

## **Roles and Responsibilities of Further Education lecturers: Standards, Aspirations and Reality.**

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### **Abstract:**

The purpose of the paper was to examine the roles and responsibilities of teachers working within Further Education (FE) colleges in the UK to find if there are any significant discrepancies between the duties and expectations as explicated in Government policy and standards and the role performed in the eyes of the lecturers themselves. To inquire what the impact of any discrepancies may be on teacher satisfaction, professional identity and ultimately on leadership and implementation of Policies and proposals for FE (including the Foster Report (DfES 2005) and ‘14-19 Education and Skills’ white paper (DfES 2005) and ‘Further Education: Raising Skills, Improving Life Chances’ (DfES 2006).

### **Background and Context:**

Following the 1992 Further and Higher Education (FAHE) Act, Further Education (FE) colleges were granted independent corporate status, meaning that they were moved out of LEA control affording them autonomy with responsibility for ‘staff, assets and financial management’ (Simkins, 2000, p.319). However, FE colleges remain reliant on securing funding from central government and as such are bound to achieving expectations in terms of performance, inspection and quality. (Randle and Brady 1997 cited in Shain 1999, p.1). In fact, as reported by Simkins (2000) ‘..compared with the schools sector, the funding mechanism for colleges has been used more directly, more centrally and

more ambitiously as a policy tool' and 'the pressures for increases in resource efficiency have been much greater for colleges than for schools as the Government has pursued a policy of substantially increasing participation while constraining expenditure' (p.319)

The need to secure funds has 'intensified competition' (Shain 1999 p.4) between providers and has encouraged college management teams to investigate ways of achieving competitive advantage, whether this be in terms of physical resources (Shain 1999 p.4) or range of programmes or reputation for example. '..There seems little doubt that the severe funding pressures which have been placed on further education colleges have caused the efficiency objectives to dominate over almost all others' (Lumby, 1996, Elliott and Crossley 1997 cited in Simkins 2000).

This imperative to manage efficiently has meant that 'managerialism has been strongly manifest in FE colleges since incorporation' (Smith et al, 2002 p.45) with strategic planning and other business initiatives being adopted. Whilst Simkins and Lumby (2002) are sceptical about the concept of managerialism and of its use in explaining all changes in FE, they do concur that 'there can be little doubt that much change that has occurred in Further Education can be explained in terms of managerialism, and that these changes in turn can be attributed to the major re-structuring of the system that has occurred since 1992' ( p.13). The importance placed on management and leadership in FE in terms of Government expectations is evident in recent policy (2003) which states, 'Good leadership is also essential if the learning and skills sector is going to meet the demands and challenges of the Government's reform strategies for skills, 14-19 education and training and higher education' (p.5).

The changes brought about by the FAHE Act 1992 have filtered through to the culture of FE colleges. Leader (2004) states that ' in FE, inherent organisational changes have been mirrored, to a greater or lesser extent, by cultural change and a shift in the way that staff operate' ( p73). However, the extent of this transformation is disputed (Simkins and Lumby 2002) but it is apparent that during this time, the role of the FE teacher has not remained static. There has been a degree of re-defining their role in part resulting from

the growing emphasis on performance management and accountability within FE institutions as they have competed for funding. Whilst teaching is often referred to as a 'profession', aspects of professionalism and identity are widely discussed. Nasta (2006) asserts that 'individual FE colleges themselves embody several different traditions based upon the industrial and occupational backgrounds from which the teachers are drawn. The idea of a unifying professional identity based upon being an FE teacher is not strong' (p. 6). He suggests that this may be due to the fact that most FE teachers have already had a career in another field and that 'many still strongly identify with their original occupational community rather than with FE teaching' (p.6).

This fragmentation of identity has been furthered since incorporation as institutions were not bound to national agreements in terms of working conditions for example but '..were free to abandon old conditions of service in favour of their own revised employment contract frameworks'. (Ainley and Bailey 1997, p.7) However, the language of professionalism has been apparent and is a current focus of the DfES. This is evident in the white paper 'Further Education: Raising skills, Improving Life Chances, Professionalising the workforce' (DfES 2006) and reiterated in the draft 'Workforce Strategy for the FE Sector in England, 2007-2012' document (LLUK 2007), where an objective is given to create 'a fully-professionalised, well qualified, responsive, modern workforce capable of operating effectively in a demand-led skills environment' (p.19).

