A POLITICAL ECONOMY OF TVET PROFESSIONALISATION:

A CASE STUDY OF CHEFS AT A CANADIAN POLYTECHNIC

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ABSTRACT

This thesis focuses on a political economy analysis of the relationship between the professional identity and professional development practices of instructors in the postsecondary educational sector of technical and vocational education and training (TVET). My study brings together the concept of the dual-professional identity of postsecondary TVET instructors, the practice of professional development in TVET, and a political economy approach. The research methods adapted for this postgraduate research study were from a qualitative perspective using a case study approach. The case study involved eight culinary instructors, the supervisor of the professional cooking programme, and the director of the hospitality and culinary careers school at a postsecondary polytechnic in Canada, selected using a non-probability sampling technique. My research explored what a political economy analysis would reveal about the relationship between the professional identity and the professional development practices of the culinary instructors/chefs. Throughout this thesis, I use the term, *TVET professionalisation*, to denote this relationship

This case study contributes to knowledge and the TVET community in three intersecting ways. Its first contribution is in *context* – the research took place in the Canadian postsecondary TVET sector, for purposes of analysing the professional identity/professional development relationship in consideration of the historical, structural, and socio-cultural contexts of the institution.

The case study's second contribution is in *extending the literature* of the political economy of skills. The findings demonstrate that analysing the professionalisation of the TVET culinary instructors, in consideration of the inter-relationship among the cultural, economic, political, and social contexts of the TVET system, is a suitable extension of the literature on the political economy of skills. From another perspective, the study also adds to the literature on the professionalisation of TVET instructors by considering professionalisation as an extension of the TVET workforce development imperative, which I note in this study as the discourse promoting employability and the axiomatic assumptions of TVET as *training-for-growth* and *skills-for work* (Anderson 2008). Thus, the study contributes to wider debates about the applicability of a political economy analysis beyond skill formation systems.

Lastly, the case study contributes a *conceptual framework for TVET professionalisation* by interpreting the relationship between TVET professional identity and professional development through a political economy lens. The findings demonstrate that both the professional identity and the professional development practices of the culinary instructors in the case study were shaped by various contextual factors within the field of practice: namely, the instructor's personal history and sense of agency, the socio-cultural conventions of the culinary trade under investigation, the social and structural setting of the postsecondary TVET institution, and the workforce development imperative of TVET.

The conceptual framework for TVET professionalisation also contributes another perspective toward the dual-professional identity of TVET instructors. Dual-professional identity formation within this study, and drawing upon the language of the research participants, refers to the process where the 'recipe' for the chefs' base identity was written in the professional trade of culinary arts. Once they joined the polytechnic, though, the chefs used the institution as *stage* to 'go beyond the recipe' and elevate their identities by adding the ingredient of 'becoming an educator'. Based on an interpretation of the case study's findings, through a political economy lens of analysis, I suggest that the *skilled-educator* identity of the culinary instructors is bound by the structural and socio-economic contexts of the postsecondary polytechnic, whereas the *skilled-tradesperson* identity of the culinary instructors reflects the historical and socio-cultural contexts of the instructors' lived experience as chefs. Further, I posit that each instructor's perception of meaningful professional development reflects the individual's personal sense of agency; what constitutes both a personal and shared sense of legitimacy concerning the value of professional development; and, an allegiance to one of the dual-professional identities over the other.

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TABLE OF CONTENTS

ABSTRACT ... ii
ACKNOWLEDGEMENTS ... v
LIST OF TABLES ... ix
LIST OF FIGURES ... ix
CHAPTER ONE: INTRODUCTION ... 1
The Case Study: Introducing the Three Themes ... 6
The TVET Context of the Case Study Research ... 11
Mapping the Terrain of Technical and Vocational Education and Training ... 12
Locating TVET within the Canadian System of Postsecondary Education ... 15
Professional Development within the Postsecondary TVET Sector ... 20
Theoretical Positioning of the Research ... 22
Organisation of the Thesis ... 25
CHAPTER TWO: REVIEW OF THE LITERATURE ... 28
Selection Strategy for the Literature Review ... 29
The Professional Identity of Postsecondary TVET Instructors ... 31
The Purpose and Practice of Professional Development in TVET ... 45
A Political Economy of TVET Professionalisation ... 57
CHAPTER THREE: METHODOLOGY ... 65
Choosing a Methodology ... 66
Choosing a Research Design ... 75
The Case for Research ... 83
Sampling Strategy ... 86
Choosing the Research Methods ... 94
Data Analysis ... 99
Trustworthiness ... 106
Ethical Considerations ... 109
CHAPTER FOUR: FINDINGS ... 114
Culinary Arts at Western Polytechnic ... 116
The Professional Identity of Chefs at the Polytechnic ... 119
A Collective Career Narrative ... 120
Always a Chef ... 123
The Dual Professional ... 126
The Chefs' Professional Development at the Polytechnic ... 132

Follow the Recipe 133
Beyond the Recipe 135
Contradict the Recipe 137
The Culinary Framework 139
The Relationship between Professional Identity and Professional Development at the Polytechnic 140
Workforce Development 140
Becoming Institutionalised 143
Parity of Esteem 144
The Politics of Food 148
CHAPTER FIVE: DISCUSSION 152
Professional Identity in Context: Field and Habitus in Culinary Arts 153
The Field of Professional Cooking at the Polytechnic 156
The Vocational Habitus of Chefs at the Polytechnic 165
Professional Development in Context: Skills for Work 168
Professional Development as Capital in Culinary Arts? 173
TVET Professionalisation: The Dynamics between Identity and Development in Culinary Arts 176
The Professional Identity-Professional Development Dynamic: A Conceptual Model of the Relationship 183
CHAPTER SIX: CONCLUSION 190
Towards a Political Economy of TVET Professionalisation 190
Limitations of the Case Study 195
The Case Study's Originality: Contributing to TVET Literature, Policy, and Practice 197
A Personal Reflection 200
REFERENCES 204
APPENDIX A: The Canadian Culinary Qualifications Framework 226
APPENDIX B: Participant Recruitment Email 227
APPENDIX C: Participant Information Sheet 229
APPENDIX D: Participant Consent Form 231
APPENDIX E: An Interview Transcript 233
APPENDIX F: The Focus Group Transcript 260
APPENDIX G: Samples of Coded Transcript 301

LIST OF TABLES

Table 1. Search terms used in the literature review 30
Table 2. Six cluster framework of professional development practice 48
Table 3. Research participants according to pseudonym and interview order 92
Table 4. Semi-structured interview questions 95
Table 5. Focus group questions 97
Table 6. First-round codes 103
Table 7. Second-round codes 106
Table 8. Main findings according to themes and sub-themes 116

