and suggests why something is done the way it is" (Rubin and Rubin, 2012, p.118) which then produced themes.

A framework or, to use Deleuze's (1988, p.154) term, "a diagram of elements that combine to produce identity" assists in the analysis of professional identity. Reviewing the literature and the initial analysis of the data, five over-arching aspects evolved with regard to FE teachers' constructions of professional identity. Using the literature, to signpost such elements identity, from Millerson (1964), Furlong *et al.,* 2000 and Briggs (2007) a concept map was produced to allocate categories to recurring themes (see Figure B). This allowed an analysis to be built based on the literature and the data from the participants, their voice, their experiences and the way in which professional identity is formed.

Recognising there is no exact science in using a qualitative approach the themes were developed based on their use in relation to the FE sector and the knowledge of having worked in FE for 12 years. Additionally, some overlapping occurred in placing different categories into the specific themes depending on the participant's personal experiences. For instance, the category of the 'FE Teacher role', could be placed within the 'Self' theme.

Looking at these themes then provided the chance to find structure to analysing these concepts in relation to answering the research questions.

3.5.1 Management

After the first and second interviews were completed, the audio recordings were sent to an independent and experienced transcriber. The transcripts were sent electronically using an encrypted password to aid data security (Thomas, 2013) and were transcribed verbatim. Agreement was sought, and confirmed, from the transcriber that the information would remain confidential and would be password encrypted. The use of pseudonyms also helped ensure the anonymity of the participants and no information could be attributed to a certain person. These were generated through "assigning fictitious names or aliases" so as to "avoid disclosing information that would harm participants (Creswell, 2013, p.59). The data remains in the possession of the researcher for a period in accordance with Kingston University's data protocols. The transcriber confirmed that no record of the transcripts had been kept and had been deleted from all locations. Access to the transcripts was restricted to the individual involved, the transcriber and researcher, and were not shared.

Once the initial transcripts were prepared, a copy was provided for each participant to validate its contents (Doyle, 2007) and each participant was given the option to make comments on any aspect of their interview. The accuracy of this transcription was very useful as where meaning was unclear in the transcript, it was then easy to return to the digital recording and clarify what was being said. Occasionally, the transcriber had inserted '[??]' in brackets in the text, these were clarified and confirmed where possible. These were, on some occasions, associated mainly with the unfamiliarity of the transcriber with regard to acronyms used by participants such as (PTLLS), Preparing to Teach in the Lifelong Learning Sector. None of the participants requested any changes and all approved the transcripts of the first and second interviews.

3.5.2 Analysis strategy

The decisions about what topics to cover and how best to query people about those topics are rich sources of generating themes and often come from the questions in an interview protocol (Coffey and Atkinson, 1996). In addition, Bogdan and Biklen (2007, p.159) state

that data analysis “involved working with the data, organising them, breaking them into manageable units, coding them, synthesizing them, and search for patterns”. In essence, the goal of data analysis was to make sense of the data and draw out distinct features from it. In undertaking such an approach groups of ideas are highlighted which can signpost the research to a specific theme, image, topic or perspective (Gee, 2014). To try and achieve such a goal coding was undertaken as the interviews were transcribed, reflective notes were made on significant events during the research process and particular emphasis was placed on establishing confidence in the 'truth' of the findings through member checking to confirm the trustworthiness of the data.

Manual methods for analysing the data were used which provided a greater opportunity to understand the findings. The first interview transcripts and audio recordings were reviewed a number of times to get a holistic overview to identify emerging themes or patterns which could then be analysed. Incorporating such a process allowed the diaries to be then cross-referenced against the coding themes used within both interviews.

Taking an inductive approach lends itself to the thematic analysis described by Gillham (2005), where categories emerge from such data to produce themes to help focus this analysis. Themes may be derived from both the data and from prior theoretical understanding of whatever social phenomenon we are studying (Bernard and Ryan, 2009). Identifying themes in this qualitative data manually involved marking them with different coloured pens and making notes. With this, observational techniques were used such as identifying repetition, unfamiliar words, similarities and differences (Bernard and Ryan, 2009). In this process, Bogdan and Biklen (1982) suggested examining the setting and context, the perspectives and the participants’ ways of thinking about people, events and relationships. The three stages of code, category and theme (Kara, 2019) were implemented.

Coding was the process of defining what the data was about. There were no preconceived categories or codes in using this qualitative data. The codes that emerged from the data were examined and meanings were defined within them. This activity required an interaction with the data and to ask questions. Coding was therefore a pivotal link between collecting the data and developing the categories and themes (Charmaz, 2020).

In order to analyse this data effectively, a tabular thematic guide provided by Smith and

Osborn (2008) was used with three columns; the left column provided working space for initial notes; the centre column of a page contained the interview transcript; and the right column contained the final themes for analysis (see Table 4 below).

Initial notes and keywords	INTERVIEW AG	Theme for analysis and Code
Second career Previous roles in childcare, government, approached PGCE Teaching background Default "Funny old career path"	Well…I've been at [redacted] for quite a while in different roles, so my background is actually, well my latest career, my second career was in childcare. I used to be a Civil Servant, then I worked for Local Government, then I took a career break to have children, then I became a Childminder, so home-based childcare. I went and did a Level Three in Childcare at [redacted]n and then they approached me, would you be interested in some teaching and also doing your Assessor Award, so I did my Assessor Award and then started doing a little bit of teaching and then I started my PGCE [redacted], which is the course I now teach. And whilst I was doing that, I was teaching some Maths; I was teaching…so my background's actually teaching Childcare qualifications rather than teaching, but whilst I was doing my PGCE the lecturers on that said, would you like to come and work with us? So, one of them was retiring and wanted me to take over the TA course because it was very similar to the Childcare courses that I was teaching and then once I started that and my colleague said to me, I'd like you to do PGCE and then very sadly, he died… **Oh…** And so I, by default almost, became the Programme Leader for PGCE. So yes, it's been a funny old career path. So I actually only qualified as a teacher three years ago from my PGCE 2015.	Previous career (No. 14) Entry into FE teaching (no. 5) Qualifications (No. 16) Entry into FE teaching (no. 5) Previous career (No. 14) Entry into FE teaching (No. 5) Qualifications (no. 16) FE Teacher role (no. 10)

Table 4 – Exemplar of how the transcript was used to generate codes into categories

3.6 Reflexivity

While some have used the concept of reflexivity interchangeably with related concepts, such as reflectivity and critical reflection, others made efforts to differentiate meanings of these concepts (D'Cruz, Gillingham and Melendez, 2007), although the literature appears to reflect consensus relative to its meaning. It is commonly viewed as the process of a continual internal dialogue and critical self-evaluation of researcher's positionality as well as active acknowledgement and explicit recognition that this position may affect the research process and outcome (Pillow, 2003; Guillemin and Gillam, 2004; Bradbury-Jones, 2007; Stronach *et al.,* 2007). Reflexivity entails awareness that researchers are inescapably part of the world that they are researching (Hammersley and Atkinson, 1983). Reflexivity in

qualitative research is affected by whether the researcher is part of the research and shares the participants' experience. It has been increasingly recognised as a crucial strategy in the process of generating knowledge by means of qualitative research (Hammersley and Atkinson, 2002; D'Cruz, Gillingham and Melendez, 2007; Ahmed, Lewando and Blackburn, 2011). Here, it is important to acknowledge the possibility of biases, the strengths and weaknesses of the researcher and the positionality of the researcher in this case study.

A disadvantage of being directly involved in the context being explored includes interpretation and focus of the research both in relation to the interviewer and interviewees' bias. Some have argued that researchers cannot be objective and bring their own understanding, which is based on their own "interests, assumptions and values" (Alexiadou, 2001, p.55). It has been suggested that interpretative researchers begin with answers and then merely sift through individuals' stories to identify instances which illustrate the answers they intend to assert. As the participants were unknown to the researcher with no previous connection to them, the process of collecting and analysing the data, was from a certain point of distance. It was essential to retain a position of open-mindedness and constant conscious interrogation of the data in order to monitor interactions with the research participants.

Given the personal background and professional experience as a FE teacher, it is likely that these views may influence interpretation of data. As Easterby-Smith, Thorpe and Lowe (2002) explain, interviewer's bias could be introduced where the comments, tone or non-verbal behaviour of the interviewer could create bias in the way the interviewees respond to the questions being asked. They also suggest that the interviewees' bias could be introduced where interviewees may choose not to reveal and discuss an aspect of the topic that was to be explored. This may lead to probing questions that would intrude on sensitive information that they do not wish, or are not empowered to discuss. As such, the researcher has been mindful throughout this research, of the need to be aware of this, to avoid distorting the voices of the research participants as much as possible. A personal journal was also helpful here in recording particular thoughts and experiences at a specific point in time. It helped in being vigilant to the possibility of the emergence of any own biases, and efforts to allow the research participant's voices to emerge.

To avoid such bias, the participants were involved throughout the research in reviewing the data collected, the construction of their stories, and inviting their comments to add to the dialogue from their perspectives rather than simply that of the Researcher.

3.7 Ethical considerations

Due to the individual and unique nature of qualitative research, a number of ethical issues have been acknowledged. Ethical outlines were followed according to Kingston University's adherence to the British Educational Research Association's (BERA) 2018 guidelines. BERA requires researchers to structure ethical aspects of a study giving specific attention to an ethic of respect for the persons involved in the research, for knowledge and democratic values and for the quality of the research (BERA, 2018). An application form for ethical review (RE4) was submitted in November 2017 and was subsequently approved by the Faculty Research Ethics Committee.

Ethical review is mandatory for all research with human participants, risk of stress, inconvenience or discomfort for the participants in this research is deemed low. This is due to the conscious effort to ensure that anonymity was preserved at all times and that participants were made aware at each stage of the research how their contribution was being used (Gibbs, 2007). Nonetheless, relevant ethical issues in this research are discussed here.

Interview questions can sometimes cause distress, so the conditions under which the interviews were conducted, at a time and place of the respondents own choosing, were designed to minimise inconvenience. It was acknowledged that semi-structured interviews may lead to a more intimate focus of enquiry than in structured interviews, and often involves the revelation of private information (Bourgeault, Dingwall and DeVires, 2010). Additionally, had any sensitive information been discussed which may affect the life or well-being of a participant, the researcher acknowledged a moral duty to refer them to a professional who could provide support or counselling. Such circumstance never arose, but precautions were made.

The position of the researcher did not equate to any position of power or authority over the participants as they were not an employee (nor have ever been) of the institutions involved. As the interviews were about individual experiences and not linked to any particular

institution, or about the institution itself, no organisational permission or approval was required.

It was imperative that throughout this research priority was given to the protection of confidentiality and anonymity, the avoidance of harm to the respondents and those who might be affected by the results (Cohen, Manion and Morrison, 2007). It was made explicit throughout the data collection process that each participant could withdraw at any time, in accordance with the informed consent form signed by both the participant and the researcher (see Appendix D).

Maintaining privacy is an important consideration in research of this nature. Assurance was given that nothing discussed during the interviews would be attributed to particular individuals. No real names were included in interview transcripts to respect the privacy and anonymity of participants. Instead, pseudonyms and colours were allocated to each participant, avoiding any hierarchical implications of numbers or letters and maintaining the neutrality of each participant (Lincoln and Guba, 2013).

As mentioned, positionality and power in qualitative research must be acknowledged, where it may influence the research process (Finlay, 2002; Mason-Bish, 2018). Here, this includes the ability to gain access to participants and also the quality of that information that the participants are willing to share. In order to address this, the language used in interviews by the researcher was considered, where maintaining participants' comfortability and autonomy was paramount.

3.8 Trustworthiness and reliability

Merriam (1998, p.199) stated that researchers and others involved in research must be able to have confidence in the conduct of an investigation and in the results of any particular research. The research undertaken must be shown to be trustworthy and to have been conducted in an ethical manner. However, it has been argued that qualitative research which is based on different assumptions about the nature of reality and a specific viewpoint, should consider the questions of reliability from a perspective congruent with the philosophical assumptions underlying the research paradigm (Ibid, p.200).

Some have been critical of such terms in qualitative research (Lather, 2007), arguing that they remain rooted in the 'scientificity' of a positivistic paradigm. Whereas, qualitative

research is more commonly interpretivist, and requires alternatives to such terms. Spencer *et al.,* (2003) produced a detailed review of the literature surrounding evaluation criteria for qualitative research, concluding that quality in qualitative research has been, and remains, a hotly challenged area. They explain that various positions are evident throughout the literature, ranging from a rejection of quality criteria altogether (e.g. Smith, 1984; 1990), to retention of concepts common to both quantitative and qualitative research. Indeed, the debate revolves around important questions, such as what is even meant by 'criteria', and whether the underlying theoretical assumptions of qualitative research themselves make the nature of criteria problematic.

Lincoln and Guba (1985) put forward the concept of trustworthiness which contributes to the ethic of respect for truth in a case study such as this. Clearly there are also many overlaps between Denzin and Lincoln, 2005; Guba and Lincoln, 2005; Farquhar, 2012 and Denscombe, 2014 who cite authenticity, confirmability, credibility, dependability, transferability and trustworthiness as terms that may be applied to the interpretivist/ constructivist forms of research. These are considered in Table 5 below.

Supported by Saldaña (2016), Ezzy (2002) provided a framework which may be used by lone researchers to check the progress of their analysis and assess its trustworthiness:

1. initially code as you transcribe interview data;
2. maintain a reflective journal on the research project; and
3. check your interpretation with the participants themselves.

This guide proved invaluable in reviewing the researchers' positionality and appropriate interpretation of data. The reflective journal was also a source of recap and an aide-mémoire to remind me of the feelings and emotions at a particular point in time

Criteria	Evidence
Truth value (Credibility)	Every effort has been made to ensure that the approach taken allows readers to determine for themselves the authenticity of this research. The research has been both flexible and creative, whilst at the same time being both rigorous and transparent by focusing specifically on the areas of reflexivity and neutrality, ethics and trustworthiness. Both the typed interview transcripts and the various interpretations of the findings in terms of how accurately they represented their

	perspectives. Participants were also invited to comment and provide clarification from the transcripts of the interviews. A true picture of the phenomenon is being presented using well recognised methods i.e. a case study approach using an interpretative enquiry and thematic analysis. Themes have been identified from analysis of the interview scripts.
Applicability (Transferability)	The researcher looked at the findings to see if they could be similar or familiar to another environment and be applied justifiably. Choices and decisions have been outlined systematically and the steps taken to arrive at data collection, including any changes and amendments made during the process. Participant datum is anonymised and redacted, including the type of organisation. Data collection techniques are explained, including the length of interviews and questions asked.
Consistency (Dependability)	This is difficult in qualitative field work but it is anticipated that the research may not be the same due the point of which the research was undertaken and the political landscape including Brexit and subsequently Covid19.
Neutrality (Confirmability)	The research demonstrates the findings that emerge from the data collected with a clear line of analysis. Reflexivity and positionality have been addressed to tackle any biases or other issues that may affect neutrality. Limitations are provided in Sections 3.6 and 5.4.

Table 5 – Guba (1981) –v- Shenton (2004) Trustworthiness Criteria

3.9 Conclusions of methodology

In considering various methodologies, the view adopted in this research is that a qualitative methodology using a single case study approach is one of the most appropriate methods because it actually engages with the issues that are important in making sense about identity which is rooted in a social constructivist epistemology (Gergen, 1985). The changing nature of such work and the context in which the FE teacher works cannot be separated and forms part of the FE teacher identity. Such an approach places a conceptual emphasis on describing individual perceptions and experiences of working within the FE sector.

The research methodology of any given piece of research serves to explain the explicit, and to some extent, the implicit assumptions adopted by the researcher during the entire research process. It also provides a logical explanation and justifications for the data collection technique employed by the researcher. One of the objectives set out to be achieved in this section was to outline the research methodology that underpinned the

research questions. It was to provide an explanation for the chosen research processes and strategies used in the research to establish the findings of the research. Another objective of the Chapter was to provide a brief overview of the method of data collection and analysis. The qualitative sources of data were also explained and discussed as to why they were considered the most suitable.

Criticism of the interpretive paradigm holds that it, "neglects questions about the origins, causes and results of actors adopting certain interpretations of their actions and social life" (Carr and Kemmis, 1986, p.95). This suggests that there is a need to examine the relationships between individuals' interpretations of their worlds and the external factors that influence them. This was achieved through the member checking process with the participants involved in this research.

Situated against the context in which the research is set, the research participants were provided through a voluntary invitation process with each based in different locations. Insofar as these individuals are all engaged in teaching in FE it is reasonable to assume that their experiences are representative of others' experience, certainly within the context of the FE.

This research is informed by a constructivist and social constructivist paradigm, whereby the former permits examination of the notion of professional identity from a unique, individual perspective, and the latter permits examination of the same notion as situated within a specific cultural and historical context.

This Chapter has explored the ontological and epistemological assumptions underpinning the research and locating it within the interpretive paradigm of sociocultural research. The position as researcher has been presented as central to the research and reflected on the implications of this for data collection and interpretation. The research conforms to the traditions of applicability and aligns with qualitative notions of trustworthiness and credibility through methods of member-checking (see Table 5 above). Finally, participant procedures have been employed and ethical considerations have been detailed within the research design. The next section presents the findings of the research.

4. RESULTS AND DISCUSSION

Watling, James and Briggs, (2007*)* defined analysis as "the elusive process by which you hope to turn your raw data into nuggets of pure gold" (p.381). Moreover, it is argued that analysis does not only take place at the end of a project but is carried out knowingly or unknowingly during the whole of a research project. Each time an interview is carried out or an article studied the researcher is analysing, interpreting and forming opinions concerning that data. This preliminary analysis for this research was conducted prior to the substantive analysis of the data.

This Chapter is organised according to the research questions. Research question 1 focuses on the internalisation of professional identity by FE teachers. It considers individuals' experiences in general in forming a professional identity. Whereas research question 2 considers the 'external' factors, i.e. the context in which the FE teacher teaches, and the support provided by FECs.

Before the data is presented and discussed, the research questions are restated:

1. How do FE teachers understand their professional identity?
2. How does context contribute to the formation of professional identity in FE teachers?

4.1 Introduction

A large proportion of the results presented are from the analysis of semi-structured interviews as these were the primary source of data for this research and provided more content than the diaries and questionnaire which were useful for further examination of findings. These interviews sought to examine the experiences and perceptions of each individual FE teacher; to understand whether shared experiences contributed to a shared identity and to identify potential commonalities and differences in the responses received from each. The questions for the first interview were used to elicit responses and are listed in Appendix H. After the first interviews, a second set of individual interviews (see Appendix J) were arranged to discuss further some of the initial findings from the first interviews and the diary content. This was accompanied with a questionnaire to inform what the participants had previously said and describing how they saw their role in the future. Such a process was undertaken with the checking and re-checking of the

information with possible connections and developing ideas between the data and the literature (Hartley, 1999). Relevant data from the diary entries and questionnaire responses (see Appendices L and M) are also included to support and clarify the data from interviews.

4.2 How do FE teachers understand their professional identity?

4.2.1 Teacher's journey into FE

The findings suggest that there is a variety of reasons for people entering into FE teaching. This, and for most of the participants was not a conscious decision. This became apparent in the stories that the teachers told as to how they became FE teachers. Almost all of the participants had no prior experience in the vocational area in which they were teaching. While two participants, (LY) and (JR) possessed some aspirations to become a teacher but not necessarily a FE teacher.

> "I always wanted to be a teacher but I never had the confidence to think that I could be a teacher" (LY I1)
>
> "I … wanted to become a teacher originally" (JR I1)

Although no participants specifically stated that being or becoming a *FE* teacher was their chosen career path, the participants cited an accidental and unplanned entry to teaching. It showed that their opportunity to do so was presented through an unexpected moment.

> "Would you like to come and work with us?" and "I did fall into it I guess" and "Funny old career path" (AG I1)
>
> "With a careers advisor, the Meyers-Briggs test and she suggested teaching and I thought, oh no, no, no, don't be silly". "She suggested teaching and I thought, oh no, no, no" (HB I1)
>
> "Invited to become a teacher. It kind of happened". "I think the reason what draw me into the FE was the fact that I was going to get trained up whilst working and earning decent money" (JR I1)
>
> "Somebody just told me: you're a very good teacher in that term, and I just thought, OK, let's see if I can apply as a teacher and I got the job". "Encouraged to become a teacher" (KP I1)
>
> "Somebody else suggested it" (LY I1)
>
> "But then somebody said to me, well listen, if you get yourself in at an FE college and if you can get yourself on their books [to be a teacher]". "Supportive manager" (TO I1)

One interesting discovery which came from the questionnaire was that four of the six participants gained employment as an FE teacher within the same FEC where they had studied. More interestingly they are also now working on the same courses that they studied. This revealed a connection between the environment which they inhabited as

adolescents and subsequently moved into as a professional. Something that the participants recognised as part of their journey into teaching in FE.