Professionalism in these documents seems to be defined by a common training and qualification framework, 'staff need to be properly trained and to develop and update their skills regularly to respond to changing needs and new challenges' (LLUK, 2006, p.8). It could perhaps be argued that this follows a more functionalist approach to professionalism where distinguishing characteristics are defined. As described by Colley and James (2005) 'this generates a kind of 'job description', describing the ethical codes which the professional implements, the modes of knowledge they deploy, typologies of roles they undertake, and their status in the occupational hierarchy as well as in relation to their students' ( p3). This is important as it presents a dichotomy between the stated intention of creating a professional identity and status for FE teachers but then largely

denying the possibility for this to develop by imposing stringent performance measures in the form of professional standards that set firm expectations and operating parameters for the FE teacher.

This is illustrated by The Further Education National Training Organisation (FENTO, 1999), and latterly, Standard Verification UK (SVUK) bodies responsible for the setting of professional standards within the Lifelong Learning Sector. Throughout the Lifelong Learning UK (LLUK) standards first published in 2004, there are a number of references to the role of the Further Education (FE) teacher; 'FE teachers have a responsibility for ensuring high standards of teaching and learning, as well as contributing to curriculum development and to the development of their subject knowledge' (LLUK). Further to Teaching, 'they expect individuals and teams systematically to monitor, review and evaluate the quality and effectiveness of their own and the organisations provision, implementing the processes and procedures which enable them to undertake this successfully' (LLUK). Beyond this, teachers in FE should display skills of 'monitoring and reviewing', 'managing time', setting objectives', decision making' and to 'contribute to the organisations QA system' ([www.fento.co.uk](http://www.fento.co.uk)) that reflect the drive towards efficiency and performance measurements and a widening remit, in terms of role, for the teacher.

The revised standards (LLUK 2006) echo the existing ones, although with a subtle change in rhetoric in that they define that 'the key purpose of the Learning and Skills teacher, tutor or trainer is to create effective and stimulating opportunities for learning through high quality teaching' (LLUK 2006, p.2). There is talk of 'professionalising' and of promoting teacher 'excellence' reiterating the language of 'professionalising the workforce' (DfES 2006) whilst arguably continuing to limit the extent to which a professional identity can be developed by the imposition of such tightly defined performance standards.

Whilst there may be a change in language or intent, the primary purpose of the FE lecturer as defined by these agencies is still considered to be that of a 'Teacher' although

that in itself is a problematic term as what a 'teacher' may be, is subject to further debate. What is less in dispute is that the many changes made to the curriculum and to funding, the changes within college organisation and the imposition of professional standards, have all impacted on the actual role of the FE teacher. Whilst the stated core purpose remains the same, the expectations and perceptions of the teacher working within an FE environment may have altered rendering it difficult to capture all that they do into 'codified knowledge' (Nasta, 2006) or professional standards.

### **Defining roles and responsibilities:**

The larger question of this paper is whether the difficulty of codifying knowledge or of defining roles presents any important issues in terms of implementing the stated requirements and expectations of the DfES and LLUK, of meeting the standards set for the profession and of actioning recent and proposed policies and reforms for FE (eg Foster Report, (2005), raising of school leaving age etc). If there is a difference in perceptions between what an FE teacher's defined role is and what they see it as actually being in practice, is that important and ultimately, does it matter?

Camburn and Spillane (2006) discuss schools in terms of 'the organisation as designed and the organisation as lived' (p.1). They explain that this refers to the formal, defined structure, a sort of 'paper' version of an organisation being the 'designed organisation' with the day-to-day events and informal culture and patterns being the 'lived organisation'. These ideas may have been expressed in other guises previously (eg formal and informal communication, organisation etc), and whilst Camburn and Spillane's work is centred on schools, the ideas are equally relevant to the FE context. They are relevant in that if one was only to take the 'known' or factual, designed organisation into account without an understanding of the lived organisation, then it is highly unlikely that one would have a true and complete picture of the organisation. Further, when problems are encountered they can only be solved in the 'lived' organisation. So knowledge of the 'lived' organisation is crucial to problem solving.