LIST OF FIGURES

Figure 1. The Three Themes of the Case Study. 6
Figure 2. The Field of Culinary Arts at the Canadian Polytechnic 161
Figure 3. The Professional Identity-Professional Development Dynamic of Chefs at the Canadian Polytechnic 185
Figure 4. The Culinary Career Journey Qualifications Framework (Tourism Canada 2010) 226
Figure 5. Sample of coded text from Chef Mark's interview 301
Figure 6. Sample of coded text from the Focus Group 302

CHAPTER ONE: INTRODUCTION

Perceptions are shifting with respect to the status, purpose, and function of technical and vocational education and training (TVET)[1]. From an emphasis on potential skills shortages to the establishment of national vocational qualification frameworks, these shifts range from the subtle to the seismic. One significant shift in perception regarding TVET's purpose and role concerns a seemingly global emphasis on the economic aims of TVET (Winch 2002; Hyland 2007; Anderson 2008; Nilsson 2010; Casey 2012). National policy, public discourse, and the TVET sector are aligning to an underlying assumption that TVET, as skills development, serves to fulfill the need for economic prosperity and productivity (Ashton 1999; Brown 1999; Lloyd and Payne 2002; Lloyd and Payne 2003; Marope, Chakroun and Holmes 2015). This assumption further asserts that TVET enhances national labour market competitiveness in a global economy. Anderson (2008) succinctly captures this dominant position toward the purpose and role of TVET when he states that TVET policy and practice is based on two axiomatic assumptions (p. 118):

[1] Other terms commonly used in the literature include vocational education and training (VET), vocational and professional education (VPE), and competency-based education and training (CBET). For purpose of this study, I have selected to use the term *TVET,* adopting the UNESCO and ILO (2001) recommendations to establish *technical and vocational education and training* as "the comprehensive term referring to those aspects of the educational process involving, in addition to general education, the study of technologies and related sciences, and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of economic and social life" (2001, p.7).

> [To] promote economic growth by developing the human resources required by industry to increase productivity and profit (training-for-growth); and produce graduates with skills and competencies for work in order to increase their economic output and employability (skills-for-work).

If the intended outcomes of TVET are *training-for-growth* and *skills-for-work*, then the stewards of these outcomes are those who teach in this sector.

> Worldwide, some two-thirds of the workforce, which constitute the backbone of each economy, are skilled workers, who have learned a substantial part of their occupational skills and knowledge through the support of teachers and trainers from the domains of Vocational Education and Human Resources Development. Given the basic importance of vocational training for economic success, it is remarkable that in many countries vocational education and training (VET) has failed to achieve the level of social recognition that is needed to establish a profession. (Grollmann and Rauner 2007, p. 1)

Cedefop, the European Centre for the Development of Vocational Training, acknowledges that the TVET sector requires competent and committed teachers and trainers to ensure the quality and labour market relevance of TVET (Cedefop 2016). Cedefop further argues that TVET teachers and trainers are responsible for strengthening the ties between the sector and the workforce. If, as Grollmann and Rauner (2007) suggest in the quote above, a majority of the global workforce relies on the support of TVET teachers and trainers, then these same teachers and trainers share a burden of responsibility for economic productivity. Yet, are they aware of this burden, and have they been adequately prepared

for such a responsibility? Do they even share the same position regarding the economic aims of TVET?

In light of these assumptions regarding the status, purpose, and function of TVET, the preparation and development of TVET teachers and trainers merit further study and analysis. Moreover, as preparation and development are often intertwined with professional identity (Robson 1998; Hargreaves 2000; Beijaard, Meijer and Verloop 2004; Beauchamp and Thomas 2009; Mackay 2017a), a suitable case for research emerges, linking these elements together. How does the dominant discourse concerning the status, purpose and function of TVET affect both the professional identity and professional development of TVET instructors?

In this thesis, I examine the relationship between the professional identity of those who teach in the postsecondary TVET sector and their professional development practices. With respect to terminology, I refer to the relationship – and interplay – between professional identity and professional development as *TVET professionalisation*. I acknowledge that my framing of the relationship between professional identity and development as TVET professionalisation is slightly problematic as the education literature tends to use the term, professionalisation, to describe efforts aimed to improve the status and standing of teachers (Hargreaves 2000; Kennedy 2007). However, my decision to denote TVET professionalisation as the relationship and interplay between professional identity and development is supported by similar uses of the

term in the TVET literature that describe efforts to develop, update, and upgrade TVET teachers and trainers' competencies and conceptions of identity (Cedefop 2009; Lester 2011; Misra 2011; Nicoll and Edwards 2012). In alignment with the Organisation for Economic Cooperation and Development (OECD), I use the term, *postsecondary TVET,* to refer to public, post-compulsory institutions that offer "programmes and qualifications that prepare students for specific occupations or careers, that are beyond upper secondary level, and that would normally require at least six months full-time or equivalent preparation" (OECD 2014, p.22). Further, I refer to those who teach or train in the postsecondary TVET sector as *instructors*.

The scholarly context for this case study emerged from an early analysis of literature that focused on exploring the relationship between skill formation systems, such as TVET, and economic growth and development. Scholarly literature on the *political economy of skills* explores and questions the assumptions regarding the training-for-growth and skills-for-work outcomes of TVET, and the dominant discourse linking skill formation systems with gains in economic growth and development (see, inter alia, Ashton and Green 1996; Ashton 1999; Brown 1999; Lloyd and Payne 2002; Lloyd and Payne 2003; Anderson 2008; Green 2013). Based on this initial survey of the literature on the political economy of skills, I noted little attention had been directed toward the stewards of these outcomes, the TVET instructors themselves. Against this backdrop, I was interested in exploring whether

postsecondary TVET instructors assume responsibility for what is seemingly both an educational and economic role, and whether they are developing the knowledge, skills and dispositions for this dual role. To an extent, this case study research responds to calls from both Grollmann and Bauer (2008) and Bound (2011) to investigate the professionalisation process of TVET instructors from two points of view:

1. From the perspective of examining the working environment of TVET instructors with regard to the workplace's effect on professional knowledge and practical professional activity; and,
2. To consider the individual biographical development of TVET instructors in the professionalisation process.

In addition to the calls-for-research from Bound (2011) and Grollmann and Bauer (2008), I wanted to empirically investigate whether the dominant discourse toward TVET's purpose and the setting and structure in which the instructors teach influence or shape the instructors' perceptions concerning their identity and the purpose and practice of their own professional development. Is it possible that a postsecondary TVET institution makes assumptions with respect to the professionalisation of its teaching staff in relation to, or alignment with, the purpose of TVET? Do the instructors hold the same assumptions toward the role of TVET and their own professionalisation? In order to explore and address these questions, I selected a case study approach to establish an empirical context for research.

