

Heroes ...  
Save the teachers  
save the world

SWLSRN Conference  
Jim Crawley 10/07/08



**Why do we become teachers?**

"It is a process, a transaction between the generations, whereby tutors introduce one body of students after another into what it means to become a hairdresser or an electrical engineer, a nursery nurse or a painter and decorator ... or, more generally, a lifelong learner."

Coffield (2008: 1)



### **Why do we become teachers?**

Our future is very much an open book. It can be one of triumphant innovation; of diverse and self-fulfilling yet environmentally sustainable lifestyles; of people living and working together in communities of difference.

Or it can be a future of division and despair where the successful are seduced into a technologically glitzy world of superficial consumerism and lifestyle choices, while the unsuccessful are condemned to unemployment, underemployment or undemanding employment that offers them few real choices.

The nature of our future depends on how we prepare the next generation who will live and make it. (Hargreaves 1996: 1)



### **Heroes or zeros?**

- Declining autonomy, conditions, reward, status and security.
- Under relentless attack from external and internal forces.
- Excessive and pointless change.
- Improving performance and results despite all of this.
- No sign of anyone listening.
- It's time things changed.



## **Good bye peace and tranquility**

**1993/4**

- 'Unfinished Business' published
- Incorporation of FE Colleges
- 'Silver book' conditions replaced by new contracts
- Remission for almost all on teacher training
- Integrated programme with progression (City and Guilds – Cert Ed)
- Teaching focussed on central themes
- 7307 syllabus / TDLB Standards / External verification



## **Rough waters**

**2002/3**

- Tomlinson (1996); Dearing, Kennedy (1997); Moser (1999); Success for all (2002)
- 'Listening to staff' (LSDA 2001, 2)
- FENTO Standards (1999)
- Stages 1, 2 and 3
- OfSTED survey report on ITT (2003)



### **In the deep end and sinking 2008**

- Improving results
- Continued decline in conditions and salary (£25k) – strike
- Low morale / dissatisfaction on the front line
- Complex Curriculum LLUK; SVUK; QIA; QAA; LSC; DIUS with extra content - mentoring
- OfSTED – 30 inspector days for 165 P/T
- Units of Assessment; subject specialism, minimum core; equality and diversity
- PTLLS, CTLLS and DTLLS



### **What next?**

#### **If only....**

As an exercise, may I suggest that a senior manager in each post-16 institution be asked to compare the annual cost of ICT (hardware, staff, etc) with the annual budget for staff training; and to calculate what percentage of the salaries budget is being spent on those staff who do the teaching.

(Coffield 2008: 7)



### **What next?**

People's views on their institutions are more worrying. Only 39.1% of staff say that they would recommend their organisation as a good place to work and this drops to 31.1% among lecturers and teachers. Furthermore, many respondents (42.2%) said that they don't feel valued by their employer (LSN 2008: 1)



### **What next?**

The vast majority of tutors are willing to learn and improve their teaching, but wonder where the time is to come from, if nothing is done about increasing workloads and endless, repetitive administration. (Coffield 2008: 23)



## Don't forget

We do it because we believe in social justice and, like our parents and grandparents, we want a better world for ourselves, our children and all children. That is the meaning of our lives as teachers. (Coffield 2008: 62)

You may or may not feel that education can change the world, but there is no doubt that at some stage, and if you're both lucky and good at your job, you will often help to change someone else's world and life for the better. (Crawley 2005: 6)



## Relevant Reading

- Avis, J. and Bathmaker, A. (2005) Becoming a lecturer in further education in England: the construction of professional identity and the communities of practice. *Journal of Education for Teaching* Vol. 31, No. 1, February 2005, pp. 47–62
- Avis, J. and Bathmaker, A. (2006) From trainee to FE lecturer: trials and Tribulations. *Journal of Vocational Education and Training* 58,(2) pp. 171–189
- Coffield, F (2008) *Just suppose teaching and learning became the first priority*. London: Learning and Skills Network
- Crawley, J. (2005) *In at the Deep End – a Survival Guide for Teachers in Post Compulsory Education*. London: David Fulton
- Hargreaves, A., Earl, L.M. and Ryan, J. (1995) *Schooling for Change: Reinventing Education for Early Adolescents*. London: Routledge
- Hyland, T. and Merrill, B. (2003) *The Changing Face of Further Education. Lifelong Learning, Inclusion and Community Values in Further Education*. London: Routledge Falmer
- Learning and Skills Development Agency (2001) *Listening to Staff*. London: LSDA
- Learning and Skills Development Agency (2002) *Listening to Staff*. London: LSDA
- Learning and Skills Network (2008) *FE colleges: the frontline under pressure? a staff satisfaction survey of further education colleges in England*. London: LSN / UCCU
- Lomas, L. (2003) *Accountability and effectiveness in post-compulsory education* in Lea, J., Hayes, D., Armitage, A., Lomas, L. and Markless, S. (2003) *Working in Post Compulsory Education*. Maidenhead: OUP
- Parsons, J., Avis, J. and Bathmaker, A (2001) *Now we look through the glass darkly": a comparative study of the perceptions of those working in FE with trainee teachers*. Vocational Education and Training Research Conference: Wolverhampton
- Shain, F. (1998) *Changing notions of teacher professionalism in the Further Education sector*. British Educational Research Association Annual Conference. Belfast.