## **Aspirations and Teacher Satisfaction:**

The preliminary research reported in this paper is located in the context of the notion of teacher satisfaction and of whether their reported satisfaction impacts teacher effectiveness in performing their roles as designed. Evans (1998) has suggested that job satisfaction be divided into two key elements. Firstly, 'job comfort', the degree to which a person feels comfortable within his/her role and it's conditions and secondly, 'job fulfilment' which is a person's own assessment of how well he/she may feel about job performance 'rather than more objective evaluations of whether or not achievement has occurred' (p.12). Evans talks about an individual's awareness of an 'imperfect situation in relation to his/her job' (p.13) whereby perceptions of a situation affect job fulfilment. This is very much related to the individual as people will view similar things differently. For example, someone unable to clear their desk at the end of every day may perceive this as an imperfect situation whereas to somebody else, it doesn't matter. Generally, 'the imperfections which are the basis of the job fulfilment process are more general and pervasive, and are taken for granted since they represent constituents of the work itself, provide its justification and determine it's nature (Evans,1998, p.13).

Mintzberg (1992) claims that the extent to which a teacher can control his/her own teaching environment, about what is to be taught and how it can be delivered is an integral part of a teacher's job. The inference being that job satisfaction might be adversely affected should this control be lacking and as such, is arguably an influencing factor in supporting professional identity. A further external consideration in relation to job satisfaction is recognition. Whilst this intangible factor may not be directly associated with salary for instance, it is seen as an important factor in job satisfaction as suggested by Davidson (1999) who observed that personal recognition can be a 'powerful motivator' (p.45).

The importance of discrepancies in individual perceptions regarding job performance and satisfaction has been underscored by Ackerman and Maslin-Ostrowski (2002) who studied educational leaders who had endured professional crises and found that many had

suffered a variety of 'wounds.' These hurts came about as a leader found himself/herself at odds with their personal predilections about decision-making situations and role expectations which required a different orientation. The distance between a person's actual identity and the strains on his/her more fundamental values and needs created a 'wound.' The requirement consists of controlling 'the definition of one's public self' as one of the first challenges of leadership. Ackerman and Maslin-Ostroski note:

Beneath the surface tension, wounding is often felt at a deeper and more personal level, where a leader's decision, motives, and integrity are impugned by others. Such a response may be signalled by a critical event or a series of events in leadership practice; it need not have anything to do with the leader's genuine competence (2002 p.xii).

Ackerman and Maslin-Ostrowski (2002) state that "wounding" is not atypical but inevitable. In fact they suggest that "it seems virtually impossible to avoid wounding" (2002 p.10). They quote a veteran school principal [headteacher] who said, 'The non-negotiable that I come back to most often is being true to myself—heeding the call of the heart, my core, for better or worse' (Ackerman and Maslin-Ostrowski, 2002 p.10).

The tensions and examples of wounds are not necessarily the result of a sudden event but as Maslin-Ostrowski and Ackerman (1999) suggest 'wounding, perhaps, is more a state that builds little by little than a big explosion' (p.227). However, wounding need not be negative. Rather it is what is done with the experience that is of significance since wounding can provide an 'opportunity' (Maslin-Ostrowski and Ackerman, 1999, p.227) to question own actions and understandings and become the lever for personal and professional growth.

Whilst Ackerman and Maslin-Ostrowski have developed their ideas around the experiences of school leaders, their research highlights the importance of emotional balance in preparing educational leaders and in portraying the nature of the work of school leadership in more realistic terms than is normally found in the literature. The concept of 'wounding' can be applied to other areas of leadership within the education

field, including those involved with teaching and learning as the researcher believes this preliminary study has suggested.

**The study: Methods/Methodology:**

The research reported in this paper is preliminary. Kvale (1996) indicates that initial interviews can either be exploratory and/or hypothesis testing. No hypotheses were being pursued in the results reported in this paper. Rather, as Kvale (1996) indicates, ‘An exploratory interview is open and has little structure. The interviewer in this case introduces an issue, an area to be charted, or a problem complex to be uncovered...’ (p.97). The researcher was interested in determining if further education lecturers encountered significant issues within their role in terms of differences in perceptions of role between themselves and their Managers and whether this impacted on their job satisfaction. The research was prompted by informal feedback to the researcher that FE lecturers within the region were experiencing a range of problems in adjusting to changes in their role and increasing dissatisfaction. Whilst the research questions selected probed in this area, others were concerned with what Miller & Crabtree (1994) have called ‘...questions about body, life, and power...[and]...concern experience, meaning, patterns, relationships, and values’ (p.343).