The Case Study: Introducing the Three Themes

Responding to Yin's recommendation (2009), I adopted a case study approach in order to develop an understanding of the complex social phenomena of professionalisation within postsecondary TVET. My qualitative case study involved eight culinary instructors, their supervisor within the culinary programme, and the director of the hospitality school at a postsecondary polytechnic in Canada, as, professionally, I am a practitioner in the Canadian postsecondary TVET sector. I framed the research around three themes: the professional identity of instructors in the postsecondary sector of technical and vocational education and training; the purpose and practice of professional development of postsecondary TVET instructors; and, a political economy analysis of the relationship between professional identify and professional development in the TVET sector (see figure 1, below). As these three themes intertwine and overlap throughout the study, a brief treatment of each will help frame the central research question.

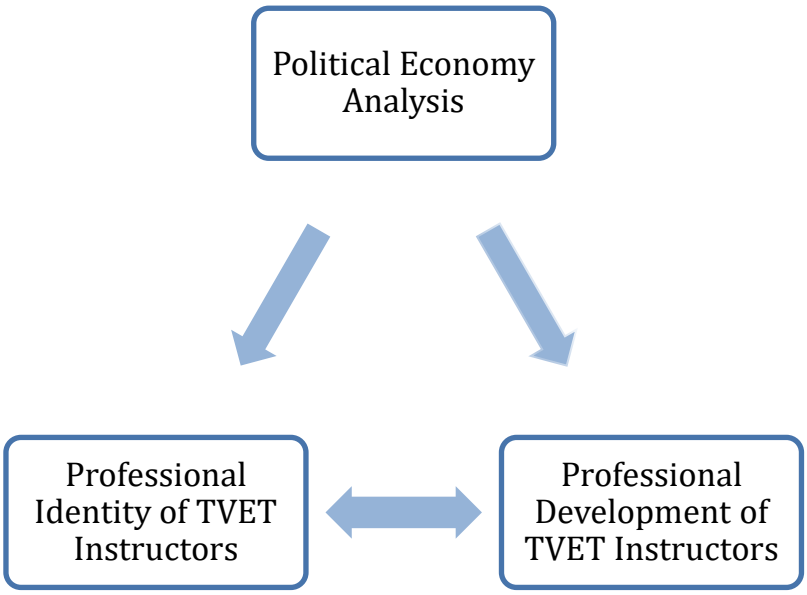


Figure 1. The Three Themes of the Case Study.

The first theme, the professional identity of postsecondary TVET instructors, set the context of the case study. I started with the premise that the postsecondary TVET sector emphasises learning and skills development framed around assumptions toward the economic aims of education, namely training-for-growth and skills-for-work (Anderson 2008). Accepting this premise, I suggest that discourse surrounding the prospect of postsecondary TVET, in comparison to other systems of postsecondary education, is to promote human capital development and employability in order to increase labour market competitiveness, innovation, and economic productivity (Ashton 1999; Brown 1999; Lloyd and Payne 2002; Lloyd and Payne 2003). Thus, I posit that postsecondary TVET fulfills a role I will refer to as the *workforce development imperative*. Assuming this role, is it possible TVET instructors take a similar position toward their own professional identities; namely, do they perceive their role as primary agents in this workforce development imperative of postsecondary TVET?

The second theme, the purpose and practice of professional development of instructors in postsecondary TVET, kept the study feasible by limiting the investigation to one aspect of TVET. I explored whether the practice of professional development in the postsecondary TVET sector aligns with the same assumptions toward human capital development and employability. I investigated whether the culinary instructors perceive the purpose of professional development as *skills-for-work* and *training-for-growth*. That is, I examined whether TVET

instructors view their professional development as skills development, aligned to the dominant discourse that TVET ultimately enhances institutional competitiveness, innovation, and productivity.

Finally, the third theme, a political economy analysis, provided a theoretical approach for exploring the purpose and practice of the culinary instructors' professional development in the polytechnic in relation to their professional identity. Adapting Guy's (2011) description of a political economy approach, my analysis stressed the relationship between professional identity and professional development *contextually;* that is, professional identity and professional development as bound to the social location of TVET where the relationship is made. As per Guy (2011, p. 365), "Research informed by [the political economy] theoretical lens focuses on the social location of people and the social relations between them, and the resulting struggle over dominant meanings within society." To this end, the political economy approach of my case study involved exploring whether links and/or struggles exist between the culinary instructors' professional identity, their professional development practices, and the dominant discourse of TVET's prospect. This dominant discourse features assumptions that emphasise the workforce development imperative of the polytechnic, so that the polytechnic, and by extension, Canadian society, achieves economic growth, innovation, productivity, and competitiveness.

A political economy approach also allowed me to explore the interplay between agency and structure in the postsecondary TVET sector. Through the agency-structure lens, I shifted the focus of analysis from individual choice and behaviour to a consideration of the historical and structural TVET context within which the instructors' actions take place (Youngman 2000). It is my position that the culinary instructors perceive they gain something of shared and legitimate value within the social arena of technical and vocational education and training by engaging in professional development activities. Further, I suggest that these perceptions are reproduced at individual and organisational levels based on the political, economic, and social structures in place and underlying assumptions toward the role and purpose of the polytechnic.

In order to explore TVET instructors' perceptions regarding their professional identity and its relationship to the purpose and practice of professional development, the case study addressed the following central research question:

> **What does a political economy analysis reveal about the relationship between the professional identity and professional development of instructors in the field of postsecondary technical and vocational education and training?**

Three additional supporting questions were used to explore this central issue and to set the context for empirical qualitative research:

1. What historical, structural, and social factors shape the professional identity of postsecondary TVET instructors?
2. What historical, structural, and social factors contribute to postsecondary instructors' engagement with professional development in the field of technical and vocational education and training?
3. How do the political, economic, and social structures of postsecondary TVET shape instructors' views regarding the relationship between their professional identity and professional development?

In the next section of this chapter, I elaborate on each of the three themes that frame the central research question and three supporting questions. First, I present the context of the study, mapping out the terrain of both TVET and the Canadian postsecondary TVET sector since the Canadian sector is the site of this case study. In addition, I link this terrain to the theme, the professional identity of TVET instructors. Second, I clarify the meaning of professional development and locate it within the postsecondary TVET sector. Third, I present my interpretation of a political economy analysis. In Chapter Two, Review of the Literature, I explore in more detail what the scholarly literature has to say about the interplay of these three themes, laying the groundwork for this study.

