

Eucen ULLL Open Fora 2021

26th November 2021

Contemporary Issues in University Lifelong Learning
Diversity and inclusion in Higher Education

**Enablers and restrictors in navigating
careers in education in England and the
role of policy in supporting aspirations
to become a teacher.**

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Key interests of research

1. Effect of transient educational policies on inequities in access and success in educational career routes.
2. Navigation of second chance careers in education.
3. Effective methods to elicit data.
(Structural, social, individual)

Research on eight teaching assistants in pursuit of a teaching career.

Longitudinal study of life course narratives, paralleled with the effects of educational policy.



Multi layered methods of collection and data analysis used to elicit understanding

Narrative reflections in three semi-structured interviews . Enriched through low-directed, participant-led mapping technique.



Thematic analysis, graphic elicitation and visual representation techniques.

Mapped to an educational policy timeline



Careership theory (Hodkinson & Sparkes. 1997) considers agentic, cultural, structural and temporal dimensions within changing contexts ('horizons for action').

3 overlapping dimensions:

the embodied positions and dispositions of individuals (individual)

the relations between forces in a field and the field in which it occurs (structural)

the life course on longitudinal pathways (horizons for action over time)

Examples: mapping policy timeline

Year	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	20			
Key Figures	Harold Wilson	James Callaghan	Margaret Thatcher	John Major																																												
Key Reports	Harold Wilson	James Callaghan	Margaret Thatcher	John Major																																												
Key Legislation	1973 Education Act	1976 Education Act	1980 Education Act																																													
Key Events	1973 Education Act	1976 Education Act	1980 Education Act																																													



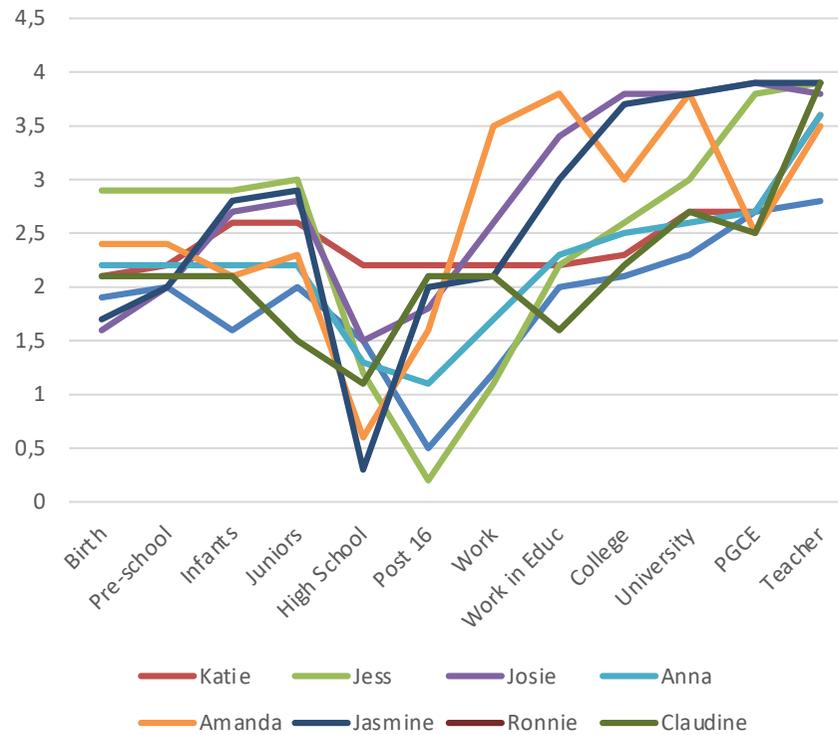
Career timelines

- 1997 Graduate Teacher Programme (GTP)
- 2003-06 Workforce remodelling
- 2003 Foundation Degrees
- 2006 Registered Teacher Programme (RTP)
- 2011 End of RTP
- £9000 fees
- 2012 End of GTP.
- 2013 School Direct