It could be argued that a FE teacher's identity may be constructed from social interactions in familiar environments through time. This is further reflected in the following responses:

> "Because I was a previous student" (JR I1)
>
> "I started my PGCE at [redacted], which is the course I now teach" (AG I1)
>
> "So I worked in an admin role for a couple of years and being surrounded by lecturers, it made me think, maybe I could, maybe I could do this and so I did my PTLLS qualification straight from my admin role at College to a full-time teaching role" (LY I1)
>
> "I studied at the same FE College that I'm working at, as it goes, so there's a bit of irony" (TO I1)

Clearly the participants identified that their entry into teaching was via non-traditional routes comparable to the experiences of the students that they teach. This was confirmed within the interviews who had experienced different careers before coming into teaching in FE.

> "Civil Servant, Childcare" (AG I1)
>
> "Community Development" (HB I1)
>
> "Outdoor Sports Coach" (JR)
>
> "Banking Industry" (KP I1)
>
> "Admin Role" (LY I1)
>
> "NVQ Assessor" (TO I1)

It also indicated that their previous work was not an indicator as to their FE teacher identity formation (see Appendix N(b)) which revealed the code of 'previous career' and placed seventh in order of frequency. Further analysis showed that this had a high level of frequency but it was mentioned by only one participant (see Section 3.5 and Appendix N(c)).

As identified in the literature review, people can have a number of different 'selfs' or 'mindsets', with sub-categories which are second to their primary identity or the self, but can come into play if the correct stimuli are present, or the environment of the group they are working in necessitates a change of identity to fit with that group. As Hofstede and Hofstede (2005, p.4) identified, people can practise what they call 'potential acting' where every person carries within him or herself patterns of thinking, feeling, and potential acting which were learned throughout their lifetime. Much of it has been acquired in early childhood, because at that time a person is most susceptible to learning and assimilating.

As soon as certain patterns of thinking, feeling and acting have established themselves within a person's mind, (s)he must unlearn these before being able to learn something different, and unlearning is more difficult than learning for the first time.

The data identified elements of these different 'selfs' with participant (TO I1) who stated that they were "trying to live up to my own high standards", and participant (KP I1) who sought recognition by gaining a master's qualification that confirmed their 'ought self' having an MBA and participant (JR I1) wanting to achieve further qualifications and career aspirations.

One of the participants stated that the personal commitment and sacrifice required to meet their own high expectations of the professional role had impacted on their sense of self and influenced their perspective on their professional identity.

> "I'm a big firm believer in absolutely trying to set high standards, trying to live up to my own high standards but also trying to get the students to buy into them" (TO I1)

The data showed that for a FE teacher the distinction between the different 'selfs' is sometimes a continuation from their day-to-day activities and their previous selfs.

> "I was a previous student" (JR I1)
>
> "Previous career as Community Development" (HB I1)
>
> "My second career was in childcare" (AG I1)
>
> "Previous education does make a very big difference" and "previous qualifications does impact" (KP I1)

Such evidence highlights that the FE teacher has a number of different selfs which contribute to their professional identity.

Perceptions and current practices

Within this research, all of the participants demonstrated a commitment to their students' learning and how they "went beyond" what was merely required to meet a course specification and "adding value" by developing the "whole person". Many teachers today who enter FE express a desire to serve and pass on their knowledge and skills to FE students or to 'make a difference' to these students' lives and see this as a contingent part of their teaching role (Spenceley, 2006).

> "It's all about helping people to change their lives" (TO I1)

Arguably, FE teachers believe that improving work and career opportunities also leads to greater life chances. One of the ways was how FE teachers now have a wider remit of the personal and social aspects of the student life.

> "What I enjoy most is seeing the development with the young people or the adults" (HB I2)
>
> "We tend to still accept a lot of students that don't have GCSE's" (JR I2)
>
> "There is no pre-entry requirement … no qualifications … you didn't sit your GCSEs, you fell out with the teacher, you got expelled … and they come to me and they're quite bitter … they don't really want to be therefore" (TO I2)

It is also argued that part of their role was to break the cycle that many learners had towards school education and offer them "that second chance" (Tummons, 2010). These findings agree with arguments in Robson, Bailey and Larkin (2004) and Gleeson, Davies and Wheeler (2005) that FE teachers are hugely committed, caring and passionate about their learners and "adding value" (KP I1) beyond just delivering a course of study.

The participants cited a range of values that they believed were important to them and had shaped their identity as a FE teacher. One of the issues highlighted here was the way in which the values of the FE teacher seem to pervade every area of their work. They demonstrated how they were not just teachers but committed to such disadvantaged groups (Nash *et al.,* 2008).

The most popular value cited being that of making a difference and improving their lives:

> "We do change lives" (AG I1)
>
> "Improving lives of disadvantaged" (HB I1)

One participant stated this value was a key element to their professional identity formation.

> "Because my background in the community was about improving the lives of disadvantaged; … to look for opportunities to develop those who are disadvantaged, and that is exactly what I'm doing in teaching and that is my kind of ethos and beliefs, so like we've talked about before my beliefs, that is what drives my teaching" (HB I1)

Clow (2001, p.410) acknowledged the FE teachers' main preoccupation is to serve their students, to allow them to experience success which often means FE teachers are working beyond their role inside the classroom with demands that "encroach significantly into their home life". FE teachers had made a commitment to change lives and were willing to work outside of their class environment and to give personally of themselves to help these students succeed and feel valued.

> "I still say it is a professionalism, we still have that professionalism, that boundaries but yes, we do make a relationship with our learners" (KP I1)

Maxwell (2004) argued that it is more important to consider that FE lecturers teach a more diverse range of learners and learning programmes, in a greater range of contexts than any other sector, when considering the knowledge bases required for teaching in this sector. All of the participants cited the variety of student profiles that they were required to teach demonstrating how the diversity of the students reflects the diversity of their environment. Certainly, these participants may be different in the type of student they work with as identified by HB.

> "Because we've got asylum seekers and they're really neglected" (HB I1)

Although, this type of student is not unique to FE, and is reflected in other sectors of education such as early years, primary and secondary schools who also work with these students. Nonetheless, the participants still felt they could make a difference to the lives of their students:

> "FE Colleges are just much more inclusive" "We stop treating them like children, we start giving them some autonomy, we start treating them like grown-ups; they can call us by their first names", and the "style of teaching is so different in FE than it is in school because it's suddenly much more working together rather than standing at the front, the whole chalk and talk approach" (AG I1)

One participant stated, working in FE means that as a teacher you have moved away from being a "traditional teacher" (AG I1), that the FE teacher is not just about teaching a topic but meeting all the other needs of students such as their pastoral care, counselling and advisor.

> "Expectation that the FE teacher delivers pastoral cares often without the necessary training" (TO SQ)

The participants demonstrated a strong link to the pastoral role carried out by the FE teacher. This was discussed in the second round of interviews, with three out of six participants citing this as part of their everyday role.

> "But it surprised me. Thinking back to my diary … how much pastoral work the teachers have to do" and "But when I say 50% of my time's pastoral, 50% of my paid hours" (HB I2)
>
> My job has changed … I still give pastoral care to my students" (KP I2)
>
> "Dealing with parents, dealing with queries from key workers and case workers and …just, key stakeholders within education so like the safeguarding team and external safeguarding teams; it seems like there's more and more of that than ever before and for me that's quite alarming" (TO I2)

Reviewing these responses, it appeared that the focus was on the role of the FE teacher and the nature of their work. This may not be different in sentiment to school or university teachers' roles, but there appears to be an altruistic aspect to their work, influenced directly by the nature of the student population taught. These students are varied in a number of ways; age, gender, family circumstances and employability where the FE teacher relates their own experiences to these students, having that understanding of the relationship between the two parties, their choices and achievements.

> "Support and help to the learners, the relationship" (KP I1)
>
> "We're all products of FE" "we've all progressed in Further Education as opposed to in mainstream school" (LY I1)

Language

The language used within the research tells of the importance of the role of the FE teacher and how it shapes their identity especially as it reflects their contributions prior to working in FE. One aspect to consider is the unique terminology often used to describe FE. Such terminology was also used externally within documents such as the Lingfield Report (2014, p.10) who acknowledged 'the Cinderella sector'. These factors included aspects of the way in which they speak, the words and phrases that they use, past events and experiences and the way in which they think and feel which offers a feeling of low worth.

Bourdieu (1998) recognises the importance of the educational system and the way in which it may contribute to reproducing social structure. These considerations led him to assess components of the educational system and its specific relationship to language and culture, its pedagogy and the mechanisms used to select and exclude certain groups i.e. through exams. Language is an instrument of symbolic culture through which dominant groups enforce their own specific dialects over subordinate groups, carefully guarding group boundaries from outsiders and securing the group identity (Shirley, 1986).

The language used in relation to the FE sector is viewed as "wrestling to maintain a distinct identity between the secondary schools and HE" (The Lingfield Report, 2012, p.31).

> "From my anecdotal experience being in a Further Education College is, teaching is often the second profession that you get" and "that's why we have a very low worth" (LY I1)

This concept of not being 'good enough' permeates throughout the data and is revealed in the reflections on their own status as a FE teacher and of the students they teach. Although

(LY) considers the use of the language here, it does demonstrate that there is a variance in the way in which they perceive their own status compared to that of HE. It is therefore not surprising that although these FE teachers feel that they offer a worthwhile service to their students, their responses indicate that they feel their true worth is not fully recognised as being professional. They have a feeling of being "second class" (Shain and Gleeson, 1999, or "poor relations" (Baker, 1989) and "forgotten" (Bailey, 2000). Regardless, the FE teachers in this research seemed motivated to take action to compensate, or some would say justify, their professional status with, for example, qualifications that are now no longer necessary.

This is reinforced by influential people such as Dame Kennedy (1997) who surmised that the purpose of FE is something that provides education for students who are not in either school or university. Such a perspective suggests that FE caters for those who fall outside what may be viewed as the more established sectors of education and perhaps contributes to a reduced level of credibility of the FE teacher as a professional. This was evident in the way in which the FE teachers referred to themselves with simple terms and phrases revealing their own feelings.

> "Demoralising"; "we're only FE" (LY I1)

These phrases contribute to the context of the environment within a FEC and resonate as a significant factor in developing a FE teacher's identity. Such language was often unheard or used outside of FE. In particular, the use of phrases such as being "second class" (AG I1) and the "poor relative" (HB I2) further highlighted the perception of the role of FE, the teacher and its environment.

> "I would definitely agree with that, yeah, I think there's definitely an interesting HE/FE division. I think HE is very different to FE" (LY I1)

When questioned further on the use of the word 'division' (LY I1) replied

> "Division's quite a confrontational word, isn't it? It's a difference, yeah, it's a difference"

Other terms included references to the 'forgotten sector' (Bailey, 2000) that contribute to this notion of social class is a feeling of low worth and being "out on a limb" (LY I1). This sense of being forgotten, is perceived as a lack of importance, and fails to acknowledge the commitment of the teacher brought about by the concepts of new managerialism.

4.2.2 Resources

One of the aspects of funding was the importance of student numbers being recruited to these courses. It was clear that from the FE teachers' perspective the role of the teacher was to ensure that they had enough students recruited onto their courses to be financially viable. This was revealed in the response by AG who stated:

> "Student numbers are a pressure to achieve" and "We're under pressure with numbers all the time at the moment in FE because funding is so bad" (AG I2)

The onus falls with the FE teacher to encompass the responsibility of revenue through the recruitment of students, to ensure that they are demonstrating value for money in the courses that they run and the way in which they manage their resources (Deem, 1998).

> "They're not employing new staff" which then impacts on the way in which the college "utilise[s] everyone's hours" and "If people do leave they're kind of just, you know, the new protocol will try and utilise everyone's hours and certainly on like resources" (JR I2)

The impact of funding became a new category within the second set of interviews highlighting it as an important consideration in shaping the FE teacher role. Teachers were increasingly being required to justify the expenditure of public funds and to demonstrate 'value for money'. Effectively low numbers meant that a course could be cut.

> "Funding comes into it in a big way" and "[if] there aren't enough students, we axe the course and that's because the way they're funded" (AG I2)

There was also an emphasis that the "main problem with FE is its bums on seats" (HB I2).

Teachers were concerned about their employment security with students recruited onto courses that may not be suitable. This also led to teachers having to teach subject areas that they are not familiar with. Such considerations had been introduced through the measurement of results driven outcomes with teachers now "faced with pressures for increased efficiency in the context of contracting budgets …" (Schön, 1991, p.17).

Prior to this, teachers were previously protected from needing to understand the financial differentials of student numbers and success rates. Participants revealed an understanding of the impact this had on their role:

> "There have been a lot of changes at the University itself regarding like finance, things like that" (JR I1)

> "We're under pressure with numbers all the time at the moment in FE because funding is so bad" (AG I1)
>
> "A sector that is under-funded, under-valued and is a very difficult sector to work in Funding" (LY I1)

The drive to increase student numbers is perceived by the FE teacher as giving cause for concern to the role of the FE teacher where students are accepted onto courses for which they may be ill-prepared and retained on the programme despite the increased probability that they may fail. Such is the dichotomy of teacher's values vis-à-vis the need to ensure that courses are financially viable. Managers are reluctant to lose students due to the funds associated with the retention of the student (Nash, 1994). As such, this would mean making difficult decisions regarding potential cutbacks should a shortfall in funds occur (Randle and Brady, 1997).

Bourdieu (1997) acknowledged this through economic capital and the way in which it influences and controls how such resources are used in FE e.g. money and property.

> "There's so much financial pressure, they're businesses, they're not colleges, if that makes sense" (HB I2)

Funding became a recurring aspect of the identity of the FE teacher highlighted by the fact that FE teachers no longer have automatic pay increases regardless of performativity. This was exampled clearly by participants who stated that:

> "I was doing the same job as the ESL lecturers and £10,000 difference in salary, which is the reason I took this job in [redacted] six months ago" (HB I1)
>
> "Given that the schools have been promised a pay rise; they're classed as Key Workers. They're still under Government control"

Such inequalities concur with the findings in the Lingfield Report (2014, p.33) that states that "FE lecturers' average pay has settled out around 6-8% points below school teachers' and about 27% points below university lecturers".

Cultural concepts

The implications that FE lecturers were no longer required to be qualified teachers added to the divisions that made them extremely vulnerable and wide open to manipulation since Incorporation and the accompanying processes of marketisation and new managerialism. When asked why the participants became FE teachers a number of similar sentiments were echoed. Such as:

> "I want to make a difference" (AG I1)
>
> "Preparing our students for the next steps in their lives" (JR I1)
>
> "What I have seen the difference from the University setting or any other independent private college is the pastoral care and the support they provide to the learners" (KP I1)
>
> "When you know that something positive has happened to that person, not just because of what you've done, but because you have played a part in that" (LY I1)
>
> "More relaxed environment compared to the schools. Little things like being able to call the tutor by their first name rather than Sir or Miss" (TO I1)

Teachers now found themselves in a role where workloads are pushed beyond teaching, with report writing, maintenance of students on courses and retention rates. This would concur with the belief that, "FE colleges no longer focus on teaching as a central purpose" (Davis, 2018, p.67), where teaching and learning is now measured by a set of quantifiable outcomes.

> "That's a real frustration of mine that that time we set aside to duties which relate to teaching is actually being gobbled up, its being eaten into because you're acting in the role of pastoral officer or counsellor" (TO I2)

This quote reveals an indicative tension between the expectations of being a FE teacher and the need for other duties to be undertaken which are deemed to be of necessity to that role. The sense of 'frustration' is certainly expressed clearly as to the conflicts of doing what is expected and what is required. Additionally, FE teachers were undertaking activities that were not as familiar to those colleagues in other education sectors e.g. counselling and housing matters. These remain features of FE teaching that are not comfortably described by any one theory such as Hoyle's (1975) restricted or extended professionality.

> "That's a real frustration of mine that that time we set aside to duties which relate to teaching is actually being gobbled up, its being eaten into because you're acting in the role of pastoral officer or counsellor" (TO I2)

This concurs with the findings of a report from UCU (Belgutay, 2019) that identified that 46% of FE teachers spend more than 4 hours per week supporting students outside the classroom. This ranged from providing additional support for students to complete classroom work, to helping individuals manage bigger issues related to budgets, housing and personal relationships – issues which, unless resolved, can make learning difficult or impossible to achieve. Additionally, administrative duties were seen as an activity that was part of the FE teacher daily routine. It featured as one of the most frequent activities in

three out of the four weeks identified from the diary collection (see Appendix K). For example, administrative tasks such as investigating the non-attendance of students were also cited on a number of occasions from both sets of interviews. It would appear that this was evidenced with the "multi-faceted" role of the FE teacher (TO I1) which was specifically cited by the participants with reference to:

> "We're a Counsellor, we're a Social Worker, we're Behaviour Managers, we're Police" (HB I1)
>
> "We have more than just a teaching role. "Issuing some letters to the non-attenders, making a few calls to the students again who have not attended or not submitted an assessment" (KP I1)
>
> "Trying to be a mediator" and "taking registers and paperwork and admin and ringing parents, sending letters home and putting stuff on the e-learning platform and…chasing up learners, why aren't they in" (TO I1)

Indeed, the participants identified that over time, such administrative tasks had increased and had now been incorporated into the daily activities of an FE teacher. This is acknowledged with all participants citing the way in which their teaching role has diminished and other areas increased. Such statements reveal tensions between the FE teacher values and their commitment and their sense of being valued as a teacher.

> Teaching is around "33.3% recurring" (AG I2)
>
> "I'd probably say 40% teaching, 60% admin" (JR I2)
>
> "No. Face to face is actually 40 …I would say 40%. Yeah" (KP I2)
>
> "60/40, 40 being teaching, 60% being meetings and admin and stuff like that. It might even have been 70/30, depending on the time of year" (LY I2)

Participants displayed an acceptance that this was considered part of their role, even though they identified that this was negatively impacting on the amount of teaching.

> "We said it was 50-50 in the past, I'd probably say more alarming that's now slipped to 60-40. 40% teaching, 60% any other duties" (TO I2)

These comments evidenced the realisation of how the participants' teaching role had changed. There was a surprise at the amount of work associated with non-teaching activities and as such how their day-to-day activities were integrated with aspects that were previously undertaken by administrative staff.

While it was realised that time spent teaching had reduced over time, participants were surprised by the extent to which it had reduced when relaying their experiences. It became apparent during the second interviews that teachers had failed to recognise that teaching

had now become a lesser part of their daily activities. Up to this point there was no real consideration given to how much this had changed. One participant went on to say that

> "FE in my opinion … it's being strangled and they're trying to squeeze every last little bit out of you they can possibly get." (TO I1).

The demands on their time and the nature of the work meant they felt they were being forced to compromise their teaching with a larger amount of administrative activities. The participants did not identify this was due to the fact that they may be teaching the same amount time or how other activities may have increased with the imposed accountability of new managerialism targets to account for administrative (and other) tasks.

Educational Experiences

Most people will naturally tend to gravitate towards social fields that best match their dispositions and try to avoid fields where there will be a clash with their habitus (Bourdieu, 1986). For example:

> "I have worked in the industry, in the Banking industry for two years … I teach Finance and Accounting" (KP SQ)

As such FE teachers find that teaching and learning in such an environment is something that they can ascribe to, that they feel comfortable with and to which they can make a contribution because they feel it connects with their personal history. This is summarised by participant (LY) who tended to position their identity towards that of a teacher, helping those:

> "Students that had been neglected by society and just marginalised into this demographic of unqualified, unskilled." (LY I1)

Orr (2011) asserted that some FE teachers place more of an importance with their time in industry and their position contrasted to being a teacher. Equally, this idea was also supported by the findings of Fejes and Köpsén (2012) who stated that FE teachers prioritise their professional identity from their industry-oriented identity and never fully subscribe to be a professional teacher. Contrary to these writers, this does not seem to be the same case in this research.

Not all of the participants identified that their former occupation held an influence over their professional identity such as (LY) who had an admin role albeit in a FEC.

> "Teaching is seen as a second profession" (LY SQ)

> "I've been at [redacted] for quite a while in different roles, so my background is actually, well my latest career, my second career was in childcare. I used to be a Civil Servant, then I worked for Local Government, then I took a career break to have children, then I became a Childminder" (AG I1)

Instead, the participants stated that they saw the nature of teacher identity as something quite different to their previous professions. In addition, the teacher relationships with the different type of students and the culture were clearly features of their professional identity with four out of six participants citing this as a contributing factor to their identity.

> "Adult learners" (AG I1)

> "My youngest student was nineteen, my oldest student was between fifty-eight and sixty-five" and "You've got people that are coming from languages of a different script: the Middle East, Africa, but the African communities who don't have the same sort of phonetic sounds as what we do improving the lives of disadvantaged" and "more needy students" (HB I1)

> "They are coming from a different background where they are the first generation who is coming to the education and they don't have the language, the required skills, the confidence, the culture" (KP I1)

> "A lot of these students have got real significant barriers, not just to education but to institutionalised establishments that they maybe fear or don't trust or have felt marginalised in the past" (LY I1)

> "Different background where they are the first generation who is coming to the education and they don't have the language, the required skills, the confidence, the culture, that may also put them in that group" (KP I1)

The discussion appeared to centre around age, race and education and how they describe the differences in their students as a significant aspect of their student demographics i.e. the 'Middle East' and 'Africa' although these would be no different to other education sectors. They also explored the nature of the students being 'disadvantaged', 'significant barriers' and 'marginalised'. The language used and the use of these words are not necessarily unique to FE and yet they appear to provide some rationale to the type of students they teach and their identity.