In order to conduct this preliminary study both questionnaires and semi-structured interviews were selected. Questionnaires were chosen partly for pragmatic reasons; time and costs being two of them. Lecturers themselves have little free time and so initial decisions by the researcher were that questionnaires would not be too demanding on the respondents time and as the volume was very modest, would be inexpensive to analyse. Questionnaires were also selected as they would provide some consistent baseline, quantitative data such as job titles, length of service, tasks undertaken and rankings of satisfaction. Subsequently, questionnaires were forwarded to 35 lecturers across 5 colleges within the Staffordshire region. Of these, 26 were returned complete yielding a response rate of 74%. Whilst this is high for questionnaire response rates it could perhaps

have been higher had the timing of the study been different. Receipt of the questionnaire would have coincided with one of the busiest times in an FE teachers calendar (May/June) when they were struggling with assignment grading and Examination schedules.

Whilst it was clear that the questionnaire data would offer consistent and in some case measurable information they would not necessarily reveal contextual differences in which the information was centred. Teacher satisfaction or differences in planned and actual role implementation presented in chart form were unlikely to reveal potentially significant contextual differences. Therefore semi-structured interviews were selected as a means of eliciting further, more detailed information to inform the study. Six semi-structured interviews were conducted across three of the regional colleges. Each interview was of approximately one hour in duration and was later transcribed. All interviewees were informed of the purpose of the study and permission was obtained for using the data gathered so long as the individual identity of the respondents would be kept confidential. (Jameson,J and Hillier,Y, 2003, p.80). During the interviews, the interviewees were encouraged to respond freely and fully to open questions, and whilst different people had a different emphasis on aspects that were of most significance to themselves, the questions did follow specific themes of enquiry focusing on job role and satisfaction to keep the responses relevant to the study. 'A semi-structured interview schedule...allows respondents to express themselves at length, but offers enough shape to prevent aimless rambling'. (Wragg,T in Coleman and Briggs, 2002, p.149).

Key documentation in terms of Job Descriptions for the interviewees were collected in order to compare some of the responses given against the stated job purpose and main tasks as indicated in the documentation. This allowed for some triangulation of results by 'cross-checking data to establish its validity'(Bush,T in Coleman and Briggs, 2002, p.68).

## **Findings:**

The respondents stipulated job titles tended to be representative of the positions they held, with 62% of questionnaire respondents giving their titles as 'Lecturer' or 'Advanced Lecturer' and 38% possessing a more managerial position such as 'Team Leader' or 'Co-ordinator'. 65% gave their primary job purpose as 'Teaching' with the other respondents placing teaching just behind Management tasks. This would be in-line with the DfES and LLUK statements on role and with the lecturer job descriptions from the participating colleges where 'teaching' is placed as the primary purpose. Some differences evidenced in the findings appear to be related to the type of teaching that is undertaken and to the amount of time allocated for it and significantly, the scope of the teaching role itself.

It was also evidenced via questionnaire responses to job role and explored further during interviews, that although people were employed as teachers in their specialist subject they may be expected to teach in other areas. It should be pointed out that this may not constitute a discrepancy between the stated and actual role in that the task remains as 'Teaching'. However, the manner in which teaching in non-specialist areas is perceived by the lecturers themselves and how it impacts their satisfaction and effectiveness levels could be deemed as relevant. During an interview, one lecturer expressed unease at being required to teach Key Skills Communications stating 'I'm a Mechanic....I might as well be teaching them Hairdressing as I know as much about that as I do about Level 2 Communication!' (Interview F). He felt that his professional identity was being compromised and did not feel skilled in delivering subjects outside of his own area. It should be noted that in this case the primary concern expressed was for the students because they were not felt to be getting fair treatment since it was assumed that they should be taught by someone trained in Key skills delivery. These remarks could suggest that job satisfaction was being impaired in addition to professional identity by not having control over what was included in their teaching commitment (see Mintzberg, 1992). It might also be argued that the assumption that teachers can teach across a range of

provision without specialist knowledge undermines the professional standing of the teacher.