The TVET Context of the Case Study Research

The field of technical and vocational education and training covers an expansive range of formal, non-formal and informal learning experiences. It emerges from the initial skills development of youth and extends into the re-skilling and up-skilling of the existing labour force. As UNESCO describes:

> Technical and vocational education and training (TVET) is understood to be integral to education and lifelong learning and to refer to all forms of learning of knowledge, skills and attitudes relating to the world of work. TVET comprises education, training and skills development activities relating to occupational fields, production and livelihoods. Transversal skills, citizenship skills and skills that enable lifelong learning are integral components of TVET. TVET involves a wide variety of learning and skills development opportunities. It can take place at secondary, postsecondary and tertiary levels. TVET can include other programmes leading to vocational qualifications and other skills development opportunities attuned to national and local contexts. TVET also encompasses continuing training and professional development undertaken as part of in-service arrangements or individual and collective initiatives. (UNESCO 2015a, p.2)

Within this section, I map out the terrain of TVET, exploring both its function and purpose with the goal of arriving at TVET in the postsecondary education sector. For purposes of establishing boundaries to this research study, I focus on the Canadian postsecondary TVET sector, a setting that I am immersed in as a practitioner. Given that my

researcher-identity reflects a Canadian socio-cultural perspective, I also describe the structure of the Canadian postsecondary education system and TVET's place within this system, to integrate an approach of thick description and researcher reflexivity (Creswell 2013) throughout this thesis.

Mapping the Terrain of Technical and Vocational Education and Training

Postsecondary TVET is one system within a larger sphere of learning know as *vocational learning*. Distinguishing vocational learning from other types of learning is problematic. Moran and Rumble (2004) describe vocational learning simply as "the acquisition of knowledge, skills and competencies for job performance" (p. 3). Various authors, though, have noted that no single model or definition is universally applicable (Hyland and Winch 2007; Nilsson 2010; Billett 2011; McGrath 2012). Part of the challenge is that descriptions tend to emphasise or relate vocational learning to firm-specific skills, sector/trade specific skills, and/or general competences. These skills and general competences are deemed relevant or essential to achieving and maintaining successful employment in the workforce and are often aligned to the concept of employability.

Given this link between vocational learning and employability, the concept of employability merits a brief discussion. Similar to the challenge of establishing a unified definition of vocational learning, the concept of employability is equally demanding to define. The concept can

be described from a narrow, supply-side perspective such as describing an individual's set of skills and attributes. Conversely, employability can be framed within a broad, demand-side perspective such as addressing an individual's readiness to work or ability to find relevant work (McQuaid and Lindsay 2005; Sin and Neave 2016). In a review of the literature for the UK Government's Department for Education and Employment, Hillage and Pollard (1998, §. 5) constructed an operational definition that is 'fit for purpose' for this research study:

> In simple terms, employability is about being capable of getting and keeping fulfilling work. More comprehensively, employability is the capability to move self-sufficiently within the labour market to realise potential through sustainable employment. For the individual, employability depends on the knowledge, skills and attitudes they possess, the way they use those assets and present them to employers and the context (e.g. personal circumstances and labour market environment) within which they seek work.

The challenge of describing the practice and purpose of vocational learning is compounded since vocational learning occurs in a variety of formal systems and non-formal and informal settings for a variety of purposes (Winch and Hyland 2007; Billett 2011; Catts, Falk and Wallace 2011). What is consistent in the literature, however, is that vocational learning is positioned as distinct from other spheres of learning, such as liberal education, academic and/or higher education, literacy education, adult basic education, and civic education. For purposes of establishing an operational definition for this thesis, I propose that vocational learning emphasises the acquisition and application of knowledge and skills for

vocational purposes. The extent and scope of *learning* vary with respect to how much knowledge is acquired and how many skills are developed. The emphasis may be on sector-specific knowledge and skills, general competences, or a combination of sector-specific and general skills and competences. The *vocational purpose* is equally varied, ranging from preparation for a vocation; re-entry into the workforce; anticipated or enforced occupational transition within the labour market; and ongoing development within a vocation (Guenther 2011).

Alternate conceptions concerning the purpose of vocational learning exist in the literature. Diverging from an instrumental, economistic positioning of vocational learning, these alternate conceptions range from liberal and humanistic interpretations (Winch 2000; Unwin 2004) to functional and transformative (Lum 2003; Nilsson 2010; McGrath 2012; Powell 2012). UNESCO attempted to reconcile all these conceptions when it revised the aims of TVET to read:

- To empower individuals and promote employment, decent work and lifelong learning;
- To promote inclusive and sustainable economic growth;
- To promote social equity; and,
- To promote environmental sustainability.

(UNESCO 2015b, p.3)

Despite these approaches, I suggest the dominant discourse surrounding TVET predominantly positions vocational learning as technical, practical,

and situated in nature, often linked to the development and application of sector-specific and generic employability skills and competences.

Locating TVET within the Canadian System of Postsecondary Education

Vocational learning occurs in various formal, non-formal, and informal settings or, as Catts, Falk and Wallace (2011) describe, through systemic and non-systemic means. These means include the formal compulsory and post-compulsory educational sectors; national apprenticeship schemes; a variety of systems of workplace training and development; and, diverse settings of non-formal and informal learning where the focus is on "developing and sustaining the capacities required for working life" (Billett 2011, p. 8). In order to keep this study feasible, I analyse one setting only: the formal Canadian postsecondary TVET sector.

Accredited and formal adult education beyond the compulsory system of primary and secondary education in Canada is generally labelled *postsecondary education*. The term *postsecondary* is favoured in Canada for its inclusivity of all post-compulsory education – for example, universities, community colleges, university colleges, and technical institutes – rather than, for example, the UK practice of distinguishing between further education (FE) and higher education (HE). Labeling the whole system 'Canadian,' however, implies that the system is unified, standardised, or even national in scope. As this is not the case, a brief description of Canadian postsecondary education is required.

The responsibility for all levels of formal education in Canada falls under provincial jurisdiction rather than national/federal legislation (Donald, 2006; Kreber, 2007). Through constitutionally awarded power, each of the ten Canadian provincial governments sets its own legislation and governance structure with respect to education. Although the three northern territories do not have the same constitutional powers as the provinces, the federal government has delegated responsibility for education to each territory (Council of Ministers of Education, Canada 2008). Thus, Canada lacks an integrated system for setting national education policy, as the country does not have a federal department or ministry of education. Instead, policy agendas and funding priorities are as diverse as the thirteen provinces and territories.

Historically, Canada adopted a dualistic model of postsecondary education with "public universities offering academic and professional programming at the degree-level; and public colleges providing diplomas and certificates in programs of a more technical or vocational nature" (Canadian Council for Learning 2010, p. 4). Each of these two sectors, the university system and the college sector, has its own national body: *Universities Canada,* representing 97 Canadian degree-granting universities and university-degree-level colleges (Universities Canada 2016); and *Colleges and Institutes Canada,* representing 127 community colleges, cégeps (Quebec-based post-compulsory institutions) and technical institutes, all which typically provide university transfer, diploma and certificate programs (Colleges and Institutes Canada 2016).