The connection with these students suggests a link to their identity and their own educational journey similar to that of their students. There was also a recognition that these participants shared some familiarity in their own educational background to these students and their own experiences of working in FE.

Bourdieu (1998) concurs with this idea that schools and the agents working within them are positioned in a social hierarchy, differentiated "by virtue of the cultural and social capital

that was the inheritance of the bulk of their pupils" (Thomson, 2005, p.743) within different sectors. Bourdieu argues that working class failure in schools, if measured by exam success, is the fault of the education system, not working-class culture (Trueman, 2015). Bourdieu demonstrates this within the "unequal distribution of educational opportunity by social origin" (Bourdieu and Passerson, 1979, p.2) and gives the example of a senior executive son who is 80 times more likely to enter a university than a farm worker's son.

As the participants stated, there was an overlap with their own educational experiences which resonated with the students they were teaching. The connection with these students suggests a link to their identity and their own educational journey similar to that of their students. There was also a recognition that these participants shared a familiarity in their own educational background similar to these students and their own experiences of working in FE.

> "We're all products of FE … we've all progressed in further education" (LY I1)
>
> "We are so important because we're giving people a chance, a second chance often. (AG I1)
>
> "Improving lives of disadvantaged" (HB I1)
>
> "We believe in giving opportunity to all" (KP I1)

These comments reflect the ways in which students enter into FE often through a non-traditional route of 'A' levels and often against a social background that has chartered their path in education. As such, learners located in FECs have traditionally been seen as an 'alternative route' to success for early school-leavers (Raffe, 1979). It also highlights a related issue. That there is a personal connection with their journey into FE and what these students are experiencing, identifying how they can contribute to the student's life chances and how FE teachers felt they had an opportunity to make a difference.

4.2.3 Additional identity

Literature (Davey, 2013) has indicated that teachers have both their previous professional identity and their identity as a teacher, although what participants said did not reflect this. With reference to previous roles, none of the participants expressed that their previous careers in industry was determining who and what they were in terms of identity. What it did indicate was teachers having different professional backgrounds, did not necessarily contribute to their identity formation.

> "Most had a profession before coming into teaching" and "[for] a lot of us … teaching is often the second profession that you get. " (LY I1)

This leads to a question of the relevance to the notion of a dual professionalism (see Section 2.2.2) forming part of their FE teacher identity because their previous experiences may not have been in the same subject field as the areas they are engaged in teaching. This is the case of LY who stated that "you may be teaching something that you've never taught before" (LY I1). It seems that having gained experience in one career may offer a route into teaching but it was not something that had to be sustained in order to reflect the subjects being taught.

Data from the questionnaire indicated that all participants saw themselves as having more than one professional role but was not attributed to a previous career.

> "having more than one professional role" (KP SQ)

Dual professionalism is considered distinct to the FE sector, where a teacher possesses both an identity as a professional with a specialism, and an identity as a teacher (Peel, 2005). Such a dichotomy comes from the concept of being a dual professional having regard to a dual identity (Barrett, 2016). This is not an uncommon finding when looking into the route into teaching in FE and the professional identity associated with either of these career aspects.

> "Yes, … I will often transition from one role to another without it being a conscious decision. It is only when I reflect that I am able to identify the role I played at any specific time""(LY SQ)

Instead it was viewed by HB and SQ as "multiple roles that are incorporated into one 'job'" mostly related to occupations such as social worker, advisor and counsellor. Two participants did mention the dual professional role aspects although they did not elaborate on this further.

> "Most FE teachers are dual professionals anyway" (AG SQ)
>
> "FE Teachers are dual professional" (LY SQ)

Dual professionalism can also be seen as a negative concept, creating conflict in the way that teachers perceive their identity especially within the transition process of becoming a FE teacher (Robson, 1998; Robson, Bailey and Larkin, 2004; Gleeson, 2014). Looking at the quotes from (AG) and (LY) the term 'Dual Professionalism' is linked to a previous career

rather than a career that is simultaneously undertaken whilst teaching in FE. Clow (2001) emphasises the fact that many FE teachers are already qualified and experienced in other disciplines before they decide to teach. It may be, that these participants do not see themselves as having a dual professional identity, rather they see these aspects of their work interlinked and not as separate.

One of the factors being that the transition is often not chronologically linear with one participant stating that "they fell into it" (AG I1). This would demonstrate that there was still a clear link to the notion of a dual professionalism even though this was not cited as often in either of the interviews.

> "Most of us have had a profession before we've come into teaching. I know a lot of my colleagues have been subject specialists in industry and then they've moved into education" (LY I1)

The category relating to their previous career in the first interview did reveal some sense of being a dual professional. Although, on reflection part of the reason for this could be a means of recognising a previous career rather than their current identity.

For example:

> "Dual professional often. So, it's often somebody who's had another career" (AG I1)

This indicated that these teachers viewed themselves as teacher professionals although not having multiple roles relating to a specific subject specialism, that the FE teacher can be asked to teach something that they are not familiar with. It also concurs with the notion that teachers in FE do not always teach the same subject in relation to their previous career or their qualifications. For example:

> "I'm not a 100% sure what I'll be doing in [redacted]. I know it's something to do with employability and its young people" (HB I1)

> "I know nothing about needlework at all, so I'm just going in and teaching them how to be teachers and teaching them how to teach (AG I1)

What is interesting to note here is that none of the participants seemed to think that this was somewhat unusual in comparison to colleagues in other areas of teaching e.g. primary, secondary or HEI and yet there would be an assumption that if the previous career was crucial in identity development there would have been a reference to such an observation. Rather than being two distinct professional identities drawn from past and present roles,

the FE teacher becomes a "jack of all trades". The diversity of subjects taught also poses some difficulties when the FE teacher is tasked with determining their role.

Avis and Bathmaker (2006) stated, teachers' professional identities are often formed in part by their previous experience, and for some informed by identities that relate to their careers reflecting both their vocational career, adapted within their working environment and working conditions to an academic environment. This is similar to what Robson, Bailey and Larkin, (2004, p.189) identified.

Participants indicated that there was an expectation to teach all and any subject, at any level regardless of whether this related to their own qualifications or previous work experiences. For example, responses included:

> "Teaching them how to teach in the wider sense" (AG I1)
>
> "We do a bit of everything at Foundation" (HB I1)
>
> "I have been asked to deliver functional skills, Maths and English alongside my Sports delivery" (TO I1)

Additionally, the relationship between title and professional identity was considered. Responses were as follows:

> "I don't even call myself a teacher sometimes because teacher is like more FE teacher so lecturer and tutor. So tutor is more where you are offering the support, you are looking after the students, being part of their journey but lecturer is somebody who is imparting the knowledge to the students" (KP I1)
>
> "I see myself as a lecturer" (TO I2)
>
> "They don't expect their tutors to be teachers but they want them to have a level of professional knowledge" (AG I1)
>
> "I wasn't actually a lecturer at that time; I was a trainer, and to be a trainer you didn't need really any qualifications which was quite annoying because I had same qualifications" (HB I1)
>
> "I would describe myself as HE teacher, I wouldn't describe myself as a lecturer (LY (I1)
>
> "I think you've got you're fixated with like the image of a primary school teacher when someone says teaching." (HB I1)

Again, what we see here are a number of disparities. The diversity in the terms used to describe their role i.e. what they are called; teacher, lecturer, trainer. The way in which such titles are used to describe their role and how this may impact on their level of knowledge, all elements that are used to help determine professional identity.

4.3 How does context contribute to the formation of professional identity in FE teachers?

4.3.1 Environment

The notion of new managerialism has become synonymous within the new environment of FE, including a new professional contract for teaching staff (Clow, 2001). This has shifted the focus of managers to one of performativity and accountability (Ball, 2003a). There were new contracts for staff, changed working conditions and an ongoing drive for efficiency by increasing student numbers without corresponding increases in funding.

The notion of 'extended professionalism' which Hargreaves (1994) accurately foretells as a "rhetorical ruse;" was a strategy for getting teachers to collaborate willingly in their exploitation with privileges of educated workers eroded. Contracts no longer allowed the FE teacher little notion of professionalism. Instead it involved 'intensification,' where workers rights are being eroded, relaxed time reduced with little time for updating, diversification of expertise (Hargreaves, 1994).

When asked about the differences between working in FE or elsewhere, the overall response related to the terms and conditions of service. All of the participants stated that there were recognisable differences between FE and other education sectors. What we now see emerging is that the school year in FEC, whilst still working on a termly basis, no longer has the clearly defined statutory conditions, such as holidays and pay awards. Examples of the type of teaching and the number of hours teaching were a predominant aspect of their role.

> "We have Saturday courses as well" (AG I1)
>
> "I'll be teaching for six hours on a typical day of my teaching term-time" (KP I1)

Weekend teaching and evenings were highlighted by (AG I1) and (JR I1). Examples of the type of teaching and the number of hours teaching were a predominant aspect of their role. These are all experiences that the participants could identify with:

> "I don't teach nine to five by any stretch of the imagination, I'm working 'til nine" (AG I1)
>
> "We do Open Days at weekends every now and then and sometimes do late night interviews" (JR I1)
>
> "25 hours in classroom" (TO I1)
>
> "They call contact hours any time you spend with a student, but as far as I'm aware, they're only counting hours that I actually have in the classroom" (TO I1)

As participant (TO I1) explained he teaches 25 hours a week, which would amount of 900 hours over a conservative estimate of 36 weeks. These new contracts represented a significant difference to the conditions of service with teaching contact hours increased to >800 hours compared to 550 hours in HEIs (Clow, 2001, p.408).

Such tensions therefore exist with the separation between the compulsory sector and the nature of the FE sector (Lucas and Nasta, 2010). In particular, (TO I1) indicated that FE teachers felt their role was undervalued stating that previously "they were held in more high regard" (TO I1). Why and how this change occurred was not indicated but there was clearly a feeling of a change in the way in which they were perceived by others.

Whilst comparison is often made to other education sectors such as secondary schools it could be argued that there are similar expectations of the working day with the number of hours teaching, developing knowledge and resolving student issues. Counting the number of hours of teaching did not acknowledge the amount of work undertaken outside of the classroom within their role of being a FE teacher. This is acknowledged with all participants citing the way in which their teaching role has diminished and other areas increased (see Appendix K).

Clow (2005) identified in her research that FE teachers claimed to spend considerable time on tutorial duties, offering advice such as counselling and raised concerns about the lack of training to undertake these duties. Clow concluded that the "diversity of the tasks carried out by full-time FE teachers is huge". This would concur with the findings of this research and aligns with the idea that FE teachers are more than just teaching and having to utilise skills that may not be necessarily seen within other teacher roles.

What it also shows is that that the changes brought about by new managerialism have brought different challenges to the FE teacher "without sufficient attention paid to their narratives and experiences of the FE workplace" (Gleeson and Shain, 1999, p.461). There is a sense of conflict in being a professional as a FE teacher. The actions of being in a classroom and teaching students versus the rigours the bureaucratisation of the teacher's role with its focus on monitoring students' attendance and the funding outcomes relating to retention and success. The participants demonstrated how they are now working to a different set of expectations imposed on them by such changes. Four of the six participants talked about the amount of time they spent monitoring attendance (HB, JR, LY and TO).

They also commented on the way in which the recruitment of students determined the running of a course:

> "I've got fewer students and there's certainly more pressure to not run courses if there aren't enough students, whereas before, colleges have carried on running courses perhaps of, you know, not as many students as they'd want to but because they're fulfilling a need, they're not…they're more cut-throat about it I think now, they're more likely to say well, there are only twelve people on that course; we're not going to run it." (AG I2)

The language used here is of particular interest. Expressions such i.e. "cut-throat" suggests a sense of ruthlessness and contrasts with the phrase "fulfilling a need" which implies that there is consideration for the students as opposed to finance.

> "Everyone's complaining on the news about the workload of Police Officers, the workload of Fire Staff, the workload of Hospitals, teachers in school, but nobody says anything about FE colleges" (HB I2)

Whilst the concept of environment was not cited as a key feature to contributing to teacher identity, this was implied with a sense of interconnectedness between the different 'fields' contributing to the social and institutional environment where the individuals reproduce their own dispositions within a particular network.

> "I think adult learning makes it a different environment" (LY I1)

Here the reference to the 'adult' student highlights the link between the relationship of teacher and student and defining their particular cultural capital. As Eraut (1994, p.5) pointed out the professional-client relationship is influenced by the "pecuniary and social status of the client". For example, education can be counted as one of the ways of showing how people from different class groups have different understandings of the world, which depends largely on family background.

Context

A number of studies have emphasised the importance of personal attributes, beliefs and attitudes in the formation of professional identity. Reynolds (1996) emphasised that what surrounds a person and what the person allows to impact on themselves can greatly affect their identity as a teacher. Reynolds (1996) also identified that where and how teachers' work is a 'landscape' which can vary, being very persuasive, very demanding and in some cases very restrictive thereby limiting the range and type of identities.

The responses from the interview data in relation to 'career aspirations' was mentioned by

three of the participants within the second interview. It demonstrated how most of the participants felt that they would still be working in FE in 3-5 years. In particular, four of the participants focused on what their role would be including:

> "Looking to go to work in the prisons" (HB I2)
>
> "I still want to be involved in lecturing, that's still my priority. I have absolutely no interest whatsoever in going into management" (TO I2)
>
> "I think I would stay within a Uni or FE work. If I stay in FE, I would definitely want to go to like managerial, not continuous lecturing, if that makes sense?" (JR I1)

However, one participant said:

> "I'd like to do HE" (AG I2)

What we see is a difference between a FE teacher and other teachers revealed through the use of language that has now become synonymous with the goals of FECs. Phrases such as 'student retention', 'finance' and 'more and more demanded' is now embedded into their everyday activities revealing a more business-focused approach and understanding of the contribution to the wider aspects of their role.

Part of this shift in focus for FE may have been an incentive for these FECs under the new funding body, the Further Education Funding Council for England (FEFCE) 1992. Such new regimes of funding related to criteria according to government initiatives such as the Foster Report 2005. FECs were now required to be run like businesses with the inclusion of new managerialist practices such as those described by FE teachers. This was revealed in statements from the teachers with comments such as:

> "we're taking on more management responsibility when actually we're lecturers, we should be on the front line dealing with issues around teaching and learning, we shouldn't be dealing with issues around student retention, or dealing with issues around success rates" (TO I2)
>
> "There have been a lot of changes at the University itself regarding like finance, things like that" (JR I2)
>
> "Fed up (recurring theme). Wondering whether I still have the appetite for such a demanding job, whereby teachers have less and less support each year, yet have more and more demanded from them." (TO DC)

Autonomy

As previously mentioned, teacher autonomy has changed in recent years, where teachers are increasingly restricted in developing curriculum and pedagogic methods. The idea of teaching could be viewed as a subsequent or less worthy profession It resonates with

Bourdieu's concept of status and the notion of social class where the dominant class have a "taste of freedom" (or autonomy) against those with the lower class expressed as a "taste for necessity" (Riley, 2017, p.n.p.). Although there appeared to be some gains to be made from such autonomy it came with other constraints over funding conditions, management practices and accountability to a governing board. Some people would refer this to a neo-liberal agenda eliminating controls, deregulating markets and reducing state influence, especially through privatisation and austerity.

> "I'm given autonomy as well" (KP I1)
>
> "Every four or five years the goalposts shift, particularly in relation to funding" (LY I1)

This terminology also reflected the FE teacher profiles who are often seen as being non-academic in nature and therefore of a lower status than those within the university sector (Robson, 1998; Gleeson, Davies and Wheeler, 2005). Such a perception becomes embedded in an environment which is less well-known by others, including government, and therefore perceived as being of a lower status. With this lower status comes the notion of lower salaries perhaps because FE teachers are less qualified and deemed not as important. Part of this changing role has brought about the nature of teacher professionalism, what it looks like and whether there are discrete and identifiable features of a profession which makes it different from other occupations (Flynn, 1999). In defining the role of an FE teacher, Lifelong Learning United Kingdom (LLUK) stated that a full teaching role means, "a teaching role that carries the full range of teaching responsibilities" (LLUK, 2008, p.4), although what we know is that it is open to interpretation.

What became apparent from the second interviews and from the responses to the questionnaire, showed a clear focus on the FE teacher role (66 mentions between all six participants (see Appendix N(a), (b) and (c) The participants referred to their role in terms of the students they taught and their role with regard to those students. Instead, rather than concur with the outcome of the first interview, the second interview showed a slightly different outcome (see Appendix R(a) and (b)). The role of the FE teacher and qualifications remained the same but instead the category of 'FE differences' was substituted with the 'student profile' category. It could be argued that in some respects this variation was nuanced by the semantics of words and that of course the student profile is the same as being a 'FE difference'. Nonetheless, the nature of the 'student profile' appeared to

contribute more to their identity. For example, the focus for these participants had shifted to the nature of the students within a, "student centred classroom … in contrast to … the teacher-centred classroom" (Clarke, 2009, p.188) together with their ability to engage and empathise with the student journey. Such attributes could be seen with other types of teacher's but these were FE teachers and had invested their energy in undertaking this role.

4.3.2 Support

Professional Development

Sachs and Mockler (2012) indicated that on-going development contributes to teacher professionalisation. Moreover, BERA-RSA (2014, p.5) suggested that teachers need to develop skills in order to, "conduct their own research, individually and collectively, to investigate the impact of particular interventions or to explore the positive and negative effects of educational practice." This was recognised by participants' desire to engage in such development and saw it as providing the following benefits:

> "Looking into the various ways how we can enhance our teaching is always a good thing and I think that also is something which I contribute as an FE teacher" (KP I1)
>
> "I have to develop myself every day, have to learn more for sure" (KP I2)
>
> "I see professionalism in my role linked to CPD and the need to constantly update my knowledge and skills." (AG SQ)

There was a perception that this was something that they valued although found it hard to fit into their normal daily activities. In addition to the time factor, there was a cost factor associated with such activities. Nevertheless, it has been demonstrated here that the FE teachers in this research possessed a commitment to their personal and professional development. That these FE teachers continued with their professional development to enhance both their own learning experience but also of their students. That they recognised the benefit of having suitable teacher qualifications regardless of any other professional qualifications and regardless of this not being a FE teacher requirement (although desirable). That improving their status within the teaching sector required CPD in conjunction within their subject specialism.

Participants were interested in demonstrating their knowledge, skills and expertise whether this was part of working in FE as a teacher or in their own subject specialism.

> "The College have supported and they have allowed me to go on CPD sessions which maybe hasn't directly… helped the courses as such at the College." (TO I1)

Teachers' prior experience and expertise were seen as being desired in the hiring process, but are not being supported to utilise such knowledge.

> "Accredited qualification with City & Guilds, that's often an essential qualification that many people need to teach in a Further Education College" (LY I1)

The main contribution was that it enhanced their knowledge which in turn helped them and their student learning.

> "And we're going through quite a lot of CPD at the moment to give us the skills and knowledge to be able to do that effectively" (LY I1)

So effectively, this would indicate that teachers have both their previous professional identity and their identity as a teacher. This is in comparison to the previous point, where participants indicated that they did not feel that their professional experience and knowledge influenced the formation of their professional identity whereas it would appear that this is not so. Instead it suggests that in fact, it does. It can be assumed that the formation of identity is subconscious on some levels.

Support provided for professional development

In 1997, the newly elected Labour Government recognised a role for FE to improve the workforce's skills (Orr, 2008). Despite previous neglect by governments of FE (Lucas, 2004), the new government introduced a statutory annual period of CPD for FE teachers, where individuals would be required to undertake 30 hours of CPD to maintain their licence to practice (Orr, 2009). This improved somewhat, perceptions of FE teachers' as professionals, through formalised CPD activities previously been defined by the IfL. However, in practice, on average FE teachers spent only 15 hours on CPD per year with some spending no time on it at all (Camden, 2018). Reasons for this included the lack of focus in FE and the access to CPD due to insufficient funding. This issue remains to be seen, as discussed by participants:

> "So much pressure to get these students through; we're under pressure with numbers all the time at the moment in FE because funding is so bad" (AG I2).
>
> We are working under very difficult funding circumstances" (LY I1)
>
> "I was self-funding, the College wouldn't pay because I was a trainer, not a lecturer" (HB I1)

Looking at the language used here, we can again see how this is an important feature of being an FE teacher. Aspects of managerialism are evidenced here with the reference to the number of students, the distinction of the words used to describe the role of the teacher, trainer versus lecturer. Such words are often used within FE as a source of expressing their environment and the nature of their work. This has implications for the way in which their professionality is perceived.