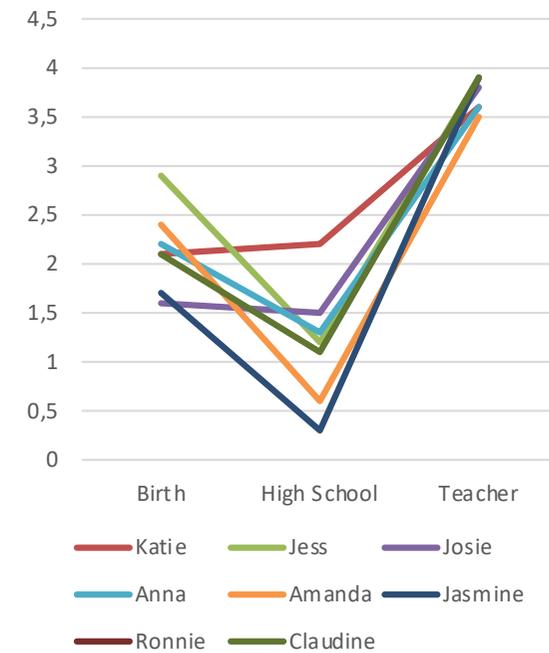
1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
									Gordon Brown			Lib/Con Coalition Gov. David Cameron					Con. Gov. David Cameron	
					2003 Workforce remodelling - 3yr initiative to reduce teachers' workload with classroom assistants							2010 Tripling of up tuition fees			2013 Introduction of School Direct			
1998 National Childcare Strategy								2004 HE Act. Universities could charge fees up to £3000/annum from 2006					2011 Green Paper Support and Aspiration: A new approach to SEN					
1998 Teaching and HE Act - fees introduced up to £1000/annum abolished maintenance grants.								2004 Children Act (Every Child Matters)				HE Fees rise to £3225		2011 DfE Training our next generation of outstanding teachers.				
			Foundation Degrees launched		2003 Green paper Widening participation in HE					2006 -11 Registered Teacher Programme			2011 End of RTP	£9000/annum HE fees			2015 Fees repayment freeze at £21000	
									2006 Top-up fees effect applications to University					2012 CESC Great Teachers: Attracting, training and retaining the best				2016/17 planned end of means tested grants for HE
														2012 End of GTP				
														2012 New £3000/annum fees begin + RPI+3% interest on student loans				
								TA	Josie		BA(Hons)			PGCE		Teacher		
										TA	Katie			BA(Hons)		PGCE		Teacher
										TA		Jess		BA(Hons)				
				TA							Anna			BA(Hons)		PGCE		Teacher
						TA		Amanda			BA(Hons) + TA		PGCE	Teacher				
											TA	Jasmine		BA(Hons)		PGCE		Teacher
										TA	Ronnie			BA(Hons) with QTS		Teacher		
										TA	Claudine			BA(Hons)		PGCE		Teacher

Satisfaction

Satisfaction across time



Simplified satisfaction trajectory



Enablers and Restrictors

Enablers

- Influence from significant friends or family with HE experiences
- Parental attitudes to education
- In-service routes for teaching qualifications
- Peer support
- Self-confidence/belief
- Non-normative paths
- Family and friends' support

Restrictors

- Limitations of teachers/teaching and lack of support at high school
- Policy change and adaptation
- Peer/family lack of or inability to support
- Lack of self-confidence/belief
- Normative routes
- 'Ceilings' in career development
- Unpaid teacher training routes

- Policy assumes agentic free choice and rationale decision making.
- Experiences in a dominant neo-liberal model of education and a workplace that values functional competency and orderly behavioural outcomes. Within this context it makes non-normative career routes only possible where they were admitted to the field, but the experiences remained challenging.

- ❖ Time and timing
- ❖ Balancing risk and opportunity
- ❖ Life purpose – contribution, ethics, economic, command
- ❖ Recognition & mitigating the structural

Detailed *exploration of contemporary lives* is necessary to address reasons that despite existing widening participation initiatives there should be more recognition of the hidden and wasted talent that was noted at least ten years ago (Brown, 2003; Brown and Hesketh, 2004; Smith, 2010) and is still not finding equitable solutions today (Smith, 2020; Thompson, 2019; Bowl et al, 2018; Griffiths, 2017; Lindley and Machin, 2012).

I suggest that *new and stable teacher education routes* would help avoid perpetuating homophilic educational and social policy making and support many more to contribute to and develop a career in teaching at various points across the life course.

1. Flexible and well supported routes with advice designed for access across the life course should be supported by associated policy.
2. Cost effects of HE participation for lower paid professions needs to be addressed.
3. Attention needed to policy change that affects diverse or minority groups negatively (including mature part time students).
4. Funded investment in access opportunities at different levels acknowledging broader range of prior learning for school community members and newcomers.
5. Lower the risk threshold for entry to teaching and raise the reward between investment and work/life balance.
6. Consider ways of understanding the impact of constant flux to inform long term educational policy.
7. Careers need to balance financial gain, time needed to acquire qualification, personal satisfaction and meeting affective needs.
8. **Recognition of nuances affecting individuals differently at different times, rather than expectations to fit into normative paths.**
9. **Value intent to meaningfully contribute to life and support non-normative routes to achieve this.**

- Much unrecognized latent talent in workforce.
- Strong desire to contribute to society.
- Well established routes across lifetime to and through HE needed for access to careers in teaching.
- Lower economic risk threshold for entry.
- Raise reward for long term investment/
Recognition of contribution.

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