Neither of these two national bodies is regulatory, each functioning more as an advocacy body at the federal and provincial levels.

History has also played a role in positioning the purpose of the college sector within Canadian society. Many Canadian colleges emerged within the last fifty years, in order to fulfill a role of TVET provider (Donald, 2006; Kreber, 2007; Canadian Council for Learning 2010). In addition to offering career-focused programmes, the college sector provides other forms of education, such as literacy and adult basic education, and serves as a development and upgrading bridge into the university system.

A third sector of postsecondary education has recently established itself in Canada, however, positioning itself as the nation's response to a comprehensive TVET system. *Polytechnics Canada* represents an alliance of thirteen, applied-research intensive, postsecondary colleges and technical institutes. These publicly-funded institutions provide nationally and regionally accredited technical and vocational education and training; and offer a range of credentials that include four-year baccalaureate degrees, applied degrees, apprenticeships, diplomas, and certificates (Polytechnics Canada 2015). The thirteen institutions are situated in key economic regions across the country, targeting specific industry and commercial sectors relevant to these regions. According to Smith (2007, p. 41),

> With their strategic focus on technical and business skills and their sensitivity to marketplace needs, the polytechnics are unique in their ability to respond quickly to the ever-shifting need for advanced forms of *applied education* [emphasis added].

It appears the Canadian polytechnics use this emphasis on applied education to distinguish themselves from universities and colleges. To a certain extent, applied education is being used as a proxy for skills development as demonstrated in this statement by Polytechnics Canada (2014),

> Polytechnic education is demand-driven and industry-responsive – our postsecondary programs (Bachelor's degrees, advanced diplomas and certificates), along with our applied research projects are designed in collaboration with, and in response to, employer/industry demand. This is the nature of *applied learning* [emphasis added]. Demand for apprentices also drives our delivery of trades training. Today's economy does not reward people for merely what they know, but also for what they can *do* [emphasis in original]. Learning by doing is at the heart of polytechnic education (p. 3).

The emphasis on both *demand* and *application* relates to Anderson's (2008) two axiomatic assumptions underlying TVET policy and practice; namely, polytechnics are Canada's primary sector responsible for skills-for-work and training-for growth. Polytechnics Canada reinforces this economistic perspective and emphasis on skills

development when it states, "our edge is the employability of our graduates" (Polytechnics Canada 2011, p. 3).

There is, however, another key feature which Canadian polytechnics emphasise to position themselves as distinct from the university and college sectors: the polytechnics' instructors. As Anderson states (2008, p. 119),

> [TVET] teachers, many of whom come from industry, are trained to produce graduates with the knowledge, skills, competencies and dispositions required for work. For them to do otherwise would call into question their own biographies, identities and expertise as industry practitioners and educators/trainers.

In a strategic positioning report prepared for Polytechnics Canada, Smith (2007) notes that Canadian polytechnics, and by extension, their instructors, are better positioned, compared to other Canadian postsecondary institutions, to prepare a labour force with the advanced skills that the global economy demands. This aligns with the previously noted position by Cedefop (2016), which argues that the strength of the TVET sector relies on competent and committed instructors who ensure the bond between the TVET sector and the workforce.

According to UNESCO, TVET, at its best, is seen as "essential for enhancing economic competitiveness and for contributing to social inclusion, poverty reduction and sustainable development" (UNESCO-UNEVOC 2006, p. 1). Yet as a sector with such potential, TVET has not

achieved 'parity of esteem' with general and higher education (Winch and Hyland 2007; Lasonen and Gordon 2008; Billett 2014; Marope, Chakroun and Holmes 2015). In the same manner that the sector as a whole experiences disparity of esteem with other sectors of formal education, postsecondary TVET instructors face similar tensions (Randle and Brady 1997; Thomas 2003; Grollmann 2008; Köpsén 2014). Do these individuals consider themselves professional educators with the skills and qualifications on par with colleagues in general and higher education, or do they view themselves merely as tradespeople and technicians who have transitioned to a 'sitting next to Nellie' on-the-job training, coaching, and mentoring role? In light of these perceptions, I deemed it worth exploring the professional identity of TVET instructors. Thus, professional identity becomes the first theme of this study, and one that I explore more in-depth in chapter two, Review of the Literature. Given that professional identity is often linked to professional development, I shift attention to the second theme of this research, the professional development of postsecondary TVET instructors.

Professional Development within the Postsecondary TVET Sector

Professional development for academic teaching staff in postsecondary education is a multifaceted concept. It takes on many forms for many different purposes. Professional development includes, but is not limited to, self-directed activities; sabbatical leaves to enhance disciplinary expertise or to engage in research; formal training to address gaps in knowledge and skills; and, participation in professional

associations and conferences. Within the global context, the concept is inconsistently defined, and the term, *professional development*, is used synonymously with *academic* development, *continuing* professional development (CPD), *educational* development and *staff* development (Ouellett 2010). In light of all this ambiguity, I have selected to use the term, *professional development*, throughout this research study. In addition, I have adopted a more contextual description of its purpose, suggesting professional development is the means by which TVET instructors maintain their knowledge and skills related to their professional role (Collin, Van der Heijden and Lewis 2012), and implies the necessity and possibility of progress toward a more desirable state as a professional (Youngman 2000).

This case study research explored TVET instructors' perception regarding the purpose and value of professional development and their perceptions regarding the relationship between the instructors' professional development practices and their professional identity. In order to achieve this, the study examined whether TVET instructors' professional development was driven by internal change and/or external pressures. For example, was the driver for professional development based on individual assumptions regarding a commitment to the trade or to scholarship? Did an institutional emphasis on improving student learning, retention, or successful transition into the workforce have an impact on its value? Or, was professional development in TVET seen as an

extension of vocational learning, assumed to address skills-for-work and training-for-growth?

Whatever the drivers, TVET instructors' decision to engage in professional development appears to be based on assumptions that there is value in the practice and outcomes of professional development. Building on Youngman's (2000) description of development in general – that is, the necessity or possibility of progress toward a more desirable state – I suggest that professional development in postsecondary TVET is value-laden as the notion of 'more desirable' indicates someone (the individual or the institution) has defined progress, and someone benefits from the development (in policy or practice). The suggestion that professional development is value-laden and bound-in-context also allows me to introduce the analytical approach I adopted to explore the relationship between professional development and professional identity in postsecondary TVET, namely, a political economy of TVET professionalisation. In the final section, I elaborate on the third theme of the research study.