Indicated in the first set of interviews (see Appendix H), CPD activities did not feature as a significant aspect of the FE teacher's working day, although three participants agreed that the concept of CPD was part of teacher development overall.

> "I'm big on CPD. I am bringing them experiences to my lessons, which is going to enrich their study programme, which is going to enrich their time at the College" (TO I1)
>
> "CPD I think is hugely important, so at the minute I'm also doing my QTLS because I want to make sure I've got QTLS as well as my Masters" (LY I1)

However, what was interesting to note, looking at the diary collection activities, CPD was the highest activity throughout the four weeks, with it being in the top three highest activity in all of the weeks and it also contradicts the perception by these teachers on what their role entails (see Appendix N).

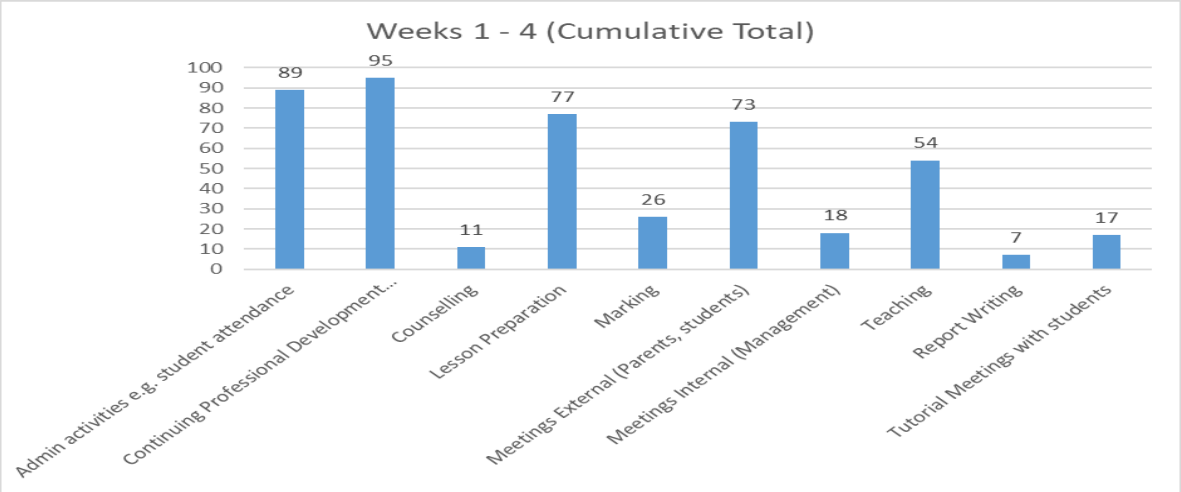

Figure E – Total number of activities undertaken during the four week diary collection

Undertaking professional development reflects suggestions made by Millerson (1964); that members of a 'profession' should have theoretical knowledge, education and training, a code of professional conduct and a powerful professional organisation. All participants expressed that having a qualification as an FE teacher provided some aspect of professional identity adding to the notion that there was a sense of demonstrating their professionality

of being a teacher through the undertaking of such CPD. Further probing on this aspect of CPD, a number of reasons were cited as to why this specific qualification had been undertaken. Such benefits were identified as:

> "To be a better teacher" (AG SQ)
>
> "The teaching qualifications were concerned with natural progression" (HB SQ)
>
> "I am glad I took this qualification" (KP SQ)
>
> "This would help me in my personal and professional development as a teacher" (KP SQ)
>
> "Credibility, career progression and to build my confidence" (LY SQ)
>
> "As an example of my 'mastery' within my practice / teaching." (TO SQ)

Trorey (2002, p.2) makes a useful distinction between 'institutional development' aimed at improving a whole organisation which is often described as 'staff development' and the more individual 'professional development' involving 'pedagogic knowledge and subject expertise' which concurs with the notion of CPD as professional development in this quote:

> "[work has] honoured a lot of CPD that I've wished to do and some of it has been personal development, not just professional development" (TO I1)

Interestingly, one participant made a distinction in the type of CPD relating to internal and external elements, alluding to a hierarchy of importance regarding its benefits:

> "How do you differentiate training from CPD?" (TO I1)
>
> "I think sometimes internal CPD is often seen as not beneficial, whereas external CPD is." (LY I1)

LY continued by explaining that her management team often seemed to offer CPD that was in-house (internal) to seemingly justify claims of providing some form of personal development. The participant also felt that internal CPD was driven by a college-specific focus in order to meet government initiatives, such as an OfSTED inspection.

> "I think that there is a little bit of resistance to internal CPD that's delivered" and "internal CPD is never as beneficial as external CPD is" (LY I1)

Such internal CPD seemed to be challenged as to its purpose and hope it would contribute to the professional identity of the FE teacher. Whereas external CPD would often be driven by an individual's appraisal outcome or a special interest of theirs not necessarily linked to their subject specialism or the subjects taught (for example safeguarding, marketing and retention rates).

Most reasons were linked to career progression and to gain recognition from other

colleagues within their FEC despite the qualification no longer being compulsory (see Section 4.2.1). Recognition was therefore seen as being important both within and outside of their environment. Participants identified the link between being a "better teacher" and how it would contribute to both their "personal and professional development" (KP SQ). Such professional development also indicated a personal desire to demonstrate their professional knowledge through the recognition of "what one is doing, and who one can become" as identified by Clarke (2009, p.186). This makes them who they are, identifies that they belong to a group that has spent time and dedicated themselves to study to improve their knowledge, and to educate and guide students to their chosen career (Feather, 2016).

There was also some expectation that this would be a natural progression in terms of their own professional development with an opportunity to demonstrate their skills within the wider context of being an FE teacher.

> "I just think just because, just for like career progression, I'm quite career driven, I'd like to see if I can work myself up" (JR I2)
>
> "CPD is really, really important. I've done a lot which has all been what I've been driven to do myself, not necessarily what I've been asked to do." (LY I2)

However, while there is no longer a requirement to obtain qualifications specific to FE and teaching, participants felt it was worth undertaking such qualifications for their own personal development. In some respects it could be perceived that their identity formation might be weakened by this as it was so specific to the role that they did or was it because these were viewed as useful additions to build their knowledge and expertise, to potentially take these into a career outside of FE teaching:

> "I gained my PGCE as … I knew that for credibility, career progression and to build my confidents (sic), the PGCE would really help" (LY SQ)
>
> "I was new as a teacher in UK and thought this would help me in my personal and professional development" (KP SQ)

The term 'progression' was used in both of these examples, and appeared to relate to what might be described as a hierarchy of FE teaching qualifications with each successive qualification being at a higher academic level than the last rather than progression as part of a career path. FE teachers are unable to acquire ATS unless they have completed QTLS with

a compulsory entry criterion making it even more compelling that these participants are engaging in such professional development.

Participants also indicated that they saw further learning opportunities over the next 3-5 years as part of their commitment to their role and

> "Wanting to develop myself" (LY I1)

This is also echoed by (KP I1) who stated that

> "FE teaching is something different and I think that is a very strong skill and ability and I really like that bit in being an FE teacher" (LY I1)

(LY) clearly advocating a sense of achievement through the nature of their teaching role.

Participant (AG12) reflected on this point further, indicating that in order to work in HE, there is a need for a Master's qualification. Although this related to working in a different area of education (HE), two additional participants expressed the same requirement and desire to gain a Master's degree within FE:

> "Hopefully go on to do my Masters" (HB I2)
>
> "I definitely want to get this Masters 'next" ((JR I2)

4.4 Conclusions of data results and discussions

This Chapter has sought to examine the perspectives of FE teachers with regard to the way in which the professional identity of the FE teacher is formed. The interviews, together with the diaries have provided an insight into this process. In determining the identity of the FE teacher there is a clear signpost towards the aspects of their professional identity which is linked to the context of their role as a FE teacher together with the setting of the environment in which they work contributing to this identity.

Looking at the data from both sets of interviews overarching themes became evident from each participant and the contribution to their teacher identity both individually and collectively. Initially, all of the participants identified, concepts such as the role of the FE teacher followed by qualifications and the student profile. There were also a number of strong similarities such as the need to undertake administrative tasks where teaching had become a subsidiary aspect of the FE teacher role. Such changes could be attributed to The Incorporation Act 1993 where control was now devolved away from LA to FECs.

Legislation, such as the Incorporation Act 1993 and the Further Education Act 2007, made attempts to professionalise the sector through devolution of control to the FEC and the introduction of FE focused qualification such as QTLS. Successive policy reforms have sought to create a formal strategy for the introduction of teacher qualification to raise the status of the FE teaching professional and to improve practice. These have largely failed and the government has now effectively withdrawn its influence, contrary to the comments in DBIS (2012a, p.ii) which stated that "FE should be left alone, in near autonomy". Instead the government has devolved such initiatives to the employer who now has the ability to negotiate with its employees their terms and conditions to a certain extent.

FECs now have the ability to instigate an approach focused on new managerialism concepts which measure outputs over inputs through the use of performance indicators and performance management (Lynch, 2014). Funding factors also influence the nature of the work for these teachers particularly in relation to the concept of new managerialism. The government's primary role is to preserve the rules of the game by "enforcing contracts, preventing coercion, and keeping markets free" (Friedman, 1955, p.1). The role of the government and its legislation has also greatly contributed to the changes within FE and the focus on funding through new managerialism has made FE teachers focus on the number of students that are being recruited and the way in which they have to be retained.

Additionally, the changes to the role of the FE teacher have altered the relationship between the teacher and the student where the focus is now on the end product rather than an educative process (Frankham, 2016). The progression of a neo-liberal agenda is promoting a culture of performativity and manageralism in FE that seems to be challenging the notion of what it means to be a FE professional against claims of being de-professionalised (Randle and Brady, 1997). Randle and Brady, (1997) suggest that de-professionalisation, deskilling and degradation of teachers is based on the conflict between public sector professionalism which guides their work, and managerialism which guides the work of their managers.

Evidence showed that all of the participants are teaching subjects that are not solely related to their subject specialism. This probably adds to the notion that they are a "jack of all trades" (Feather, 2010, p.193), which may further contribute to the adage of being a

'master of none'. Such a label does not help the way in which identity is formed when their particular subject specialism is not the one being taught.

The research identified that using the constructs of professional identity by Furlong *et al.,* (2000) still resonate today with the role of the FE teacher and the concepts of knowledge, autonomy and responsibility. Additionally, Briggs (2007) takes into consideration the changing contemporary aspects of work in a FEC such as the contextual factors and the relationship with the 'self'. Here Bourdieu's (1997) concepts of habitus, capital and field provided the theoretical framework for understanding the way in which professional identity is formed.

The concepts of structure and agency are also highlighted as contributing factors with the locus of power now being driven by the implementation of new managerialism practices and the marketisation of the FE sector. Despite the rhetoric of social inclusion, education policy increasingly supports upper- and middle-class advantage in a competitive marketplace. Institutional competition and 'consumer' choice inherently advantage those able to use market powers in their favour (Tomlinson, 2002, p.3).

Poor rewards in financial terms were tolerated within the sector; the reward for the individual instead is their service to the community and based on an intangible form of remuneration gained through the recognition of their status and position as skilled 'masters' of their profession, passing on their specific expertise to students. In Bourdieu's terms, although FE teachers are lacking in 'economic capital' (Bourdieu, 1988) they are compensated by the amount of 'social capital' (ibid.) bestowed on them by the acknowledgement of their skills which is generated through their attachment to the 'profession' of education (Spenceley, 2006).

Tensions now focus on meeting targets such as the economic capital of finance, social capital relating to class and cultural capital in relation to education and qualifications. These concepts include aspects of education and qualifications and the way in which knowledge is undertaken. Here, the use of capital is linked to the institutional concepts of education and qualifications and contributes to the cultural capital of hereditability (Bourdieu, 1986), where skills can be transferred between these areas. Such concepts resonate with the evidence provided from the interviews and how this is impacting on the nature of their work and how it is undertaken relating to the reduction in autonomy.

There is, disparity in the value attached to different qualifications in FE. Occupation based qualifications are useful indicators of learning, expertise and quality. Professionalism is partially conveyed by qualification, as indicated by the IfL requirement to gain a teaching qualification, but more acceptable by experience and knowledge. Academic qualifications, on the other hand, is perceived as a desirable element overridden by the need to develop practical teaching skills. An issue evident in FE teacher's conditions of employment for new teachers even although it may be that this has now become more relaxed since the cessation of the IfL.

Each participant's entry into FE teaching contributed to a sense of identity; all had attended FE before becoming a FE teacher, notably in the same college where they had previously studied. Additionally, many of the participants had not experienced higher education and had similar backgrounds to the students that they taught although this had subsequently changed.

Another strong feature was the empathy and support provided to their students and their commitment to helping them have better life choices. All of the participants felt they offered a worthwhile contribution to these students' learning experience. They still reflect on the values of their previous work and embrace their new teaching identity with commitment to FE qualifications such as QTLS. Contrary to what Clow (2001) states that some may have no-involvement in teaching professional educational activities, what is clear here, is that these participants are engaged with their students' development and their own contribution to making a difference to the students' life choices through undertaking their own CPD activities.

These participants express their values in the nature of the work they undertake which may exceed the traditional expectations of other teachers. They are multi-faceted and often spend more time on other activities that are not teaching based and whilst this is not unique to FE it certainly seems to be an area which dominates the role of the FE teacher. It is conflicted between recognising the value that FE offers to individuals who may be seeking what some refer to as a 'second chance' yet feeling undervalued as a profession in both status and salary.

There is also evidence to suggest that some FE teachers have been "reluctant to be identified with school teachers and have defended their industrial past and differences with

other sectors of FE" (Lucas and Nasta, 2010, p.448). One of the reasons for this is that FE teachers often have stronger links to industry and a greater commitment to preparing their students for employment than their school counterparts (Robson, Bailey and Larkin, 2004). Hence the competing identities and loyalties that many FE teachers hold has created an argument that in one sense FE teachers hold 'dual' professional identities aka dual professionalism.

This can mean that some teachers see their professionalism as being distinct in both these areas and that one does not mean the same as the other. Their skills, although derived from experience, may be adequate in one area but less so in another. This does not mean that they are less professional, it just means that their professionalism comes from different sources which may or may not include their previous occupation.

5. CONCLUSIONS AND CLAIMS

The objective of this research was to gain an insight and understanding into the professional identity of FE lecturers. As Sikes (2000, p.268) points out, "all accounts of research" should be tentative in nature. They are not "unproblematic", and nor are the conclusions that follow. The research findings and conclusions are based on data from six participants from different FE disciplines across England. The participants, coming from varied backgrounds, offer insights across a general spectrum of FE. A reminder that the purpose of this research was not to provide another definition around identity, but to investigate how teachers working in FE construct their own professional identity. This Chapter will explore through a conceptualisation of how the professional identity of FE teachers is formed through the specific environment in which they work and the activities they undertake within their role.

The research findings highlight the nature of the work that FE teachers undertake in their role and how this impacts on their identity. A number of factors have been established in answering the research questions. In particular, the experiences of being a FE teacher, together with the changing nature of their role which has evolved through legislation and the implementation of a new managerialist approach. Their links to entry into FE teaching and the way in which they develop themselves through acts of CPD and qualifications which also adds a dimension to their identity. Additionally, the role of the FE teacher and the habitus in which they are embedded are observable characteristics. All of these factors have been identified as contributing to the identity of the FE teacher and begins to exemplify what this identity looks like and how their identity is formulated.

The conceptualisation of professional identity builds on the literature review undertaken in Chapter 2. Here, the historical context of FE is considered, including defining features of professional identity and providing an insight into the relationship between the FE teacher and the organisation in terms of teacher agency and contested notions of professionalism. Such concepts have developed over the decades and highlight the interactions and relationships between identity, professionalism and environment.

As discussed in Chapter 2, empirical research of teachers' professional identity and professionalism is varied and shows a shift in focus over the past 30 years moving from being a classroom-based teacher towards new managerialism activities with "excessive

administrative requirements as well as delivering what they considered to be a valuable learning experience" (Avis, 1999, p.251). These shifts affect the professional client relationship and the language of "'trust', 'integrity', 'commitment' and 'loyalty' to include terms such as 'efficiency'" related to performance indicators and standards (Barnett, 1999, p.197). Teacher professionalism is changing according to these different concepts who are now expected to meet performance targets and take on responsibilities in relation to income generation which have moved to the forefront of FECs priorities and therefore a priority for FE teacher.

It is recognised that teaching and what constitutes teacher professionalism in FE has had, and continues to have, a subjective status and conceptualisations are therefore fluid. These FE teachers do not lack professionalism, but they do lack an identity that sufficiently recognises their role (see Chapter 2). These are teachers whose roles are distinctive from other teachers, in other sectors such as primary and secondary schools or an HEI, and where there is an overlap between these and other professional identities. Instead, their identity is formed and re-formed through their continually changing role (Beijaard, Meijer, and Verloop, 2004).

Chapter 3 outlines the data collection methods which were of central importance within the teacher stories and the formation, development and maintenance of professional identity. Within Chapter 4, a variety of participant responses are used to illustrate the effects of these different factors with the intention of providing working examples of FE teacher professional identity.

Each of these aspects are discussed within this chapter with an overarching outcome that the FE teacher has a unique identity associated with working in FE which is established through the way in which they become a FE teacher, their role as an FE teacher and the commitment to offering opportunities to their students which go beyond their remit of providing a teaching and learning experience.

To capture this identity I have developed a term for these professionals who over time have 'morphed' into a unique identity that has materialised from a number of different sources and reflects their contribution to their FE role.

5.1 The Morphed Professional

As indicated in Chapter 3, the notion of being a dual professional was considered to be a contributing factor of being a FE teacher by a number of writers (Robson, 1998; Orr, 2011 and Plowright and Barr 2012). In particular, the way in which previous occupational specialists became FE teachers. When asked the question "How would you describe yourself in terms of being a professional?" the answers reflected their personal qualities and traits. The concept of being a dual professional was not a feature in the responses from the participants and was therefore contrary to the literature. This was rather surprising with the literature very much agreeable to this term. When probed further, there was some recognition that a prior career may have, in some way, contributed to their FE teacher identity but was certainly not seen as a determining factor and instead viewed as incidental. The understanding of being a dual professional for these participants related more to the concepts of their previous occupation(s) rather than being an integral part of their identity as a FE teacher. The term 'dual professional' typologised the identity of the FE teacher as being binary in nature and this was contrary to the responses collected from the participants (see Section 4.2.3). It would suggest that this binary definition was not the most appropriate in relation to the FE teacher. The term dual professional, in this research, was deemed to be simplistic and did not reflect their distinctive and unique role. There was no sense of demarcation between their current role as FE teacher and their previous roles and instead they seem to have traversed and 'morphed' into one identity (see Section 2.3). Having considered that this term was not the most appropriate for these participations a new term is suggested. Namely the 'Morphed' professional.

In order to define the Morphed professional it is recognised that there are some professions where the person has a very distinct role and uses that role, knowledge and experience to inform others e.g. doctor, nurse, dentist, lawyer. They impart their knowledge and retain that professional status. The Morphed professional is deemed to have had exposure to a prior occupation, not necessarily a profession, but is now using those experiences within an environment as a FE teacher; that is their current and primary purpose. What it highlighted was the variations in the FE teachers' roles. They did not see their role as a FE teacher aligned with a past profession or a previous career to undertake their FE teacher role. They may still have a connection to these aspects, particularly through their qualifications and

experience, instead, their focus is on their pedagogy and that of their students. They use these skills to help inform and contribute to this role. Hence, the concept of a 'Morphed' professional goes someway in recognising the journey and diversity of the FE teacher and appears to convey the nuances of the role of the FE teacher which describes "one of a variant distinct form of specie" or to "gradually change, or change someone or something, from one thing to another" (Cambridge dictionary). Becoming a new self.

The Morphed professional therefore recognises the contribution of previous knowledge, skills and identity but also recognises the distinctive nature of the FE teacher. It represents the way in which the FE teacher as a professional is manifested in many ways and might demonstrate and exceed the characteristics identified by Millerson, 1964; Furlong *et al.,* 2000 and Briggs, 2007 (see Figure B). It acknowledges a depth of knowledge in more than one professional arena. It also recognises the way in which they become FE teachers.

Prior occupation

Notwithstanding this, the research identified that, while the notion of being a dual professional may not have had a contribution to the identity formation of the FE teacher, it did influence the way in which occupational specialists became FE teachers. This links to the work of Fejes and Köpsén (2012), who identified that an allegiance to a former occupation can be either stronger, weaker or equal to that of the role as a teacher. This seems to be an understandable factor where teachers have already demonstrated their wealth of knowledge in their particular industry sector, gaining recognition through qualifications and professional body membership. It also concurs with the analysis of the data which aligned with the perspective that there is a process of transitioning from a previous professional/vocational identity to a professional identity as a FE teacher. Understandably though, through such participation, FE teachers learn how to transform their occupational knowledge and skills into their particular pedagogy. What it does identify is that it is not necessary for teachers to be participating in both communities simultaneously. Indeed, such participation may create boundaries in relation to some FE teachers who do not primarily identify themselves as being teachers, (compared to others who may have little or no relationship to their prior occupational standing) instead, only belonging to the community of teaching. What should also be noted is that the participants appeared to be

at varying stages of this process depending on a range of personal, professional and organisational factors, which, in turn, are subject to cultural and political influence.

