

The construction of lecturers' practice

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- Introduction

How do FE lecturers construct what they do?

Is what they actually do, what the college believes they are doing?

Is there any difference in practice between newcomers and experienced lecturers?

- Qualitative methodology

Theorising 'practice'

- Furlong et al (2000):
 - Responsibility
 - Knowledge
 - Autonomy

Defining autonomy

- Harrison and Ahmad (2000)

a) Macro b) Meso c) Micro

- Evetts (2002)

‘Professional discretion enables workers to assess evaluate cases and conditions and to assert their professional judgement regarding advice, performance and treatment’

Discretion in the organisation

‘Going the extra mile’ -maximising discretionary behaviour an optimum for the organisation

- Herzberg (1966) encouraging motivation through job enrichment
- Karasek and Theorell (1990) warn of ‘over stretching’ employees in certain circumstances
- Moldaschl (2001) designing sustainable work systems

- My hypothesis is that discretion by lecturers is becoming 'coercive'
- Presentation and discussion of narratives

Wendy's comments (1)

Time and tasks

- ❑ ' I think the job has grown and branched outand you're not just a lecturer, you've got these other very important roles going on at the same time.'

- ❑ 'Why is your achievement data not as it should be? *Well because they can't do it!* That's not good enough. Keep them going until they get there.'

- ❑ 'Why continuous assessment they just keep going until they do get it. That just takes up so much time and effort. That does put into question the temptation of parents doing the work, of anybody doing the work. So they go into the workplace and they can't do it'.

- ❑ 'We have processes in place, the Iving and Eving to prevent cheating, but there's still an element of hit and miss'.

Wendy's comments (2)

Work content / demands from managers and students

- ❑ 'Now we don't even set our targets, they come onto the software. They come from the top down....because we didn't hit xx% we're deemed as not good enough which I find awful. We've been growing every year and we're not good enough.....when I went onto it [the software for reporting] and it said you're below xx% so I'm already failing, but I'm not. I could have been responsible enough to put the group data in and put the figures [% targets].'
- ❑ 'When you push yourself naturally and someone else says its not good enough, you think, why am I putting myself through this?'

Wendy's comments (2 cont)

Work content / demands from managers and students

- ❑ 'A couple of years ago I had a manager who could recognise the student cohort, the problems and the achievement that had been made.....Satisfactory in cases with some of our students is a brilliant result. You don't get feedback saying you've done a really well with that group and to get satisfactory is brilliant, and while you get a lot back from your students, you really need management on your side as well'.