Further, whilst ‘teaching’ was viewed as the primary role from both data sources, only 46% of questionnaire respondents placed classroom teaching as the main responsibility of their role in terms of time engaged whereas 77% placed administrative and management duties in the top three tasks in terms of time engaged. These responses perhaps indicate a discrepancy between how the formal system defined teaching compared to how the practitioners actually performed the work. For example the separation of administrative tasks against classroom teaching was a distinction made by the practitioners but not necessarily by institutional expectations as illustrated in this extract from a Lecturer job description; ‘to be responsible for, and teach on, part of a learning programme to a high standard of quality *maintain course documentation*’ (author’s italics) which echo some of the LLUK references to the FE teacher role (LLUK 2004).

The significance of this finding comes when viewing the data on teacher satisfaction. In this respect respondents were requested to rank their job satisfaction from 1-6 with 1 being the highest and 6 being the lowest. 65% subsequently rated their satisfaction at 1 or 2 and only 1 person gave 6 as their ranking. However, when this is coupled with the data for those aspects of the role deemed as the most satisfying, the results seem contradictory as 100% placed teaching in the top 3 of enjoyment (but only the main task of 46% of respondents), with administration being least enjoyed by 77% of respondents yet consuming most of their time (77%). The interviews indicated that whilst practitioners accepted that paperwork was a necessary part of the job, they noted that the volume of paperwork had increased dramatically. One representative comment was ‘...it’s gone too far now in terms of audit trails and all the paperwork that creates and I think that is actually to the detriment of the quality of teaching’ (interview B 22/5/07). Similarly, another stated, ‘...the administration side of it is definitely getting in the way and the lessons I deliver are definitely not as high a quality as I would like them to be’ (interview A 22/5/07). One interviewee spoke of her dismay at not being able to give additional time to her students, ‘(I feel) deflated, absolutely deflated, because I think I’m there to teach

and although I'm having the hours with them I can't give them the extra time they need...because of paperwork' (interview D 22/5/07).

This is relevant when viewed against Ackerman and Maslin-Ostrowski's (2002) concept of the 'wounded leader' in that the teachers did not simply express a dislike for administration but perceived a difference in emphasis between their own professional priorities and those held by Management resulting in their having to perform duties that were contrary to their own professional identities and beliefs. These comments were illustrative;

'College will always hark back to achievement and retention, student figures. I don't think they are too concerned about the student to be honest ....' (Interview C 24/5/07)

'We are targeted to death. We've got targets and we've got thresholds and audits and paper trails and we are swamped by it and I think it is at the expense of teaching' (Interview B 22/5/07).

'My priority is the students. The manager's, although she wants to improve the students, is just figures'. (Interview D 22/5/07).

It ought to be pointed out that the respondents didn't envision targets as unnecessary, only that they were seen to be promulgated at the expense of the classroom teaching and of student support. Simply put, these respondents did not feel in control of their own specialist subject or programme area. They believed they were measured on achievement and retention above all else. Interviewee D commented, 'my whole appraisal is based around my figures. There is nothing in there that is really about me and my personal development, it's about how I can get my figures higher'(22/5/07) and interviewee E stated 'the only criteria I am judged on is how many people have completed and passed'(19/6/07).

These comments suggested that the respondents were concerned that the linkage between their own actions as professionals and the results to which they are institutionally held accountable, did not reveal the fullest extent of their work nor of their priorities about their work. They may also reflect a lack of personal recognition thereby impacting satisfaction (Davidson, 1999). Additionally, they illustrate the gap between the designed intention of creating a professionalised workforce and the lived reality of a workforce who lack this identity or ability to work autonomously.

The erosion of professional priorities was also evidenced in discussions concerning standards of provision and achievement, for example, that the drive for numbers and completions was forcing lecturers to accept people into programmes that previously would not have been accepted. As one teacher explained, 'we are setting them up to fail' (interview D 22/5/07). There was also uneasiness at the drive to award qualifications, 'I am pressured to give them a qualification because we need to meet the statistical targets' (Interview E 16/6/07). Another observed, 'we joke and say we'll have an enrolment desk there and a certification desk there...just cut out the two years that we have to have them!' (interview F 20/6/07). These comments strongly suggest that forms of 'wounding' have occurred as each of the lecturers interviewed expressed varying degrees of disquiet and role conflict with having to function within these constraints. Additional illustrative comments along this line were;

'I have totally lost any interest in what we are doing because I feel like we are being rail-roaded down this route' (interview E 16/6/07).

'Own job satisfaction is very low....I come in....I do my job, I go home' (interview B24/5/07).