While a strong 'allegiance' to a former occupation was not clearly shown from the participants, compared to that revealed in other research (Robson, 1998) (see Section 4.2.2) there did remain evidence of some hesitancy preventing them from viewing themselves as "professional teachers" (Orr, 2011, p.4). Although there was a connection to previous roles, their identity came not so much from these prior occupations, but from the way in which they entered into FE teaching. Identity was integrated with their own personal learning through CPD activities, their professional values and their commitment to working in FE. They were advocates of FE and the opportunities that it offered both to themselves and their students in terms of 'a second chance'. This was not an old identity being updated but a different identity aligned to their teaching role. It also revealed how the process of developing a professional identity, as a FE teacher, is an idiosyncratic process which is personal to each individual.

The evidence from this research demonstrated that the FE teachers did not retain a strong commitment to their former occupation (Robson, Bailey and Larkin, 2004; Colley, James and Diment, 2007; Gleeson *et al.,* 2015) and that prior careers and professional experience did not determine the identity formation of the FE teachers. Nevertheless, there was an acknowledgement that these teachers' identity may change over time depending on their professional, personal and societal dimensions which involved the combination of a variety of influences and experiences and recognised that these should be viewed as being non-discrete and fluid.

The FE teacher Role

Contributing further to the morphed professional was the role of the FE teacher and the unique relationship with their students. The findings in Section 4.2 identifies that there was a clear reason for this. Namely that all six participants had studied in a FE environment and then found themselves teaching in FE in an unexpected way. In particular, the participants described how they entered teaching accidentally through non-traditional routes. They spoke of how their personal association with their own learning experiences in FE mirrored that of their students (see Section 4.2.1) and replicated the way in which students entered FE via a non-traditional route.

Griffiths and Lloyd (2009), Gale, Turner and McKenzie, (2011) and Lea and Simmons (2012), point towards this distinctiveness derived from within FE. These writers draw attention to the supportive teaching relations that are deemed to be a feature of the FE sector. This included the commitment of FE teachers which was demonstrated through the activities that they undertook and shown in the diary completion (see Appendix I). Such activities often reached beyond the classroom and into their personal lives, drawing upon the FE teachers' own values, beliefs and social conscience to help these students which in turn created a sense of identity and a group position of being 'people like us'.

The way in which FE teachers' professional identity may be understood is therefore viewed as complex, with shifting inter-relationships of professional (occupational and pedagogic), personal (self, emotional and cognitive), and social and environmentally related influences (human e.g. work colleagues, students and people in management and non-human related aspects such as government reports, management styles and technology).

Qualifications

An important aspect of this research was the way in which FE teachers develop their knowledge and skills, keeping them updated, not only for themselves but also their students who according to (AG) said that there was an expectation from students that there was a need for teachers to have professional knowledge as well as being a teacher. Evidence in Section 4.2.1 concurred with this ideal and showed that FE teachers support the aspiration of others through their own experiences and their commitment to make a difference. However, with more than a third of FE teachers not having a recognised teaching qualification (Young, 1995) the lack of qualifications also added to the vulnerability of the FE teacher and the public losing confidence in their expertise.

Previously, 'professionals' were often seen with reference to medicine and law with their associated qualifications giving them licence to practice their knowledge (Millerson, 1964; Larson, 1977; Randle and Brady, 1997; Freidson, 2001, Ramsden, 2003). Being distinct to other teachers, the participants revealed that although they might refer to themselves as FE teachers, they possessed individuality in terms of their qualifications, subject specialisms, the route into FE teaching and the type of students they teach.

Whilst the FE teacher can possess a wide range of professional qualifications from prior career(s) in addition to their experience as a teacher which once again contributes to their uniqueness. However, this did not necessarily show that it was an important part of their identity. They might refer to themselves as FE teachers, but there was no uniformity in the type of qualifications they had. Despite attempts to formalise qualifications by government through compulsory membership of a professional body and compulsory qualifications such as QTLS, FE teachers still had autonomy with regard to how they undertook their teaching work and maintained their standards. In essence, these are individuals who have undertaken some form of training and learning within their particular occupations who entered into teaching within FE with or without teaching qualifications.

5.2 Determinism, reproduction and social class

Bourdieu (1986) developed the concept of habitus by which he meant a culture or view that is often associated with a social class or social group, referred to as 'determinism' and reproduction. While this research did not focus on class, there is an overarching perception, within and outside of FE of the FE teacher and student having a 'second chance' mainly due to the "non-traditional" route in which they enter into education and teaching (see Section 2.1). This was shown as an important factor in understanding how the identity of FE teachers are formed.

It is hard to face the evidence of the repeated changes to teachers' work especially since the Incorporation Act 1932 and the notion that teachers' identity has been lost through changes to autonomy particularly for those working in FE. At the same time, managerialism, accountability and changes to the levels of pay and workload have combined to erode the notions that teaching is no longer a profession (McCulloch, Helsby ad Knight, 2000). It is also not surprising that teachers are working longer and harder on tasks that are not related to teaching activities (especially bureaucratic meetings, record-keeping and other paperwork) and conclude that teaching is becoming deprofessionalised. The problem is seen to be the growing disparity between educational and other occupations in terms of pay, status and conditions. Today's teachers are more subject to increasing managerial regulation, less autonomy and self-regulation, less involvement in educational decision making and lower salaries and work satisfaction which adds to the feeling that teaching is

being deprofessionalised (Seddon, 1997). However, this research demonstrates that in general the teaching profession is changing as new skills are required e.g. good client relationships, a wider knowledge base being mastered and more complex decisions to be made particularly in relation to social concepts. It can therefore be argued that teaching is being reprofessionalised with the skills brought from previous roles which are contributing to new relationships with students and other stakeholders such as employers.

Consideration must also be given to the importance of knowledge in relation to claims about teachers' professionalism (Robson, 2006) and the use of cultural capital as identified by Bourdieu (1984). The teaching profession has often been considered the "poor relation," as a result of perceptions of knowledge and expertise of individuals. Terms such as 'the Cinderella sector' do not give justice to those working or studying in FE. Rather than acknowledge the positive contribution to society in developing individuals, the participants in this research had a tendency to focus on their position in FE compared to outside the FE sector.

One of the reasons for this is that our life experiences, as a member of that group are deeply embedded in our habits, skills and ways of behaving and thinking. Essentially, large parts of the education system assess people not on intelligence, merit or effort, but on the extent to which they are educated. Within Bourdieu's 1996 work, he helps us understand the connection between education and social class as mediated by habitus. That the educational systems are, "overdetermined by state or economy" (Shirley, 1986, p.105). As such, Bourdieu determines that social class can be determined through subtle and deeply-ingrained attributes mainly because FE teachers find it easier to relate to students who are similar to themselves. This concurs with the findings that shows how the FE teacher supports the notion of a class habitus that can be interpreted negatively or unconsciously and associated with this perception of being less academic or intelligent within a FE environment. While Bourdieu, 1986 argued that education is the way to become socially mobile he also conceded that social class is replicated by this habitus in which we live.

This research reveals that the FE teachers concerned are committed to changing the lives of the students they teach for the better. There is a sense of acting altruistically, of doing something for the good of others rather than themselves (Millerson 1964; Becker 1970). Their personal and professional values are incorporated into their role and link to the notion

of Bourdieu's social class formation which is influenced by hierarchical systems of wealth, knowledge and education. These FE teachers seem to feel that both they, and the students they teach, have not had the same opportunities to access all educational resources and therefore their potential is limited. Adult learning is a concept for students who may not have previously accessed such opportunities and reflects their values and is informed by their cultural trajectory, particularly in terms of family and education (Bourdieu, 1989). Concurring with the notion that families from higher socio-economic groups and 'better' (often synonymous with private) schools provide a different kind of education to the next generation than families from lower socio-economic groups. It cannot be overlooked that the perceptions of identity are intertwined with the way, type and place that they work.

5.3 Contribution to knowledge

The aim of the research was to gain an understanding of how the professional identity of FE teachers was constructed. The individual teachers who participated described their experiences of working in this particular sector. This small-scale research project offers an analysis of a topic relating to a sector that is often misunderstood and under-researched (Gleeson, Davies and Wheeler, 2005). It critically examines the role of the FE teacher and considers the ways in which their role may, through personal and contextual issues, contribute to their identity.

This thesis presents findings that bring new knowledge to the understanding of the FE teacher's journey and to the formal body of work concerning FE teacher professional identity formation. It contributes to knowledge regarding the multitude of factors influencing the developing professional identities of FE teachers. In understanding the participants' experiences involved in developing their identities, a wide range of influences have been revealed which have both a personal and professional impact depending on the individual stories of each teacher.

The original contribution that emerges from this research builds on the small number of research already undertaken within the arena of FE. The formation of the identity of the FE teacher is still evolving and will continue to evolve while there remains an unclear focus for its purpose and those that work within it. The understanding of the role of the FE teacher goes towards acknowledging their professional identity.

In understanding participants' perceptions of how they develop their identities, a wide range of influences have been revealed, both in relation to Bourdieu's (1986) concepts of habitus, field and capital, and in terms of the environment and support provided. This has confirmed the importance of exploring such influences of identities, as these can affect teachers' and students' experiences in the classroom, and the career development and goals of the teachers themselves. This research has revealed the importance of exploring the influence of identities through their previous professional and vocational roles in order to develop an understanding of the complex the individualised processes involved in identity formation.

This research does not seek to generalise but other researchers may be able to relate to some of these findings. This research provides an understanding of how FE teachers, with previous occupational experiences, could impact on the way in which they are viewed as professionals. Any conclusions from the findings based on the six participants in this small-scale research should be taken with care due to the scale of this empirical study.

This new understanding has implications for the recruitment of prospective FE teachers, by having a better awareness of the related dimensions affecting their identities, might be more able to reflect and take action of their identity. Practising teachers in their personal development requirements might be informed of such identity pressures and use this new knowledge to further their professional development e.g. by carrying out action-research to enable them to move onto a new professional level. Managers in teaching institutions might use this new knowledge of teachers' identities to reflect on managerial actions such as targets setting, CPD training and institutional ethos in order to create a smoother working relationship with their staff. Policy makers by understanding the possible conflicts of teachers' identities might factor into their decision-making process in order to create a more integrated and harmonious approach.

Teachers, in all sectors, have a vital role in delivering good quality teaching and facilitating learning. There is also an argument that suggests that teachers themselves and who they are is important, so their 'identity matters' (OECD, 2005) and also contributes to students' social and personal wellbeing (Jephcote and Salisbury, 2009). Within all forms of education students "learn because of them, not just because of what and how they teach, but because of who they are as people" (Day *et al.,* 2007, p.1). Gleeson *et al.,* (2015) assert that FE

teachers often come from similar backgrounds to their students facilitating empathy with their position and experience of compulsory education. FE teachers are therefore able to 'add value' going above and beyond the prescribed curriculum and are concerned for the development of the whole learner (Robson, Bailey and Larkin, 2004) and, according to Gleeson *et al.,* (2015, p.9), FE is responsible for so much "personal development" that helps "students change, gain confidence and grow".

Past studies of FE teachers assert that they display a real sense of altruism towards their students' needs (Jephcote and Salisbury, 2009) and "their main preoccupation is to serve their students well" (Clow, 2001, p.410). Many FE teachers retain the values that they held from their previous occupation and seek to bestow them on their learners (Clow, 2001), and therefore become powerful role models for their learners (Jephcote and Salisbury, 2009). It could be argued that gaining a better understanding of the identity formation process will aid future training of FE teachers and, in turn, improve teaching and learning within the sector.

Educational research shares with other disciplines the problem that it explores social phenomena, inevitably embracing a multitude of experiences, perceptions and factors influencing these. In consequence it is important to explore the conditions under which it may, or may not, be true. I therefore underline the value of relatability, arguing that the merit of this research lies in the extent to which teachers reading this research can relate it to their own setting, experiences and sense of professional identity.

In summary, FE is important (Coffield *et al.*, 2008) and so are its teachers. FE teachers' identity matters and can impact upon learners in a positive manner, therefore it seems pertinent to gain a better understanding of how FE teachers construct their professional identity in their journey from undertaking their job to teaching others and being that role model.

To evidence the professional identity of the FE teacher and how their identity is formed, from a number of socially constructed aspects of their lives, an alternative identity term is proposed which recognises the distinction of FE teachers to others. A term that contributes to the various dimensions of their role as a FE teacher compared to other teachers working in a primary, secondary school or HEI; possibly combined with another professional role

which is not necessarily the same as someone else i.e. hairdresser vis-à-vis lawyer but has a commonality in working in FE.

5.4 Limitations

The limitations of this research are considered, as a qualitative enquiry in no particular order. The participants who responded to the research request were all from a particular FE interest group. Their membership to this group might suggest that they had a favourable disposition to the research that was conducted and therefore the views may be those of individuals who are interested and perhaps positively oriented towards the notion of the FE teacher as a professional. This was considered with the use of the validity and reliability methods as stated in Section 3.8.

There was a time-lapse of approximately three months between carrying out the first and second interviews. Despite this, the researcher acknowledged the need to undertake the second interview before the end of the academic term. This led to interview questions being developed promptly. Such time constraints limited the researcher in having the questions reviewed, where biases may have been highlighted, or questions refined further. However, this interval also provided an opportunity for further reflection of the previous answers.

The gender of the participants could be challenged with five of the participant's being female and one participant being male. However, it should be noted that the participants were not selected to provide a representative sample, these were the FE teachers who responded and this was the result. Nonetheless, the participants are representative of the demographics of teachers working in FE, with 61% being female (AoC 2019). It is considered that such a ratio may be a fair representation of the composition of teachers in FE.

As this was a single case study, other researchers may consider that the number of participants was low. To overcome this, Flyvbjerg (2006) argues that using this type of case study is generally considered acceptable as long as it is, "executed with sufficient rigour and quality" (Mills and Birks, 2014). To ensure such rigour aspects of validity and reliability were undertaken which included features of trustworthiness using aspects of Guba (1981) and Shenton (2004) (see Section 3.8 and Table 5). The nature of participants' prior experience may limit the nature of these findings. All the teachers who participated were, by their own

definition, 'vocational teachers' and many had practiced for considerable amounts of time in the occupation they now taught.

Lastly, there are the limitations of Bourdieu. Predominantly he is a French sociological writer and as such his writings focus on the French educational system. His work has been translated from French to English and was originally neglected by American Educationalists as it was considered "both jargon-ridden and convoluted" (Shirley, 1986, p.96). As such Bourdieu has developed a set of specific terminologies to explain his theories such as 'reproduction', 'habitus', 'cultural capital' and 'symbolic capital' which, as previously discussed in this thesis (see section 2.1.4), require some careful understanding as translated text ideas are not accessed in their original form.

5.5 Reflection

Research is, in many respects, about a process of development leading to deeper understandings of myself and the social world in which I inhabit. For me, this research has been an enlightenment of all things that are possible and probable. It is a process of widening the frontiers of research and accepting the benefits of knowledge, the development of new knowledge and future knowledge.

The process of undertaking a doctoral research project is often likened to going on a journey. It implies a linear route with a final destination. Adams, Cochrane and Dunne (2012, p.4) however, remarked that engagement with ideas and theories make it difficult because the use of theory is "frequently neither linear nor finite".

My experience of using theory was limited and finding one that suited me was uncomfortable because I felt that I lacked a research knowledge background to work within these theoretical frameworks. Engaging critically with educational research, considering the nature of interventions, together with the issues they raised has enabled me to gain a broader perspective and greater insight into the nature and complexities of social research.

My experience, notably in data management, was limited. While I was made aware of data management software that could be utilised, such as NVivo, the time-consuming nature of training and learning to use such software was considered to outweigh the benefits.

The process of investigating teacher identity allowed me to understand my own practice and to recognise myself as a researcher. Understanding new ways of thinking through the interactions with my peers, supervisors and the nature of the research itself is a transformative process rather than a journey one takes that challenges my way of thinking.

The notion of authentic rigour in undertaking qualitative research, in this instance, through the conceptual lens of social constructivism, has for me, emerged as an important consideration. The use of social constructivism highlighted the importance of the way in which ideas and identity is constructed through the activities of the teachers themselves. They put into context their actions, beliefs and interests of people and understand that the world they inhabit has been created by them and impacts on them. Accordingly, social constructivists claim that identities matter, which in turn tell us how people behave and the goals that they pursue. Identity is therefore not given but is constituted through the interaction with the world in which they inhabit which influences their identity. Simply put, people need identity (Agius, 2009).

Insights gleaned from my experience of engaging in the research process suggest that authentic rigour involves more than adhering strictly to an established set of protocols and processes or applying specified research techniques, albeit an essential requirement for credible research. It also requires the researcher to be embroiled in the research, living the values and beliefs of the theory. For me, living within the context of this research was to engage in a seamless movement of researcher with participant, researcher with text, and researcher with reader in the process of co-creating new dimensions of understanding of the phenomenon under study.

There have been times during this research where I have reflected on my own personal development. Identifying areas of strength but also areas for development. Such reflection on several occasions has made me consider my ability in achieving such a commitment to completing this research. I refer to Kolb's (1984) learning cycle and the way in which we experience a situation and reflect in order to learn or improve our skills. Throughout the research I have often considered the ways in which I approached this research. What worked and what failed and then tried to understand why this happened and what I should have done better or differently. The support and help from colleagues and supervisors was invaluable at these moments of helplessness. However, working through these highs and

lows gave me a greater appreciation of the improvements that I have made and the newly developed strategies of learning. These experiences then became the new "concrete experiences".

On reflection there remains areas of both tension and challenge as to how notions of professional FE identity might be informed. At this point in my research career I now feel more comfortable about challenging the arguments about professional identity of the FE teacher. I feel that I have provided a strong argument regarding how the professional identity of the FE teacher may be understood. As we enter into new dimensions of teaching across the sector this can only be an enhancement in the knowledge and understanding of the FE sector and the work undertaken by teachers.

5.6 Future research

One area of interest noted during this research and one that is touched upon, is the role that gender plays in the conceptualisations of professionalism within teaching. In a female-dominated profession such as FE teaching, it may prove informative to explore the identity formation of male FE teachers. It was fortunate that for this research, a mix of genders was represented, albeit only one male participant. However, it may be that further elements which are, as yet, unidentified or unexplored would be useful in determining such identity. It may also be that there are further elements, currently unknown, determine the formation of professional identity among such individuals. Moreover, Bourdieu and Passerson (1990) may be utilised to explore contextual aspects here (see Section 2.5).

A comparative study of 'teachers' in other areas of education may also prove informative, where culture is considered. Such research that explores conceptualisations and practices between college, university and school teachers would be meaningful in the context of the UK, as the sector has moved to Area Review groups. The Government's policy is geared for widening access and a seamless transition between sectors. Consequently, funding will be directed towards such initiatives and it will be essential to have such decisions substantiated by academic research.

Additionally, future research may consider individuals with prior careers of significance, for example, a career in law spanning decades. This research found that prior professional experience did not influence the formation of professional identity as FE teachers. So,

research that considers individuals with significant prior experience may reveal different perceptions and accounts of identity formation. This may also inform how teachers may be supported further in relation to the skills and knowledge that they have developed over time.

If the research were to be repeated consideration would also be given to exploring the phenomena through alternative and/or additional data collection methods, such as focus groups. This would help to understand further influences of identity formation associated with the intricacies of this particular group of FE teachers, within such a community of FE institutions.

It is also suggested that other factors affecting professional identity that were not covered in depth within the literature include the contribution of different organisational types and structures to the professional identity, for example prisons and hospitals. The types of contracts which they might hold with their employer may also contribute to the understanding of the FE teachers' professional identity.

Finally, it is the intention that following the completion of this research, my personal practice will have broadened and disseminated into future developments for the composition, delivery and content of my teaching. The way in which research is undertaken and the knowledge gained with these skills will provide valuable insights and a contribution to colleagues and students alike through a variety of teaching and learning strategies.

It is also the intention to share this research with my colleagues and peers at SET which is directed towards the improvement of those working in FE and as a support mechanism to developing those professionals working across FE. In raising the awareness of SET, this research will contribute to improving the status of the profession through such teaching and learning activities and access to resources that are specific to this sector including their *InTuition* publication and their annual conference.

5.7 Concluding comments

This Chapter has considered the ways in which the professional identify of FE teachers is formed in relation to the data collection and analysed in this research, and key concepts explored. What the research suggests is that there are differences in the construction of

professional identity, but linked to definite themes/constructs, such as the student profile, whereas others emerge from the lack of autonomy and the impact of new managerialism.