Theoretical Positioning of the Research

This research study investigated how a specific group of TVET instructors perceive their identity, the value these instructors perceive they gain from professional development, and the relationship between their professional identify and professional development. By adopting a political economy approach in my case study research – for the purpose of

developing a deeper understanding of the professionalisation of TVET instructors – I analysed the broader structural and social dimensions that contribute to the instructors' identity formation and their engagement with, and pursuit of, professional development. Within this section, I clarify what I mean by a political economy analysis of professionalisation in postsecondary TVET.

According to Youngman (2000), a political economy approach is a "distinctive type of analysis which examines the relationship between the mode of economic organisation on the one hand and social and political phenomena on the other" (p. 239). Collinson (2003, p.10) describes political economy analysis as,

> …essentially concerned with the interaction of political and economic processes in society. It focuses on the distribution of power and wealth between different groups and individuals, and the processes that create, sustain and transform these relationships over time.

Succinctly, a political economy approach involves 'questioning the pretension of organised power' (Youngman 2000; Sumner 2008).

An early exploration of the literature in TVET and skill formation systems led me to adopt a political economy approach as my theoretical framework. Numerous studies have employed a political economy approach to analyse skills and collective skill formation systems within and across different market economies (see, inter alia, Estevez-Abe, Iversen and Soskice 2001; Brown, Green and Lauder 2001; Lloyd and

Payne 2002; Crouch, Finegold and Sako 2004; Busemeyer and Trampusch 2012; Green 2013). The subjects of these analyses have been the recipient of skills, the institutions responsible for skill formation systems, or the state. Yet, it appears research has not yet questioned the pretensions of organising the skill development for agents *within* institutions, viz., the TVET trainers and teachers. In this study, I explored whether a political economy analysis of the relationship between the professional identity and development of postsecondary TVET instructors is a suitable extension of the literature on the political economy of skills.

A political economy of TVET professionalisation stresses the need to examine the concepts of identity formation and professional development contextually. For purposes of this study, I posit that an instructor's professional identity and professional development practices in postsecondary TVET cannot be understood without consideration of the inter-relationship among the cultural, economic, political, and social contexts of the TVET system. In particular, I suggest that a postsecondary TVET instructor's professionalisation cannot be fully understood without considering how the workforce development imperative of postsecondary TVET affects that professionalisation. However, I also question and explore my own assumption whether the workforce development imperative of postsecondary TVET shapes instructors' perspectives and perceptions concerning their identity, and the purpose and value of their professional development. If the workforce development imperative relies on the assumption that postsecondary TVET supplies a skilled

workforce, so that the state can fulfill its economic ambitions of increased productivity and economic growth, is the professionalisation of TVET instructors an extension of skills-for-work and training-for-growth? Am I assuming that TVET instructors' interpretations concerning their professional identity and the purpose and function of professional development also reflect the "hegemonic dominance of the economic imperative in learning" (Rubenson and Walker 2006, p. 181)?

Organisation of the Thesis

In the following chapters, I document my research into the central research question, "What does a political economy analysis reveal about the relationship between the professional identity and professional development of instructors in the field of postsecondary technical and vocational education and training?" In this first chapter, I set the context for my postgraduate research by introducing the dominant discourse and underlying assumptions toward the prospect of TVET, with emphasis on the postsecondary TVET sector. This discourse suggests that, as the educational sector primarily responsible for skills-for-work and training-for-growth, postsecondary TVET prepares a labour force with the advanced skills the global economy demands, in order to increase labour market competitiveness, innovation, and economic productivity. From there, I introduced the scholarly context for my research: Literature on the political economy of skills has yet to consider the inter-relationship among the cultural, economic, political, and social contexts of the TVET system on a particular set of agents with the system – the postsecondary

TVET instructors, themselves. Finally, by weaving together the dominant discourse toward TVET's prospect with an extension of the political economy of skills literature that focuses on TVET instructors, I introduced an empirical context for the research: Using a case study to explore what a political economy analysis would reveal about the relationship between the professional identity and professional development of TVET instructors. Thus, within this first chapter, I introduced the three overlapping themes of the research and set reasonable and feasible limits to a case study approach, given the confines of an EdD thesis.

The rest of my thesis is structured as follows. In Chapter Two, I review literature associated with the three themes of this study: the professional identity of the TVET instructor; the purpose and practice of professional development in postsecondary TVET; and, a political economy analysis of TVET professionalisation – that is, the relationship between professional identity and professional development. Chapter Three focuses on methodological considerations and the qualitative research design I employed in order to investigate the research question. I provide a rationale for adopting a case study approach and describe the contextual elements of the research site. In Chapter Four, I present the findings of the case study research in terms of the interviews and focus group session I conducted. In Chapter Five, I discuss the main findings of the case study, with an emphasis on how my findings link to the literature featured in Chapter Two. The purpose of this discussion and analysis of

the findings is to demonstrate how my case study contributes to – and extends – the literature on the political economy of skills. Finally, in Chapter Six, I discuss my research limitations, summarise my conclusions to the central research question, and demonstrate how my thesis contributes to knowledge and practice.

Finally, I am aware that my research approach and analysis are open to interpretation and critical review. To this end, and throughout this thesis, I have justified my research design decisions and my positionality toward a qualitative case study in light of alternate approaches and interpretations. Furthermore, I have endeavored to demonstrate an openness and transparency in my analysis process; to ensure I was reflexive and critical in my approach; to confirm that my research design and overall conduct adhered to the University of Nottingham's *Code of Research Conduct and Research Ethics* (2013) and the British Educational Research Association's *Revised Ethical Guidelines for Educational Research* (2011); and, to display a depth, breadth and criticality in both my review of the scholarly literature and my analysis of the study's findings in relation to this literature, such that this thesis is viewed as a valid contribution to the TVET scholarly field, policy, and practice.

CHAPTER TWO: REVIEW OF THE LITERATURE

Technical and vocational education and training is a complex system (Winch and Hyland 2007; Billett 2011; Catts, Falk and Wallace 2011; UNESCO 2015a), and scholarly research into the system has followed a number of paths. Analyses have been at micro and macro levels, focusing on elements within the system and on comparisons across the system as a whole. The subjects of these analyses have included conceptions of TVET; governance, equity and access; and TVET's role with labour markets, just to name a few (Grubb 2006). UNESCO has acknowledged that TVET teachers and trainers are a "diverse and dispersed occupational group" (UNESCO 2012, p.12). Thus, teaching in TVET has also been a productive topic for scholarly exploration (see, inter alia, Grollmann and Rauner 2007; Grollmann and Bauer 2008; Bound 2011; Martin, O'Donoghue and O'Neill 2012). For purposes of this case study research, I focused attention on a group of culinary instructors teaching at a Canadian postsecondary TVET sector, as the Canadian context has been an under-researched site within the TVET literature.