'I'm very de-motivated. I mean, I enjoy the job, I enjoy the teaching....but every year, more and more gets added to this job role'. (interview D 22/5/07)

Given these responses, it is surprising that so few lecturers responded negatively to the question of job satisfaction on the questionnaire. One obvious explanation might be that people were reluctant to commit their true feelings to paper or that there were still levels of satisfaction that outweighed the more negative elements of their roles. Of the six people interviewed only one suggested that they would leave teaching. The others still enjoyed supporting their students, as one said, 'it is the students that keep me going' (interview D 22/5/07). In summary, whilst many expressed reservations about the direction in which their job role and FE itself was heading, they still wanted to be FE lecturers.

### **Conclusions/further questions;**

As the preliminary data reveal, many of the interviewee responses suggest that the effectiveness of their teaching was thought to have declined in importance because it was suffering from competition from other imposed priorities with what is being tentatively identified here as 'administrative task creep' being viewed as a largely negative phenomenon. If these findings were to be replicated in a more formalised study conducted in the future on a larger scale and similar responses obtained, then questions arise as to whether the objectives of the 14-19 agenda can be fully realised. For example, whether the requirement for '...all teachers to commit to lifelong professional development, so that their skills are always up-to-date as the needs of their learners change' (DfES, 2004, p.4) repeated in the draft 'Workforce Strategy document (LLUK, 2007) as 'meeting the CPD and qualifications requirements to underpin the professionalism of the workforce' (p.10), is achievable given over-stretched capacity and low teacher satisfaction suggested in these reported interviews. It is disturbing that preliminary data suggest that 'teaching' and CPD have become increasingly restrictive and prescriptive thereby limiting professional identity and growth.

It could be asked whether teacher training programmes are adequate in equipping teachers for their role in FE. It should be noted that 81% of respondents were in full time

positions with 62% having been in post for between 1 and 5 years with 38% being 6 years or more. The vast majority of the respondents had completed teacher training whilst in post with only 3 people completing a PGCE or Certificate of Education prior to taking on a teaching role. Whilst reforms are to be implemented from September 2007 (DfES 2006), the question remains as to whether new teachers will be any better prepared for their new role and to what degree the actual role will match their original expectations and aspirations.

Aspects of prior expectations and of professional beliefs could also be linked to the issue of vocational specialism and of FE being a second career for many teachers. The majority of respondents in this preliminary research had opted for teaching as a second career and they still identified with their previous careers such as mechanics, business and catering, thereby echoing Nasta's view that professional identity as FE teachers is not strong (Nasta, 2006, p.6). Many evinced pre-conceived notions of what it meant to be a teacher and possessed aspirations to 'share' knowledge and to equip people for their particular trade/skill. However, the reality of their actual, 'lived' role was very different from this resulting in some loss of professional identity and reduced job satisfaction. This preliminary finding, for a larger sample, could similarly indicate a negative impact on professional identity amongst FE teachers affecting their aspirations as well as depress group solidarity and cohesion.

The data also suggest a sometimes marked difference between role expectations and duties as designed and roles as lived (Camburn and Spillane, 2006). All those interviewed felt that their jobs with the incumbent expectations and requirements were continually rising but their job descriptions often failed to reflect many of those changes. The majority of questionnaire respondents indicated that their job roles had altered significantly during their time in post. Some interview comments seemed to suggest that differences between role perceptions of practitioners and their Managers were apparent, often resulting in different priorities and misunderstandings which jeopardised promotion of shared objectives and collective group identity. This is an important objective in the draft 'Workforce Strategy' draft document which whilst does not refer only to teaching

staff does aim to create a situation with ‘a sense of common purpose across all of the key players and all parts of the FE sector is defined and reinforced’ (p.16) and one which based on this preliminary study, will be difficult to achieve. Perhaps here role duties should be revised to bring more congruence between organisation as designed versus organisation as lived in order to better co-ordinate and manage future change.

If further study supports these initial findings then policy makers may be confronted with difficulties in ensuring the future success of the 14-19 agenda in terms of providing the curriculum choices and the proposed raising of the school leaving age from sixteen to eighteen by 2013 ([www.bbc.co.uk](http://www.bbc.co.uk) 22/1/07). Given the ‘administrative task creep’ observed, discrepancies between designed and lived environments, the negative influences on job satisfaction with incidents of ‘wounding’ as reported here also influencing professional identity, the basis for achieving excellence and a smooth implementation of 14-19 policy is surely jeopardised.

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