There is a greater need for understanding the journey that FE teachers undergo in becoming an FE teacher. There is also a greater need for a focused approach to them becoming a teacher and contributing to the wider Government aim of making sure that future generation of students have the correct skills which employers require. The people who teach these students also have to possess the skills that are needed to achieve this need. As an education professional, they need the right resources, time and funding to ensure that they do not become the lost sector or one of diminished status. These FE teachers, are rightly so, committed to their student and individual development and go further in offering a more holistic sense of providing opportunities to help them improve their life chances. This thesis presents findings that brings new knowledge to the understanding of the FE teacher's journey and to the formal body of work concerning FE teacher professional identity formation.

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APPENDIX 1 – LEGISLATION ACTS AND REPORTS – FURTHER EDUCATION COLLEGES TIMELINE

Year	1940	1963	1964	1978	1980	1988	1992	1993	1996	1997	1998	2004 & 2006	2005	2007	2010	2012 & 2014	2016
Govt. Party/ Prime Minister	Tory Neville Chamberlain	Tory Alec Douglas-Home	Labour Harold Wilson	Labour Jim Callaghan	Tory Margaret Thatcher		Tory John Major				Labour Tony Blair			Labour Gordon Brown	Tory David Cameron		Tory Teresa May
Act	The Education Act		The Industrial Training Act			The Educational Reform Act (ERA)	The Further and Higher Education (FHE) Act	The Incorporation Act						The Further Education Act			
Report		The Robbins Report		The Warnock Report	The MacFarlane Report				The Tomlinson Report	The Dearing Report	The Booth Report	The Leitch Report	The Foster Report		The Browne Report	The Lingfield Report	The Sainsbury Review
Purpose	LA's authorities to support and manage education for its population. Compulsory schooling and post-16 education was brought under the public sector.	Immediate expansion of universities requiring all Colleges of Advanced Technology should be given the status of universities	Establishment of industrial training boards	FE Schools to give greater attention to handicapped and slow learners.	That a national system of tertiary colleges be established	Colleges removed from LA control	Granted FE institutions independent corporate status. 32 Polytechnics became universities and given degree awarding powers	Initiated the process of removing LEAs control over School and Post Compulsory education by delegating financial and managerial control to governing bodies of colleges.	The replacement of GCSE's, 'A' levels and vocational qualifications with a single diploma	A series of major reports into the future of Higher Education in the United Kingdom	An approach to accreditation where institutions would make their provision onto a national framework of broad outcomes underpinning knowledge, core professional and ethical values	To examine the UK's optimal skill mix in order to maximise economic growth, productivity and social justice. In the Chancellors Budget 2006 asked to consider how best to integrate employment and skills services.	Review of Further Education looking at key strategic issues, challenges and opportunities facing FE Colleges	The Act aims to improve the responsive-ness and quality of the provision of further education and in doing so raise participation in FE and enable skills gaps to be addressed.	An Independent review by Lord Browne makes recommend-dations to government on the future of fees policy and financial support for full and part-time under-graduate and postgraduate students	2012 Interim Report Looking at the virtues of FE, its unique place in national life and the concept of professionalism. 2014 Final report recommen-dations to Government on a new framework for professionalism in FE in England	To provide clear recommend-dations for measures that would improve and transform, technical education in England. The panel's report was published alongside the government's Post-16 Skills Plan in July 2016

APPENDIX 2 – LIST OF PRIME MINISTERS AND KEY EDUCATION ACTS AND REPORTS SINCE 1992

Year	Name	Political Party	Key Policy Documents
1990 - 1997	John Major	Tory	**The Further and Higher Education Act (FHEA) 1992** Granted FE institutions independent corporate status. 32 Polytechnics became universities and given degree awarding powers
			The Incorporation Act 1992 Initiated the process of removing LEAs control over School and Post Compulsory education by delegating financial and managerial control to governing bodies of colleges.
			The Dearing Report 1997 A series of major reports into the future of Higher Education in the United Kingdom
1997 - 2007	Tony Blair	Labour	**The Foster Report (2005)** Further Review of Further Education looking at key strategic issues, challenges and opportunities facing FE College
2007 - 2010	Gordon Brown	Labour	**The Further Education Act (2007)** The Act aims to improve the responsiveness and quality of the provision of further education and in doing so raise participation in FE and enable skills gaps to be addressed.
2010 - 2016	David Cameron	Tory	**The Lingfield Report (2012) Interim** Looking at the virtues of FE, its unique place in national life and the concept of professionalism
			The Lingfield Report (2014) Final Final report Recommendations to Government on a new framework for professionalism in FE in England
2016 – 2019	Teresa May	Tory	**The Sainsbury Review (2016)** The recommendations propose that young people should be given a choice at 16 between two equally high quality options: academic and technical. The technical option should be built around 15 clear routes to skilled employment. Each route should be available through apprenticeships or college-based courses, so that young people can choose the mode of learning that suits them best.

APPENDIX A – DEFINITIONS OF PROFESSION(AL)/(ISM)

Author	Term	Meaning
Becker (1970)	Profession	• Autonomy, Altruism, Specialised Knowledge, Responsibility • Collective symbol that consists of a set of ideas
Briggs (2007) Linked to Bourdieu	Professional identity	• Professional values • Professional Location • Professional role
Carr (1992) Linked to Hoyle's Restricted and Extended	Professional	• Procedural: Mastery linked • Deontic: Doing it for others • Supererogatory: Links to outside school, going beyond • Axiological: Role Model, not necessarily FE teachers
Clow (2001) Linked to Carr's 'Holistic'	Professionalism	• Ex-officio: Attitudes to the role -previous role most important • Vocational: Professional standards • Segmented – Professional relating to qualifications • Holistic: Outside of school just as important as inside • Emancipatory: linked to holistic – feeling good, empowered
Evans (2008)	Professional development	• Attitudinal development: focuses on people's attitudes to work • Functional development: improvement in people's performance
Furlong *et al.,* (2000) Linked to Becker	Profession	• Knowledge • Autonomy • Responsibility
Gleeson (2001)	Re-professionalisation	• A new approach to old values. • Business like but the need to address students learning needs
Hargreaves (1994)	Professionalism	• Intensification: Workers rights eroded relaxed time reduced little time for updating, diversification of expertise • Extended professionalism: 'A rhetorical ruse' a strategy for getting teachers to collaborate willingly in their exploitation, privileges of educated workers eroded
Hoyle (1975)	Professionality	• Restricted: Seeking to improve, Linked to classroom practice • Extended: Status, salary and conditions

Hoyle and John (1995)	Professional	• 'contextualised' classroom practice
Millerson (1964)	Professional	• Theoretical knowledge • Intellectual training and education • The testing of competency • Closure of the profession by restrictive organisation • A code of conduct • An altruistic service in the affairs of others
Randle and Brady (1997)	De-Professionalisation	• Government intervention • Workload, pay and conditions • Unqualified staff • Low status
Sachs (2001)	Professionalism	• Autonomy • Professional knowledge, • Responsibility • Teachers possess skills and produce research and conduct research • Code of ethics
Sachs (2011)	Professional Development	• Functional Development: controlled and compliant • Attitudinal Development: Collaborative Professional, Activist professional

APPENDIX B – REQUEST FOR PERMISSION TO CONDUCT RESEARCH

Kingston University London
St George's University of London
GREATER TOGETHER
Kingston and St George's

Faculty of Health, Social Care and Education
St George's Campus
Cranmer Terrace, London, SW17 0RE

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www.healthcare.ac.uk

17TH November 2017

[NAME]

Society of Education and Training Foundation

RE: Permission to Conduct Doctoral Research Study

Dear

Thank you so much for taking the time today to let me discuss my Doctoral research and the way in which the Practitioner Advisory Group (PAG) as part of the Society for Education and Training (SET) may provide a forum on which to invite members to participate in my research.

As mentioned, I am currently enrolled on the Education Doctorate Programme at Kingston University and in the process of obtaining ethical consent for my Doctoral Thesis. The working title of the thesis is:

> "From the perspective of the FE teacher, what are the contextual issues that contribute to their role and identity"

which focuses on how FE teacher identity is formed through their personal histories of teaching in the FE sector.

I am seeking permission from SET to allow me to invite members of the PAG to participate in two interviews lasting no longer than one hour each. Due to the interpretative nature of the research, I am looking to recruit six participants to ensure that a sufficient amount of FE teachers is interviewed to provide a selection of different perspectives within their role. Interested participants, who volunteer to participate, will be given a Participation Information Sheet to help provide clarity of the nature and purpose of the research. An Informed Consent

Form will also be provided which will need to be signed (copy enclosed) and returned to me at the beginning of the interview process.

If approval is granted by SET, participants will complete the interview in a location and time mutually convenient to both parties. The interview process will be supplemented by the completion of a personal diary between the two interviews. Its content will not be prescriptive in nature but will allow the participants to detail their personal activities during the intervening interview period. The interview and diary results will then be analysed for the thesis and individual results of this research will remain absolutely confidential and anonymous. Should this research be published, only pooled results will be documented. No costs will be incurred by either SET or the individual participants.

Your approval to conduct this study will be greatly appreciated. I will follow up with a telephone call next week and would be happy to answer any questions or concerns that you may have at that time. Alternatively, you may contact me at my email address anita.mcgowan@btinternet.com.

If you are agreement to me using the PAG as a source to invite participants for this research, I would require a signed letter of permission on your institution's letterhead or an organisational email acknowledging your consent and permission for me to conduct this activity through SET.

I look forward to speaking with you in the near future.

Yours sincerely,

Anita McGowan MBE

Kingston University Doctorate Student (K0853626)

APPENDIX C – INVITATION FOR VOLUNTEER RESEARCH PARTICIPANTS

Kingston University London
St George's University of London

GREATER TOGETHER
Kingston and St George's

Faculty of Health, Social Care and Education
St George's Campus
Cranmer Terrace, London, SW17 0RE

Telephone: (0)20 8725 2247

www.healthcare.ac.uk

Dear Prospective Participant

Invitation to participate in a Doctoral research study

I am inviting you to take part in a doctoral research study relating to the contextual issues of the Further Education (FE) Sector and its contribution to the role of the FE Teacher in forming their professional identity. This research will contribute, in part, to my final Doctorate in Education thesis which I am undertaking at Kingston University, London.

My research focuses on teachers working in Further Education (FE) who are often seen to be unique amongst professional groups, being qualified first in a particular industry profession before they embark on a vocational teacher career (Robson 2006, p.29). Their identity often stems from their first professional skill rather than being a teacher. However, a number of changes to the purpose of the FE college and the way in which it is funded has meant that FE teachers now find themselves in an environment where the delivery of their subject knowledge is often tensioned against levels of student success, retention and achievement. This is coupled with an agenda from successive governments to increase social mobility through a widening participation program (Duckworth and Tummons 2010). The removal of FE colleges from the LEA has resulted in the casualisation of the FE teacher role and a changing environment in which the FE teacher now works with an emphasis on the marketisation of delivering Higher Education (HE) courses, including degrees, through university partnerships whilst continuing with their original purpose of offering vocational subjects. The activity of teaching in FE now faces a number of challenges with ill-defined goals that have become more diverse and uncertain leading to questions of the role of the FE teacher and a juxtaposition to their identity (Robson 2006). The aim of this research is to explore the ways in which teachers, working in FE, now formulate their identity working within this particular contextual environment which has been subject to particular change since the Incorporation Act 1993.

I am therefore looking for six volunteers to participate in this research. In particular, participants who work, or have recently worked (within the last 12 months) as a FE teacher and taught at level 4 (undergraduate) or above. There is no requirement to have any particular qualifications to volunteer to participate, the key factor is that you are, or have been, a FE teacher. Participants will be chosen on a purely random basis with all respondents contacted to state whether or not they have been chosen to be a participant.

Participation will involve a face to face interview with myself as the researcher and would last up to one hour. At the end of this interview you will be asked to keep a basic diary of your activities as an FE teacher. The time commitment will be around 20 minutes per day to record, as a percentage, the main activities within your FE role. The entries in this diary will then be discussed at a follow-up interview approximately 6 weeks later in conjunction with a second interview again lasting up to one hour. This subsequent interview will also allow me to discuss any emerging themes or areas for subsequent discussion from the first phase of data analysis. Confidentiality and anonymity will be assured throughout, although, with your permission anonymised quotations may be used.

The prospective participant will ideally live or work close to London although travel to a location in the south-east or with the use of skype/facetime facilities to partake in an interview may also be a possible alternative.

I am including a copy of the Participation Information Form which outlines the purpose of the research and some of the questions that you may have in deciding to participate. If after reading this document you are still interested in **taking part in my research or would like further information, please contact me via e-mail: K0853626@kingston.ac.uk.**

Thank you for your time.

Yours faithfully,

Anita McGowan

Kingston University Doctoral research student

APPENDIX D – INFORMED CONSENT FORM

Faculty of Health, Social Care and Education
St George's Campus
Cranmer Terrace, London, SW17 0RE
Telephone: (0)20 8725 2247
www.healthcare.ac.uk

INFORMED CONSENT FORM

Date:

Centre Number:

Study Number:

Participant Identification Number for this ☐ trial:

Title of Project: **From the perspective of the FE teacher, what are the contextual issues that contribute to their role and identity**

Name of Researcher: **Anita McGowan**

Please initial boxes

1. I confirm that I have had explained to me all the information about the above research, and I have had the opportunity to ask any questions that I want to ask about the research. ☐
2. I understand that my participation is entirely voluntary and I will not receive any inducements and incentives to participate in this research. ☐
3. I understand that I am free to withdraw at any time up to the point of analysis (approximately 4 weeks after the first interview) without giving any reason and without there being any negative consequences. Should I decide to withdraw I understand that that data I provided will be removed and destroyed at my request. In addition, should I not wish to answer any particular question or questions, I am free to decline. ☐
4. I understand that my responses will be kept strictly confidential. I give permission for members of the research team to have access to my anonymous responses. I understand that my name will not be linked with the research materials and I will not be identified or identifiable in the report or reports that ☐

result from the research.

5. I understand that apart from the researcher, their supervisor and doctoral panel the information collected from the interviews and my personal diary entries will not be shared with anyone else. ☐

6. I understand that my participation in this research will be undertaken over a 3-month period and require me to attend two separate interviews, lasting up to one hour each and the completion of a personal diary using a spreadsheet to record my daily activities as an FE teacher. ☐

7. I agree that any interview may be recorded and I will be allowed the opportunity to review the transcript and make amendments in relation to my particularly interview. ☐

8. I can confirm that I have been provided with a Participant Information sheet and allowed the opportunity to ask questions. ☐

9. I agree for the data collected from me to be used anonymously in any future research or research publication. ☐

10. I agree to take part in the above research. ☐

_____	_____	_____
Name of Participant	Signature:*	Date

✂---------- ✂----------✂

FOR THE PARTICIPANT

The research project and the implications of being interviewed have been explained to the participant and they understand the implications of participation through the agreement of their informed consent.

_____	_____	_____
Name of Researcher	Signature:*	Date

**To be signed and dated in presence of the participant*

Contact details of Researcher: k0853626@kingston.ac.uk

NOTE: A fully signed and dated copy of this completed form must be given to the participant, with a further copy filed away in a secure location.

APPENDIX E – PARTICIPANT INFORMATION SHEET (PIS)

GREATER
+TOGETHER
Kingston and St George's

Faculty of Health, Social Care and Education
St George's Campus
Cranmer Terrace, London, SW17 0RE

Telephone: (0)20 8725 2247

www.healthcare.ac.uk

PARTICIPATION INFORMATION SHEET (PIS)

Title of study: **From the perspective of the FE teacher, what are the contextual issues that contribute to their role and identity**

Information for participants

Researcher: **Anita McGowan**

I would like to invite you to take part in a research study. Before you decide if you would like to participate, I need to explain the nature of the research, the reason for conducting such research and the way in which you will be involved. Please take time to read the following information carefully, ask any questions for clarification or if you would like more information please do not hesitate to contact me using the details provided at the end of this document. Please take time to decide whether or not to take participate in this research which is purely at your own convenience.

Purpose of the study:

As a student on the Education Doctorate programme at Kingston University, I must undertake a research activity in order to complete the final portion of this doctoral programme. The aim of this research is to look at the role of the Further Education (FE) teacher and establish the ways in which their role may, through such specific contextual issues, contribute to their identity. This research comes from my desire, as a FE teacher, to establish how such an identity is influenced through the work that is undertaken within an FE environment and how legislative policies and practices within this particular sector may contribute to such an identity; an identity which is largely perceived, and generally recognised, by those working within it as lacking in status to other education sectors within

the UK (Davey 2013).

Additionally, it is the intention that this research will add to the limited amount of literature on this specific topic particularly to an area of education that has been overlooked by Government whist being referred to as the "Cinderella Service" (Randle and Brady 1997).

Why have I been invited?

You have been invited to take part in this research due to your role as a FE teacher. As such it is anticipated that you will have gained such experiences within this specific environment to provide a perspective as to the nature of the role of the FE teacher and how you see your identity within this role. In particular your teaching story as to how you entered into teaching into such an environment and examining your experiences of working as a FE teacher.

Do I have to take part?

It is entirely up to you to decide whether or not to take part. This participant information sheet is designed to provide you with more details of the proposed research in order to help you make such an informed decision. If you do take part, you may withdraw at any time, without any reason and without any detriment to you. All of your data can be removed from the project up to the point of analysis. All information collected from you will then be destroyed or returned to you and no reference will be made to your involvement at any point.

What will happen to me if I take part?

In the first instance you will be given a copy of this information sheet to complete together with an informed consent form that you will need to read and sign acknowledging the purpose of the research and your agreement to participation. You will be provided with a copy of both documents. Once these documents have been completed you will then be invited to a face to face interview at a time and location that is convenient to you. No financial inducements will be made available to participate in this research although I will provide light refreshments such as drinks and/or sandwich during this interview process. Please note that should there be an oversubscription of volunteers, only the first six volunteers who meet the criteria will be chosen to ensure that no bias of choice is evident. All volunteers who have responded to the invitation will be emailed as to whether they have been successful or not.

How long will I be involved?

It is anticipated that you would need to participate in an initial interview in February 2018. Once the interview has been transcribed by the researcher, you will have the opportunity to review the transcript of your specific interview to ensure that no errors have resulted, omissions made or any inferences occurred in the transcription process. During the intervening period between the first

and second interview you will be asked to complete a short personal diary using a template (See Appendix I) which will detail your activities in relation to your FE teacher role. It is anticipated that this should take no longer than 20 minutes per day and will be for a period of 4 weeks only. A second interview will then take place approximately 6 weeks later to review your diary and discuss aspects that have become apparent through the first interviews.

How long will the research last?

The collection of the interview data should be completed by April 2018 including the second interviews. It is proposed that the final dissertation will be completed by December 2019.

How often will I need to attend and meet with the researcher and for how long?

You will participate in two audio-recorded interviews. It is anticipated that the first interview will take no longer than one hour. At the end of the interview you will be asked to participate in keeping a simple diary of your activities as an FE teacher. This diary will help identify common and unusual activities as part of your role. The way in which the diary is structured and completed is through the use of a simple excel spreadsheet. This second interview will also last approximately one hour and allow you an opportunity to discuss your diary entries and allow further discussion around any preliminary findings from the first interview.

Will the interviews be recorded?

Yes, participation in this project will require the interviews will be audio-recorded and transcribed; transcriptions will be kept on the researcher's personal computer which will be encrypted and password protected. In compliance with the Data Protection Act, you have the right to access any personal data stored that relates to you.

What are the possible advantages and risks of taking part?

It is hoped that your participation in this research will help highlight the activities you undertake in your role as a FE teacher. It will allow the opportunity to reflect on such activities and help determine the ways in which you may wish develop yourself and contribute to future areas for development. As a thank you for your participation, you will be offered the opportunity of receiving a copy of the Executive Summary of the findings of this research.

There are no anticipated foreseen risks in taking part in this research. At any time during the interview, if you feel the need to take a break you may stop the interview to do so. You have the right to withdraw the data collected during this process although data cannot be withdrawn after the researcher has included such data in the analysis of this research.

What are the possible benefits of taking part?

There are no immediate personal benefits to the participant. However, it is expected that information from this study will contribute to an area of research which is currently under represented in literature. There may also be an opportunity of a presentation for PAG members at one of their termly meetings or annual conference.

What if there was a problem?

If you have a concern about any aspect of this study, you should speak to me as soon as possible and I will attempt to rectify the matter. If the problem is regarding myself and you are not satisfied, and/or wish to complain about any aspect of the research, please contact my supervisor, using the details provided at the end of this document.

Will my taking part in the study be kept confidential?

Yes. I will follow ethical and legal practice in accordance with Kingston University's data management policy. All information will be handled in the strictest of confidence. Only myself, my doctoral supervisor(s) and examiners of the study will have access to the original data and interview transcriptions. It is not anticipated that a transcription service will be used to transcribe interviews although an electronic data system may be used if a necessity arises due to unforeseen circumstances e.g. sickness. Any electronic information gathered will be securely stored on my own personal password protected computer with an encryption code used to avoid any access to this information. No names or contact details will be attached to the data files. Any hard copy data will be archived securely by the university for 10 years and will then be destroyed.