In order to set the agenda for the case study research design, which I describe in Chapter Three, I have organised this chapter around the three themes that frame my central research question. First, I review literature on the professional identity of instructors within postsecondary TVET and relevant literature on professional teaching identity outside the scope of TVET; second, I assess literature related to the purpose and practice of professional development (both within TVET and outside the

sector); and, third, I review what others have done in the TVET concerning a political economy analysis of skills formation and development.

Selection Strategy for the Literature Review

I reviewed the literature by adopting an approach Bryman (2008) describes as a narrative review. That is, my strategy toward searching the literature was driven by a desire to gain an initial impression of the three themes of my study rather than adopting a systematic approach using explicit procedures of inclusion and exclusion criteria. I started with recommendations of seminal texts and grey literature from my supervisors. The grey literature included reports and publications from organisations such as OECD, Cedefop, UNESCO and the Australian National Centre for Vocational Education Research (NCVER). As well as engaging with these recommended sources, I surveyed this literatures' reference lists in order to trace commonly cited works. From there, I adopted an opportunistic search strategy of surveying the table-of-contents from key journals in the field of TVET (e.g., *Journal of Vocational Education and Training*, *Journal of Education and Work*, *Vocations and Learning*).

In order to go deeper into relevant literature connected to the three themes of my case study, I turned to electronic database search options, accessible through the University's library portal. Using the ERIC (EBSCO), ProQuest, and Web of Science databases, I performed keyword

searches of the scholarly literature using permutations, combinations, and synonyms of the search terms featured in the following table (see Table 1, below). Although I failed to find comparable studies that emphasised or explored all three themes simultaneously within the postsecondary TVET sector, I expanded my literature review to locate studies, both within and beyond the scope of postsecondary TVET, related to the individual themes and any overlap between the themes.

Table 1. Search terms used in the literature review

Key Search Terms	Related Search Terms
Technical and vocational education and training	Vocational education and training Professional and vocational education Career and technical education Further education TVET VET
Instructor(s)	Teacher(s) Trainer(s) Educator(s)
Professional identity	Teacher identity Professionalisation
Professional development	Faculty development Staff development Academic development Continuing professional development
Political economy	Political economy analysis Political economy of skills Skill formation systems Skills development

The aim of this review was to justify that my research would contribute to the scholarly field, on the premise that I engaged in an empirical, qualitative analysis of the relationship between the workforce development imperative of postsecondary TVET, the instructors'

professional role and identity in relation to this enterprise, and the practice of professional development within this sector. Even though I am not a political economist, another purpose of this review was to demonstrate that, in light of alternatives, a political economy analysis is a valid and sound approach to explore the relationship between professional identity and development, particularly by adopting a qualitative case study research design. Finally, this review revealed that research into a *political economy of TVET professionalisation* is a suitable extension of the scholarly literature concerning a *political economy of skills*.

The Professional Identity of Postsecondary TVET Instructors

> It is disputable whether the professional identity of [TVET] teachers lies in their skills as educators or as industry experts (Martin, O'Donoghue and O'Neill 2012, p.34).

In general terms, a postsecondary TVET instructor is a practitioner directly responsible for teaching, learning, and assessment functions (Mtlokowski and Guthrie 2010). These functions focus primarily on the development, instruction, and assessment of *competence-based* curricula as part of formal vocational programmes/courses[2] within postsecondary

[2] A note on some Canadian terminology as it appears in the case study: A formal credentialed path is typically referred to as a *programme* in Canada (rather than the UK *course of study*) whereas a credited unit of study, or series of classes, is called a *course* (rather than the UK term, *module*).

educational institutions. For purposes of this study, I use the term, *competence-based,* to reflect both a skills-based and knowledge-based approach to TVET, acknowledging that the concept of competence is itself problematic (Brockmann et al. 2008). For this thesis, I have aligned myself to Lum's (2003) conception of competence as 'being vocational capable' plus 'achieving constitutive understanding.' Friedman and Phillips (2004) take a similar, if not more pragmatic, approach by describing competence as encompassing both capability plus performance.

Employment and Social Development Canada (ESDC) lists the role, *College and other vocational instructor*, in its national occupational classification system. According to ESDC (2011, p.317),

> College and other vocational instructors perform some or all of the following duties:
>
> - Teach students using a systematic plan of lectures, demonstrations, discussion groups, laboratory work, shop sessions, seminars, case studies, field assignments and independent or group projects
> - Develop curriculum and prepare teaching materials and outlines for courses
> - Prepare, administer and mark tests and papers to evaluate students' progress
> - Advise students on program curricula and career decisions
> - Provide individualized tutorial or remedial instruction to students who require it
> - Supervise independent or group projects, field placements, laboratory work or hands-on training
> - May provide consultation services to government, business and other organizations

- May serve on committees concerned with matters such as budgets, curriculum revision, and course and diploma requirements.

Although vocational instructors are linked with college instructors in this classification, the combination reflects a Canadian historical context where TVET has not been formally recognised as a sector distinct from community colleges. Contrast this with the Australian TAFE and technical college systems, which formally recognise the role of *VET practitioner* (Mlotkowski and Guthrie 2010). Drawing on this simple comparison between these two countries, I posit that professional identity in the TVET sector reflects various political, social, and historical contexts. Linked to this, Grollmann (2008) suggests the professional identity and status of TVET instructors are tied to both the TVET sector's place in a country's school-to-work transition system, and the preparation-and-development pathway for instructors into the sector.

The school-to-work transition is another characteristic that makes TVET such as complex system. Grollmann and Rauner (2007) present four models that describe how society organises its school-to-work transition: a direct transition from general/compulsory education to work (e.g., Japan); a flexible and under-regulated transition phase that may involve post-compulsory vocational education and training, job searching and orientation before employment (e.g., UK and Canada); a school-based vocational education to work transition (e.g., France); and, an apprenticeship model also known as the dual system (e.g., Germany). The

complex linkages between formal education systems and the workforce, regardless of the contextual transition model as outlined by Grollmann and Rauner (2007), leads into the complexities of postsecondary TVET professional identity. To that end, I explore professional identity formation, moving from the general to the particular.

The concept of *identity* emerged in early 20th century literature from psychology and social philosophy. For example, Mead (1934 cited in Beijaard, Verloop and Vermunt 2000) described identity as an individual's self-concept, which emerges and distinguishes itself between the individual's personal self and his or her social self. Mead's position was that identity emerges through the individual's internal perceptions of 'the self' and negotiated through external social interactions with others. Thus, an individual can have as many identities as selves and interactions. As the concept evolved in the 20th century, the process of *identity formation* was put forward in the literature. Identity formation describes a process of self-concept development as the individual interprets and re-interprets lived experiences (Kerby 1991 cited in Beijaard, Verloop and Vermunt 2000). Through an individual's ongoing reflexive action, self-evaluation, and social interactions, his or her identity is informed, shaped, and re-shaped over time and through lived experiences. Emerging out of these concepts is that of *professional identity*. Bucher and Stelling (1977) describe professional identity as "the perception of oneself as a professional, and as a particular type of professional" (p. 213). Despite presenting a tautological definition, Bucher and Stelling acknowledge that

professional identity is closely related to the particular skills and knowledge an individual possesses, the work the individual does, and the reference group whom the individual associates with.