What will happen to the results of the research study?

The findings of this research topic will be written up as a dissertation in part fulfilment of my EdD course studies. Whilst there is no intention at present to publish this research outside of this remit, it may be possible that I will submit the findings to a suitable journal. In any case, participants will not be identified in any report or publication.

Who has reviewed and sponsored this study?

The study has been looked at by an independent group of people called the Faculty of Health, Social Care and Education Research Ethics Committee to protect your safety, rights and dignity. They have given a favourable opinion. This research project is sponsored by Kingston University and self-funded by myself, Anita McGowan.

Researcher Contact details:

Name: Anita McGowan

Email address: K0853626@kingston.ac.uk

Supervisor Contact Details:

Name: Dr. Ruth Wood

Email address: r.h.wood@kingston.ac.uk

Telephone: 0208 417 5448

APPENDIX F – CONFIRMATION EMAIL AS A PARTICIPANT

Faculty of Health, Social Care and Education
St George's Campus
Cranmer Terrace, London, SW17 0RE

Telephone: (0)20 8725 2247

www.healthcare.ac.uk

Dear

Thank you for an expressing an interest in my doctoral research project which is looking at the role of the FE teacher and how their identity is formed through the contextual aspects of their work.

I am very grateful to you for agreeing to participate in this research having matched the criteria of working as an FE teacher within the last 12 months.

In order to proceed with the next step of the interview process I am attaching a copy of the Research Participant Informed Consent form which I would like you to read and sign confirming your acceptance of the way in which this research will be undertaken and used. This can be sent back to me either electronically or brought to the date of our first meeting.

I will be in contact with you shortly to make arrangements to meet with you at a mutually convenient time and place.

Once again thank you for taking the time to register your interest in this research.

Kind regards.

Anita McGowan MBE

K0853626@kingston.ac.uk

APPENDIX G – PARTICIPANT PROFILE

Particpant	Profile
AG	A female teacher, aged 49, who has been working as a teacher in a FEC for over 7 years. She is educated with a degree, PGCE and PTLLS. She is now working towards gaining QTLS. Currently working in a FE College in Greater London with over 9,500 students. AG teaches levels 3, 5 and 6 on the PGCE course at [redacted]. AG also teaches on a level 2 and 3 course designed for teaching assistants. AG has had a number of careers citing that teaching is her third career following jobs in the Civil Service and then being a child minder. Originally teaching on a child care course and was then invited to teach on the teaching assistant course. AG has undertaken a number of different roles within her teaching career including TEFL, Maths, chldcare and apprentices. Keywords: "would you like to come and work with us", " a funny old career path", "I was always meant to be a teacher", "being a dual professional"
HB	A female teacher, aged 40, who has been working as a teacher for over 7 years in a variety of roles. HB does not have a degree but has obtained a number of teaching qualifications such as a PGCE, PTLLS and QTLS. Currently working in a FEC in [redacted] with over 8,000 students but is planning to move into the prison education sector. HB started teaching in [redacted] at a private language school teaching English. Then moved to a FEC to teach ESL and employability skills. She has had a number of roles including safeguarding and pastoral care. Keywords: "wasn't actually a lecturer at the time, I was a trainer", "demoralised" "£10,000 difference in salary", "She suggested teaching and I thought, oh no, no, no"
JR	A female teacher, aged 30, teachng for 5 years. JR has a degree and has achieved her QTLS. She is looking towards career progression. Currently working in a FE within HE in [redacted] The college has over 5,000 students. Initially working as a coach. Achieved low grades at school and is not undertaking QTLS to help her achieve her career goals. Keywords: "[becoming a FE teacher] it kind of happened".
KP	A female teacher, aged 38 who has been working as a teacher for 11 years. KP has a degree and a Master's degree together with a DTLLS qualifcation. She is currently undertaking her QTLS which is something she previously did not have but now sees this as being useful in her role. She currently works within HE in a FE college with 8,000 students. She teachers on the Business undergraduate courses and is an Academic leader and Personal tutor. Her previous career was in accountancy. Keywords: "encouraged to become a teacher" "feels proud to support students".
LY	A female teacher, aged 40, working as a teacher for 12 years. She has achieved a Master's degree, her PGCE, PTLLS and QTLS qualifications. She currently works in a FE college in [redacted] where there are over 12,000 students. LY was previously in an Admin role before becoming a FE teacher. She had a supportive manager who helped her with the decision to become a teacher. Previously felt that she did not have the confidence to become a teacher but is now "submerged into a culture of FE". Keywords: "demoralised", "low worth" "we're only FE"

TO	A male teacher aged 32, teachnig for 12 years. TO has achieved a number of FE qualifications including ATS and QTLS. He also has a degree and is now considering undertaking a Master's degree. Currently working in a FEC in [redacted], with around 2,500 students. TO now works in the same college where he studied. Has undertaken a number of both personal and professional development activities. Is interested in developing his career in other sectors. Was previously a sport coach and wanted a teaching qualification so somebody suggested that he work in FE. Key words: "[FE] becoming diluted", "diminishing respect"

APPENDIX H – FIRST INTERVIEW QUESTIONS (PROVIDED TO THE PARTICIPANTS PRIOR TO THE INTERVIEW)

1. PERSONAL WORK AND TEACHING EXPERIENCES

- Number of years teaching
- What type of teaching e.g. School, College, University or other?
- What influenced you to become a FE teacher?

2. DESCRIBE YOURSELF AS A FE TEACHER?

- What is a FE teacher?

3. DESCRIBE YOUR 'TYPICAL' DAY AS A FE TEACHER

4. WHAT DO YOU FEEL CONTRIBUTES TO YOUR IDENTITY AS A FE TEACHER?

5. ANYTHING ELSE YOU WISH TO CONTRIBUTE ABOUT YOUR ROLE AS A FE TEACHER

APPENDIX I – DIARY COLLECTION

Thank you for agreeing to participate in collecting further information for this Doctoral research. The diary is designed to help record your activities over the next four weeks in preparation for the second interview. The intention is to make this as simple as possible but at the same time provide an accurate representation of the way in which your role as a FE teacher manifests itself on a daily basis. The table below will be provided as an excel (or Word if required) spreadsheet to make it easy to complete and record. I would ask that you puta tick in each box for an undertaken activity. Prior to the second interview date I will send an email request for the diary to be submitted electronically so that I can review and discuss your entries at the meeting.

If you have any queries please do not hesitate to contact me on K0853626@kingston.ac.uk.

w/b Date: [		**Mon**	**Tues**	**Weds**	**Thu**	**Fri**	**Sat & Sun**
1.	Admin activities e.g. student attendance						
2.	Continuing Professional Development Activities						
	(a) Conference attendance						
	(b) Professional body activities e.g. workshops						
	(c) Research e.g. reading, writing						
	(d) Studying qualifications e.g. Masters, PhD						
	(e) Subject specialism activities						
	(f) Training activities e.g. new systems/processes						
	(g) HEA application						
4.	Counselling						
4.	Lesson preparation						
5.	Marking						
6.	Meetings						
	(a) Parents						
	(b) Students						
	(c) Team						
	(d) Management						
7.	Teaching						
8.	Report Writing						
9.	Tutorial meetings with students						
10.	Any additional activities not already stated:						
11..	What were the pressures and tension you felt during this week?						
12.	What are your reflective thoughts on the week?						

* Anything else not covered above – please provide details

APPENDIX J – SECOND INTERIVEW QUESTIONS (SI)

Introduction - Researcher- Using the summary notes from the first interview (Appendix K) remind the participant of the key areas from the interview and ask the following questions:

SI1. Reflecting on the first interview is there anything else new or relevant that you would now like to add?

SI2. What factors did you find the most revealing with regards to your diary entries and your role as a FE teacher?

SI3. What activities do you see contributing to your role as being a FE teacher?

What activities and experiences have been most influential in terms of your understanding of what it means to be an FE teacher?'

Probing question: Why? - In what way, what was most important about that experiences/ incident etc.

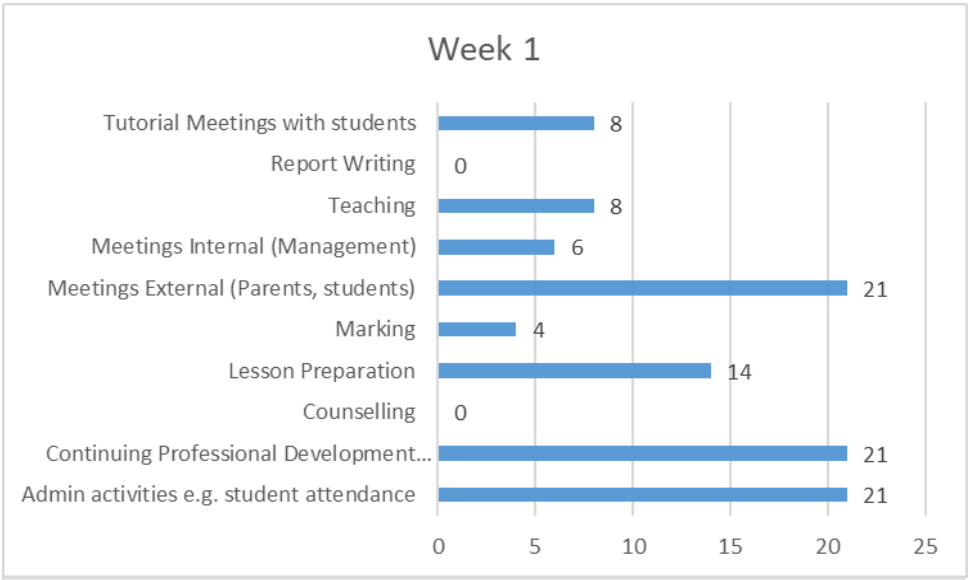
SI4. What do you enjoy most/least about your role?

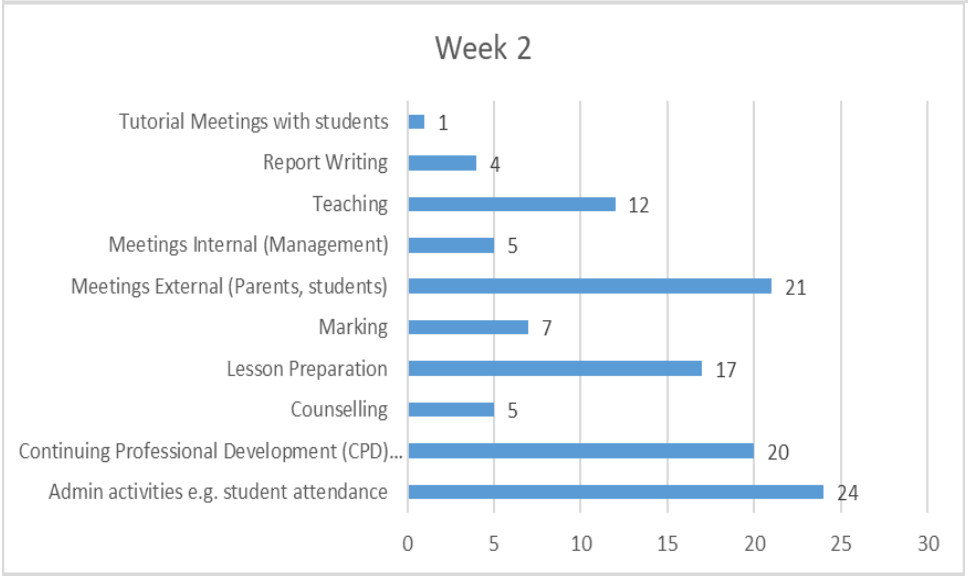
Probing question: What would you change if you could and why?

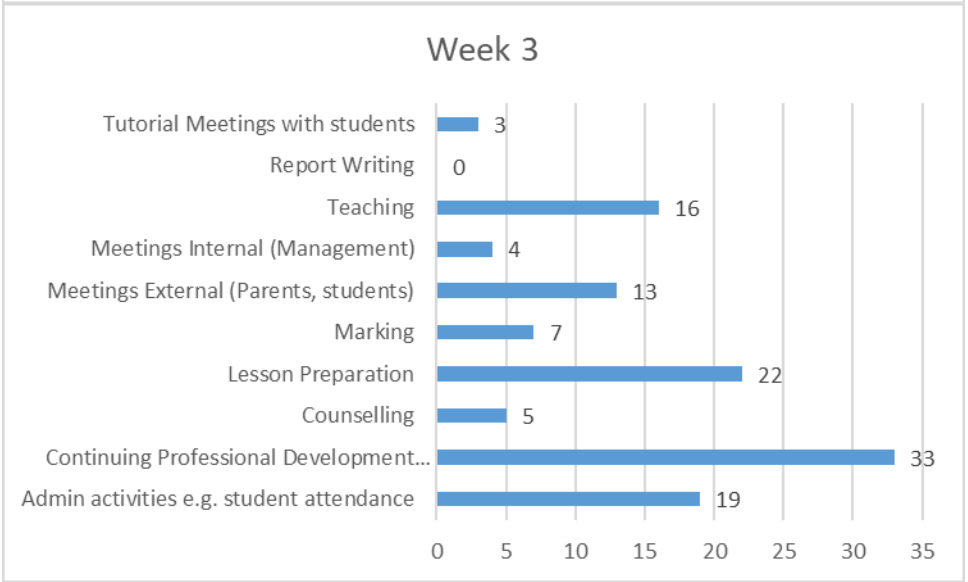
SI5. How do you see your professional role progressing within the next three/five years in terms of your career in FE?

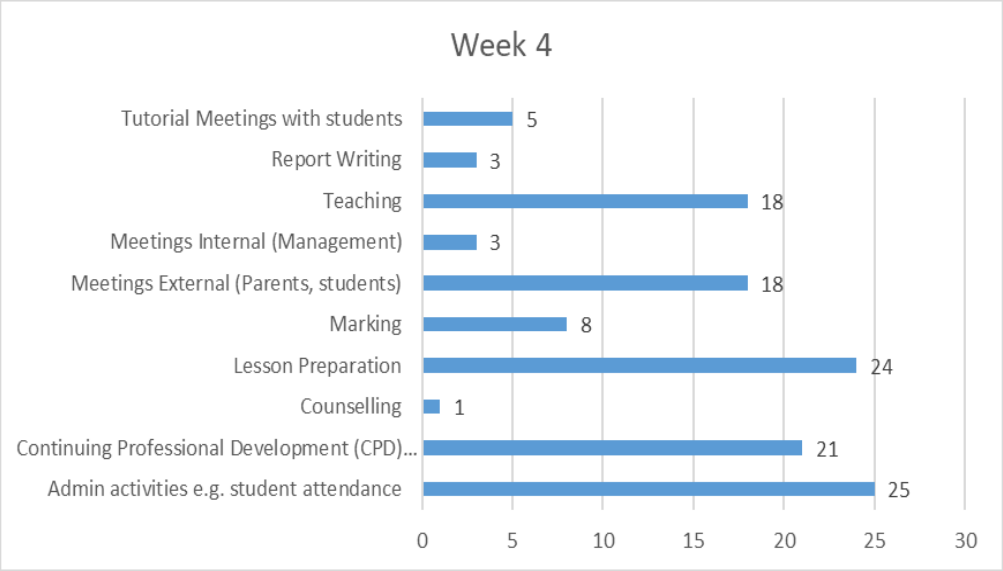
SI6. Anything else you want to discuss regarding your role as a FE teacher?

APPENDIX K – FOUR WEEK DIARY COLLECTION DATA AND SUMMARY









Activity	Week 1	Week 2	Week 3	Week 4	Weeks 1 - 4 (Total)
Continuing Professional Development (CPD) activities	21	20	33	21	95
Admin activities e.g. student attendance	21	24	19	25	89
Lesson Preparation	14	17	22	24	77
Meetings External (Parents, students)	21	21	13	18	73
Teaching	8	12	16	18	54
Marking	4	7	7	8	26
Meetings Internal (Management)	6	5	4	3	18
Tutorial Meetings with students	8	1	3	5	17
Counselling	0	5	5	1	11
Report Writing	0	4	0	3	7

	Teaching Activities	Admin Activities	Percentage difference
Week 1	8	21	38%
Week 2	12	24	50%
Week 3	16	19	84%
Week 4	18	25	72%

APPENDIX L – OPTIONAL QUESTIONNAIRE FOR PARTICIPANT COMPLETION

Category	Question	Comment	Theme
Professionalism CPD	(a) How would you describe yourself in terms of being a professional?		**FE Teacher Role (1)**
Dual Professionalism FE Teacher Role	(b) Do you see yourself as having more than one professional role? If yes, what these might be?		
Culture	(c) Are there any aspects of the FE teachers' role that are specific/unique/different to other education professionals?		
	(d) What do you feel is unique about being an FE teacher?		
Student profile	(a) Describe a typical student that you teach?		**Student Profile (2)**
Subjects taught	(b) Do your students mainly study vocational or academic subjects?		
	(c) Why do you think student's study at your FE College?		
Qualifications	(a) Do you hold a teaching qualification? If yes, which one?		**Qualifications (3)**
Career aspirations	(b) Why did you gain this qualification?		
	(c) What other qualifications do you hold?		

APPENDIX M – QUESTIONNAIRE SUMMARY

Theme	AG	HB	JR	KP	LY	TO
FE Teacher Role (1)	Describes herself as 'highly trained' Professionalism linked to CPD and the need to constantly update her skills. Still has some autonomy. Most teachers seen as dual professionals with so many roles. "Cult of personality seems greater in FE colleges"	Aspects to being professional: Organisation (preparation), Delivery (clothing, role model), Professional boundaries (Support), team working (CPD and relationships). Need to be a strong role model. Multiple roles. School is mandatory college is not. Tries everything possible to get students to attend. Attendance linked to her appraisal. 16-19 group a challenge. Dealing with the amount of pastoral issues. Trying to motivate learners	Describes herself as being "an approachable individual who provides engaging and interactive lessons". Sees herself in the role of being a guardian dealing with a lot of mental health issues. Believes that FE teachers are the same as other teachers. FE a stepping stone to HEI or work.	Describes herself as being "constructive, self-critical and reflective". Sees herself as having more than one professional role. FE teacher is the "most stressful job". Change within the industry and organisation is unique in FE.	Describes herself as a professional in FE, a reflective practitioner who develops others. Needs to continually evolve. Has more than one role as a professional. Often transition from one role to another without it being a conscious decision. Teaching is seen as a second profession. FE teachers use different teaching techniques to other teachers. FE teachers are dual professionals and their relationships with their students is seen as unique. "There is a professional wisdom in FE that is quite unique."	Conducts himself according "to the highest standards". Gives his best both inside and outside of the classroom. Building relationships based on respect. Feels the role has "morphed" into being a part time counsellor. Expectation that the FE teacher delivers pastoral care often without the necessary training. Students choose to be in your class opposed to it being a requirement.

Student Profile (2)	No such thing as a typical student. Students tend to be motivated – they want to succeed. They are mainly women of a certain age. Highly educated but lacking in confidence. Usually very diverse. Many people are on her course because a friend suggested to them to take it Vocational subjects	16-19 - English not practised. Some have never attended school others very academic. Adults – self-funded through job centre. Has to sign books at the end of the session to say student has attended otherwise no money. Same issues regarding motivation and ability Spectrum of ambition varies based on the realisation of a 'need' to learn. No behaviour issues in adult classes Academic Subjects	Typically plays sport with some students retaking maths or English. Vocational subjects	Mature, motivated and has a 'can do' attitude. Feels that the department does well and students can see that. Academic Subjects	Teaches Level 3 professional courses to adult learners. Students are motivated, pleasant and want to do well but also lack confidence and need lots of reassurance and support. Balance between teaching both vocational courses underpinned with theory. Vocational subjects	16-19 often with a dim view of education. Have become disengaged with education due to negative experiences. FEC seen as something "fresh", "new and exciting" Vocational subjects
Qualifications (3)	Has QTLS – wants to be a better teacher. Highest other qualification is a degree	Has a PGCE and QTLS – natural progression. Highest other qualification is a BA(Hons) Degree	Has QTLS – gained for progression. Highest other qualification is a level 5 diploma.	Has DTLLS – it helps in her personal and professional development as a teacher. Highest qualification MBA	Has PTLLS and PGCE – gained for credibility, career progression and build confidence. Highest qualification MA Education	Has QTLS and ATS – to demonstrate his mastery of teaching. No other higher qualification

APPENDIX N – CODE IDENTIFIERS

(a) Counting of initial code identifiers

Harding (2013) – Step one – alphabetical order

Code No.	Category	AG	HB	JR	KP	LY	TG	Frequency	Order
1	Career Aspirations		1	2		1		4	18
2	CPD				3	4	2	9	8
3	Culture	1			2	4		7	12
4	Dual Professionalism	4				2		6	17
5	Entry into FE Teaching	5	2	4	1	5	2	19	6
6	Environment		1		1	3	1	6	17
7	Ethics, Values and Beliefs		4		1	2		7	12
8	FE Differences	6	4	2	3	6	6	28	3
9	FE Phrases/Language	2				2	2	6	17
10	FE Teacher Role	12	10	5	12	9	18	66	1
11	Government/Legislation		4			3		7	12
12	Identity			2	1	2	1	6	17
13	Length of teaching	1	1	1	1	1	1	6	17
14	Previous Career	6	2	2	5	3	0	18	7
15	Profesionalism	1			1			2	19
16	Qualifications	4	4	6	4	9	5	32	2
17	Student Profile	2	6	1	6	5	4	24	4
18	Subject specialism/Taught	2	2	3	2	5	6	20	5
19	Title	1	2	2		2	3	10	9

(b) Summary order of frequency of initial code identifiers

Harding (2013) – Step two –In order of total

Theme No.	Category	AG	HB	JR	KP	LY	TO	Frequency	Order
10	FE Teacher Role	**12**	**10**	**5**	**12**	**9**	**18**	**66**	**1**
16	Qualifications	**4**	**4**	**6**	**4**	**9**	**5**	**32**	**2**
8	FE Differences	**6**	**4**	**2**	**3**	**6**	**6**	**28**	**3**
17	Student Profile	**2**	**6**	**1**	**6**	**5**	**4**	**24**	**4**
18	Subject specialism/Taught	**2**	**2**	**3**	**2**	**5**	**6**	**20**	**5**
5	Entry into FE Teaching	**5**	**2**	**4**	**1**	**5**	**2**	**19**	**6**
14	Previous Career	**6**	**2**	**2**	**5**	**3**	**0**	**18**	**7**
2	CPD				**3**	**4**	**2**	**9**	**8**
19	Title	**1**	**2**	**2**		**2**	**3**	**10**	**9**
3	Culture	**1**			**2**	**4**		**7**	**10**
7	Ethics, Values and Beliefs		**4**		**1**	**2**		**7**	**10**
11	Government/Legislation		**4**			**3**		**7**	**10**
4	Dual Professionalism	**4**				**2**		**6**	**13**
6	Environment		**1**		**1**	**3**	**1**	**6**	**13**
9	FE Phrases/Language	**2**				**2**	**2**	**6**	**13**
12	Identity			**2**	**1**	**2**	**1**	**6**	**13**
13	Length of teaching	**1**	**1**	**1**	**1**	**1**	**1**	**6**	**14**
1	Career Aspirations		**1**	**2**		**1**		**4**	**18**
15	Profesionalism	**1**			**1**			**2**	**19**

(c)

Harding (2013) – Step Three – Highest individual frequency

Theme No.	Category	AG	HB	JR	KP	LY	TO	Frequency	Order	Cited most by
10	FE Teacher Role	12	10	5	12	9	18	66	1	TO
16	Qualifications	4	4	6	4	9	5	32	2	LY
8	FE Differences	6	4	2	3	6	6	28	3	AG,LY,TO
17	Student Profile	2	6	1	6	5	4	24	4	HB,KP
18	Subject specialism/ Taught	2	2	3	2	5	6	20	5	TO
5	Entry into FE Teaching	5	2	4	1	5	2	19	6	AG,LY
14	Previous Career	6	2	2	5	3	0	18	7	AG
2	CPD				3	4	2	9	8	LY
19	Title	1	2	2		2	3	10	9	TO
3	Culture	1			2	4		7	10	LY
7	Ethics, Values and Beliefs		4		1	2		7	10	HB
11	Government/Legislation		4			3		7	10	HB
4	Dual Professionalism	4				2		6	13	AG
6	Environment		1		1	3	1	6	13	LY
9	FE Phrases/Language	2				2	2	6	13	AG,LY,TO
12	Identity			2	1	2	1	6	13	JR,LY
13	Length of teaching	1	1	1	1	1	1	6	14	ALL
1	Career Aspirations		1	2		1		4	18	JR
15	Profesionalism	1			1			2	19	AG,KP

(d) The highest number of times categories cited by an individual Review codes and produce themes

Harding (2013) – Step Three – Highest individual frequency

Participant	Code and Category 1	Code and Category 2	Code and Category 3
AG	10 – FE teacher role	8 – FE Differences	14 – Previous Career
HB	10 – FE teacher role	17 – Student Profile	n/a
JR	16 - Qualifications	10 – FE teacher role	5 – Entry into FE Teaching
KP	10 – FE teacher role	17 – Student Profile	14 – Previous Career
LY	10 – FE teacher role	16 – Qualifications	8 – FE Differences
TO	10 – FE teacher role	18 – Subject Specialism/ taught	16 – Qualifications

(e) Interview frequency of coding categories

CODE NUMBER	CATEGORY	FREQUENCY
10	FE teacher role	6
16	Qualifications	3
17	Student profile	2
14	Previous career	2
8	FE differences	2
18	Subject specialism/Taugt	1
5	Entry into FE teaching	1

APPENDIX O – EXAMPLE OF DEVELOPING PHRASES INTO CATEGORIES AND THEMES

Phrases	Category	Theme	Properties of the Theme
I went to teach in Germany, at a private language school (HB I1)	Environment	Context (Link to Bourdieu and Habitus)	This theme comes from the data collected from the first interviews. It is supported by the assumption that the theme of 'Context' is more than just the environment in which the teachers work but includes other factors that contribute to the context such as the people who inhabit their social world and the impact of both internal and external influences such as government and legislation factors. The data extracts were brought together under this theme as they indicated a relationship within the interviews that were linked to contributing to the context of the habitus of these teachers. Whilst there are some differences between these categories it became clear that within the interviews and other supporting data these categories were all linking to the same theme of 'context' and were continually linked together i.e. one could not be isolated from others.
In other institutes which are not FE based I think, I don't know, but I think that agenda is not around the learners as specifically as it can be in FE (KP I1)			
It's a very female-dominated environment (LY I1)			
I think adult learning sets us apart. I think adult learning makes it a different environment (LY I1)			
Yeah, came to the college I'm currently working at now and I've been here ever since. (TO I1)			
All different cultures, a lot…it's very accepting, it's very inclusive (AG I1)	Culture		
They don't have the language, the required skills, the confidence, the culture, that may also put them in that group. (KP I1)			
The biggest influence was being submerged into a culture of Further Education. (LY I1)			
[Students] Coming from languages of a different script: the Middle East, Africa, but the African communities who don't have the same sort of phonetic sounds as what we do. (HB I1)	Student Profile		
16-65. These students have real significant barriers not just to education but institutionalised establishments. Feeling of being marginalised, neglected, fear, no trust (LY I1)			
We're expected to do so many different things, for the Government (HB I1)	Government/ Legislation		
They're still under Government control. (HB I1)			
OfSTED maybe making decisions that are politically motivated as opposed to motivated on quality. (LY I1)			
Very difficult political climate (LY I1)			
We're under pressure with numbers all the time at the moment in FE because funding is so bad" (AG I2).	Funding		
We're working under very difficult funding circumstances (LY I1)			

APPENDIX P – DEVELOPING CATEGORY CONCEPTS FROM CODES

Category	Included concepts of:
Career Aspirations	Future career goals such as being a manager, a teacher in HE.
Culture	Teaching and Learning culture, work culture, employment culture, CPD culture
CPD	Any formal or informal activities which was seen to contribute to the FE teacher role
Dual Professional	Links to a previous career or professional body/association now or in the past
Entry into Teaching	How the participant became to be a FE teacher
Environment	Relationships, comparisons or differences with FE such as comparing it with other sectors i.e. HE and schools, the type of students and culture. FE in HE.
Ethics, Values and Beliefs	Any links to the social concepts of personal belonging, life choice and chances
FE Phrases/ language	Language which are often associated with the FE landscape e.g. Cinderella, Second Chance, Poor Relative or Forgotten which were included in this category
FE Teacher role	The interviews undertaken highlighted the different facets and expectations of the FE teacher such as being a role model, a counsellor, mediator and social worker. These were
FE Differences	Examples such as the location, size, environment, culture, student type, qualifications, terms and conditions of employment
Identity defined	Any discussion as to how the teacher identity was formed
Government/ Legislation	Any concepts of reform that may have an impact on the role of the FE teacher
Length of teaching	How many years teaching in FE.
Professionalism	Any reference to the concepts of professionalism such as qualifications gained, status and other career
Previous Career	Trying to determine the links to a previous career and their current career
Qualifications	This category referred to any reference to qualifications relating to students or the interviewee. Qualifications in relation to what was being taught or those qualifications already secured by the interviewees or qualifications they were seeking to secure
Student profile	Looking at the different demographics of the student, young, mature, qualifications, locality
Subject specialism/Taught	Indication as to the subjects in which a qualification was gained, a subject that was a speciality or a subject taught
Title	The title used to describe those working in FE varied considerably according to their role. Any terms Teacher, Tutor, Lecturer, Counsellor, mediator were used in this category.

APPENDIX Q – INTERVIEW INITIAL CATEGORIES

NO.	CATEGORY	AMY GREEN	HARRIET BLUE	JEMMA RED	KIM PINK	LINDA YELLOW	TIM ORANGE
(1)	**Career Aspirations**		Ethics, Values	Now wants career progression getting full qualifications Wants to do a Master's degree Wants to stay within a Uni or FE work In FE wants to go into managerial role not continue with lecturing Career driven		Wanted to pogress into FE	
(2)	**CPD**				Any sort of personal develoment is good for you Important to engage in such qualifications Exploring what is happening in your field Its very important to engage in qualifications and be involved in professional develpoment	Internal CPD is often seen as not beneficial, whereas external CPD is. CPD is really important CPD is hugely important Undertaking a lot of CPD at the moment All CPD is good CPD	Sudies at the same college he learnt from. I am big on CPD. Some personal development, not just professional development
(3)	**Culture**	It's very accepting. It's very inclusive			Different Culture/ environment Adding value I have inherited that from the institute	It does appear that the academic value that we give isn't seen as much as a priority as for example mainstream schools or the alternatives of University or Technical Colleges Demoralised culture Submerged into a culture of FE	Relaxed atmosphere Previously held in high regard
(4)	**Dual Professional**	Yes Wide portfolio "Dual professional often somebody whose had another career" You have to be a professional teacher You wear so many different hats				Subject specialists in industry who come into teaching. It does recognise that you are a dual professional Being a FE teacher is about being that dual professional	
(5)	**Entry into Teaching**	"Funny old career path By default approached "Fell into it" "that's the case with lots of people though"	Voluntarily in the community suggested teaching and I thought, oh, no, no, no	Because I was a previous student They'll train you up and that's how you get into it. Invited to become a teacher 'it kind of happened' Learning and getting paid	Encouraged to become a teacher	Started in an Admin role Supportive manager, "this could be quite a good job for you" Grown through FE as I have always wanted to teach	Somebody else suggested it Get yourself into teaching in FE and then you can get a teaching qualification
(6)	**Environment**		Teaching in Germany		In other non FE institutes, the agenda is not around the learners as specifically as it is in FE	A very female orientated environment Adult learning sets us apart. A different environment A variable environment In my team we've all progressed in FE compared to mainstream school	More relaxed environment than school
(7)	**Ethics, Values and Beliefs**		British values Behaviour Management, Ambassador, Police, Pastoral Development, Encourage progression, Better Life Skills My kind of ethos – better lives		Added value to students careers	I come from quite a socialist background The idea of equality and self-development and supporting others was very important Social justice – very strong social within my values When I became a teacher my life transformed and I wanted to share it with others	Trying to live up to my own high standards

(8)	**FE Differences**	FE colleges are just much more inclusive Style of teaching is so different Working together – not talk and chalk Hours, evenings, weekends Diversefying so much … BTech and vocational quals	FE is like a private club All the work that is done in the evening So much paperwork Took a pay cut to come here	Length of lessons 9-12, six hours Working weekends, late nights	'FE is different' Proud to support students Smaller classes The difference from the university setting or any other independent private college Support and help to the learners, the relationship	A sector that is under-funded, under-valued and is a very difficult sector to work in Funding cuts Need to be resilient due to the challenges that you face but the political climate I don't think that there is a typical day There's definitely an interesting HE/FE divison. I think HE is very different. Evenings, Adults	FE is becoming strangled and they're trying to squeeze every last bit out of you Calling teachers by their first names 25 contact hours per week Different words for the same thing
(9)	**FE Phrases/ language**	"FE is very much that 2nd chance" "Cinderella sector" We're giving people a second chance We do change lives		FE is a stepping-stone		Teachng is often a second profession Never had the conficence to be a teacher. Feeling 'demoralised' "out on a limb" "we're only FE" "Low worth"	Breaking down barriers. FE is being strangled. Multi-faceted role Sixth Form college not a FE college Strangled, chocked, squeezed
(10)	**FE Teacher role**	"I like teaching" Mentor, Counsellor, Diversity changes lives, Makes a difference, Support I want to make a difference I have to be flexible Diversity Personalised peoples learning .. that you can't do in a school	To teach peole how to live a better life Encourage development and progression Social worker not a teacher Safeguarding Ambassador for England Counselling, behaviour management A bit of everything Demoralised Improving the lives of the disadvantaged Loves teacher, loves the pastoral side	Pull on all the good characteristics of students Trying to make them into better people Preparing students for the next steps in their lives Admin, Preparation, Tutorials, Proviidng students with life skills, Providing students with opportunities to get experience Answring parents questions, logging personal issues, chasing students	Inclusive in our approach The pastoral care and support FE teaching is something different Very strong skills and ability and I really like that bit in being a FE teacher More than just teachers: Mentor, Coach, Registers, Admin input, Contacting students, Pastoral care, supporting students, Meeting others and social needs Giving students an opportunity to all Providing technical skills, employability skills, preparing them for the real world and supporting them	A Practitioner that facilitates learning to develops skills and knowledge for a specific career path Adult learning has its own challenges than potentially working with children does not Marking, register, behaviour management, tutorial, classroom cover, students from disadvanted backgrounds. A transformative experience, contributing to social mobility. To make a difference A dual role	Over the year's being a lecturer to just about everything else as well Pastoral care Multi-faceted Assessors and 'everything else'. Tutor, IV, First Aid and Counsellor. Mediator Registers, workshops, dealing with administrative issue When I first started it was 90% learning and learning , now its 50/50 of teachng and learning and other duties Its pretty full on Dealing with mental health
(11)	**Government/ Legislation**		It's Conficting. Expected to do so many different things for the Government I don't think the Government respects us much either Government sees us being 'private' schools Demoralised due to rigid curriculum			Under-funded, under-valued, 'Decisions that are politically motivated'. [FE] not a priority. 'We're only FE'. 'Low worth'. 'Very difficult political climate' Decisions that are politically motivated – not quality Constantly battling against everying, all impacting factors on our role	Diminishing respect
(12)	**Identity**	Style of teaching	Govt influences, Govt has no respect. Accountability to Govt , Incorp. Act 1990s	"As an identity, what do you mean, as in like myself "I dunno" [Students] see me in practical clothes	Supporting, helping, ensuring all their learners are succeeding. Difference of having a professionalism	A practitioner that facilitiates learning. An instant expert 'We're all products of FE … we've all progressed in further education Intrinsic and Extrinsic factors that contribute to my identity as a teacher	Positive role model You are what you do, not what you say you'll do Becoming more diluted … its all the other bits
(13)	**Length of teaching**	6 years	6 years	4 years	11 years	12 years	12 years
(14)	**Previous career**	First career – civil servant, Second career childcare, Third Career teacher Younger generation of FE teachers	Community development	Outdoor sports Coach	Taught in a private institute Banking industry	Admin Role In my team we are all producs of FE	NVQ assessor
(15)	**Professionalism**	[students] don't expect you to be a teacher but they want them to have a level of professional knoweldge			Yes, I still say it is a professionalism	That's quite difficult as a profesoinal, as a fully qualified, educated professional	
(16)	**Qualifications**	Childcare qualifications PGCE	PTLLS Just finished QTLS	Previously achieved low grades. Now undertaking QTLS Had to have level 4 quals Opportuity to go back into working in schools	MBA Now undertaking QTLS Having a professional qualification is always a good thing and something which contributes to as a FE teacher	PTTLS. English degree Now undertaking QTLS and a Master's Degree Majority of quaifications have been in FE	Assessor qualifications Degree from America (Major) Goal-keeping qualifications
(17)	**Student profile**	Adult learners Portfolio Adults A highly successful accountant	16-18 and 19-65 year olds Asylum seekers Needy Diverse. Different abilities, different languages	Teaching lots of students who don't want to be there - girls	Looking at their social needs First generation who is coming to the education, don't have the language or required skills, confidence, culture	Diverse range of studetns Lots of students from disadvantaged background Fantastic students but lots of challenges Students that feel marginalised	Wanted to be there, they see progression and a dream job at theend of the journey

(18)	**Subject specialism/ Taught**	Teaching teachers how to be teachers I don't know about needlework, or how to wax or teach psychology but I know how to teach	Level one, functional skills, Employability, Maths	Lots of practical subjects Sport, Football, Sports therapy	Finance and Accounting	You should have a subject specialism Adult literacy Could be something you have never taught before Diverse range	Levels one to three Functional level skills, Maths and English Sport
(19)	**Title**	Teacher	Trainer not lecturer at one poin	Coach	Teacher	Teacher which then people assumes means I work in a school I would never describe myself as a HE teacher	Lecturer I think the word teacher is becoming more diluted

APPENDIX R – SECOND INTERVIEW CATEGORIES

(a) Counting of category identifiers from second interview

Harding (2013) – Step one – alphabetical order

Code No.	Category	AG	HB	JR	KP	LY	TO	Frequency	Order
1	Career Aspirations	**1**	**2**	**1**	**2**	**1**	**1**	**8**	**8**
2	CPD	**1**	**4**	**3**	**1**	**5**	**1**	**15**	**3**
3	Culture						**1**	**1**	**17**
4	Dual Professionalism							**0**	**20**
5	Entry into FE Teaching							**0**	**20**
6	Environment				**1**	**2**	**2**	**5**	**10**
7	Ethics, Values and Beliefs		**1**					**1**	**17**
8	FE Differences	**4**	**5**	**7**			**1**	**17**	**2**
9	FE Phrases/Language		**1**			**1**		**2**	**14**
10	FE Teacher Role	**14**	**5**	**10**	**13**	**7**	**12**	**61**	**1**
20	Funding*	**2**	**4**	**2**				**8**	**8**
11	Government/Legislation						**4**	**4**	**11**
12	Identity							**0**	**20**
13	Length of teaching					**1**	**1**	**2**	**14**
21	Partnerships/Agencies*	**3**	**4**				**3**	**10**	**6**
22	Pastoral care*		**4**		**3**	**1**	**2**	**10**	**6**
14	Previous Career							**0**	**20**
15	Profesionalism		**1**					**1**	**17**
16	Qualifications	**1**	**3**	**5**		**1**	**2**	**11**	**5**
17	Student Profile	**2**	**8**	**2**			**1**	**13**	**4**
18	Subject specialism/Taught	**2**			**1**			**3**	**12**
22	Time Management*	**1**	**2**					**3**	**12**
19	Title			**1**			**1**	**2**	**14**

*Newly identified categories

(b) CATEGORY ORDERING FROM SECOND INTERVIEW

Harding (2013) – Step two – In order of total

Code No.	Category	AG	HB	JR	KP	LY	TO	Frequency	Order
10	FE Teacher Role	**14**	**5**	**10**	**13**	**7**	**12**	**61**	**1**
8	FE Differences	**4**	**5**	**7**			**1**	**17**	**2**
2	CPD	**1**	**4**	**3**	**1**	**5**	**1**	**15**	**3**
17	Student Profile	**2**	**8**	**2**			**1**	**13**	**4**
16	Qualifications	**1**	**3**	**5**		**1**	**2**	**11**	**5**
21	Partnerships/Agencies*	**3**	**4**				**3**	**10**	**6**
22	Pastoral care*		**4**		**3**	**1**	**2**	**10**	**6**
1	Career Aspirations	**1**	**2**	**1**	**2**	**1**	**1**	**8**	**8**
20	Funding*	**2**	**4**	**2**				**8**	**8**
6	Environment				**1**	**2**	**2**	**5**	**10**
11	Government/Legislation						**4**	**4**	**11**
18	Subject specialism/Taught	**2**			**1**			**3**	**12**
22	Time Management*	**1**	**2**					**3**	**12**
9	FE Phrases/Language		**1**			**1**		**2**	**14**
13	Length of teaching					**1**	**1**	**2**	**14**
19	Title			**1**			**1**	**2**	**14**
3	Culture						**1**	**1**	**17**
7	Ethics, Values and Beliefs		**1**					**1**	**17**
15	Profesionalism		**1**					**1**	**17**
4	Dual Professionalism							**0**	**20**
5	Entry into FE Teaching							**0**	**20**
12	Identity							**0**	**20**
14	Previous Career							**0**	**20**