Within the field of teaching and teacher education, teacher professional identity has been fertile ground for scholarly research. Teacher identity has been described as complex (Beauchamp and Thomas 2009), albeit many references that make this claim focus on teachers' identity as positioned in primary and secondary education. I argue the claim is hyperbole as many professional occupations outside the educational sector would similarly claim complexity as essential to their professional identity. I will accept, though, that the claim – teacher identity is complex – is warranted due to a position of privilege, as teacher identity has been the subject of empirical and theoretical study for many years. For example, studies into teacher identity have explored historical and evolving perspectives on teacher professional identity (Hargreaves 2000); the various types of knowledge that teachers possess (Beijaard, Verloop and Vermunt 2000); the product and process of teacher identity (Beauchamp and Thomas 2009); discourses that frame teacher identity, professional practice, and development (Nicoll and Edwards 2012); and, the dimensional aspect of teachers' work that inform identity formation (Day et al. 2006), just to name a few. Beauchamp and Thomas (2009) surveyed the literature on teacher identity in order to present a breadth of ideas and issues on the topic rather than in-depth analyses of the ideas and issues. Their approach

comes across as unsystematic since they do not make explicit their search criteria. However, Beauchamp and Thomas's purpose for the survey is to position the importance of identity formation in initial teacher education.

The relationship between professional identity and initial education (or, the preparation-and-development pathway) for teachers warrants discussion. As most of the duties of a vocational instructor in the Canadian occupational classification described by ESDC (2011), which I presented earlier in this chapter, align with those who teach in general and higher education, it is worth noting that formal teaching credentials are *not* required for the Canadian postsecondary TVET sector. Thus, the pathway into teaching within Canadian postsecondary TVET is unregulated and typically involves a sector-specific, work-based practitioner and/or subject-matter-expert transitioning from a base profession into the role of TVET instructor. The unregulated Canadian TVET system is not unique in this approach. For example, neither the American postsecondary Career and Technical Education (CTE) sector nor the Swedish vocational system demand formal teacher qualifications of their vocational teaching staff (Bartlett 2002; Köpsén 2014). For these TVET instructors, who do not share a lived-experience through a formal teacher-identity-formation process, akin to what primary and secondary teachers' experience, this research investigated other factors that contribute to their professional identity as TVET teachers.

Regardless of the educational sector where research on teacher identity has taken place, the literature on this topic contributes some important frames of reference for this study. Beauchamp and Thomas (2009) put forward that a teacher's personal and professional selves must be accounted for in understanding teacher identity – that is, a recognition of the individual outside of the classroom and outside his or her role as a teacher. Beijaard, Meijer and Verloop (2009) acknowledge that teacher identity formation is a dynamic and ongoing process, influenced by internal and external factors. What I regard as critical to their study is Beijaard, Meijer and Verloop's emphasis on the importance of context into the identity formation process. Canrinus et al. (2011) also argue that teachers construct their identity as an interaction between the individual and context. Context within their study focuses on the 'personal'; data from Canrinus et al.'s survey, which was designed to measure indicators of teachers' sense of professional identity, focused on self-reported rankings of internal contextual factors such as job satisfaction, level of motivation, self-efficacy, and occupational commitment.

I highlight a couple items from the studies discussed above (Beijaard, Meijer and Verloop 2004; Beauchamp and Thomas 2009; Canrinus et al. 2011) as they pertain to my case study. One, context is heavily cited. However, in the studies above, context is presented at the micro or operational level of the teacher's role and ignores macro level contexts such as structural and functional aspects of the school or socio-cultural-economic factors at play. Second, all of these studies assumed

teaching as a primary role, or *occupation-of-choice*, in the individual's professional career. How do these studies' findings translate into the postsecondary TVET sector where an instructor's initial identity formation was not directed toward teaching? For postsecondary TVET instructors, I argue that professional identity formation needs to consider micro and macro level contexts, as well as perceptions of a personal and professional self that developed a priori and outside the eventual, circumstantial, or, potentially, 'accidental' occupational transition to teaching.

The occupational transition from industry to teaching in Canadian postsecondary TVET aligns with what Grollmann and Rauner (2007) refer to as the *trade-paradigm* pathway of development for TVET instructors. Although I appreciate the 'fit for purpose' nature of Grollmann and Rauner's label for describing a TVET instructor's occupational transition, the 'trade-paradigm' term has not been commonly adopted throughout the TVET scholarly literature. Robson (1998), for instance, examines the occupational transition process of FE teachers but labels it the *dual professional identity* of TVET instructors. Researching into the teaching culture of the UK Further Education (FE) college system, Robson describes how FE teachers navigate through an occupational socialisation process as they shift from a base occupational identity to that of a vocational teacher. Sannerud, Lier and da Silva Holmesland (2011) and Duch and Andreasen (2017) both describe a similar model of a trade-paradigm pathway/dual identity professionalisation for Norway and

Denmark, respectively. Norwegian teacher education in TVET is considered a *double practice* field, grounded in an instructor's specific profession and anchored in the functions of teaching, learning, and assessment (Sannerud, Lier and da Silva Holmesland 2011). Likewise, Danish vocational college instructors must have a minimum of five years' industry experience plus a formal education – meaning, the appropriate educational credentials required to enter the applicable industry where they received their minimum five years' work experience – in order to teach at a vocational college. Once employed at a college, Danish TVET instructors must also achieve additional credentials in teacher training, such as the Diploma of Vocational Pedagogy, regardless of industry experience and educational background (Duch and Andreasen 2017).

The 2013 report from the UK Commission on Adult Vocational Teaching and Learning (CAVTL), which examined vocational teaching and learning, also acknowledges this dualism (McLaughlin 2013). The independent Commission on Adult Vocational Teaching and Learning was a response to the UK government's reform plans for further education and skills development. The McLaughlin report featured a number of recommendations to enable creating a first class TVET system that "can respond to and prepare us all for changes in work, advances in knowledge and technology, and the increasing demand for people with higher levels of skill" (McLaughlin 2013, p. 7). In addition to promoting the dominant discourse regarding the purpose of TVET – linking TVET to enhanced productivity and economic growth – the report identifies that 'excellent'

TVET programmes feature 'dual professional' teachers and trainers (McLaughlin 2013). In this context, dual professional implies that TVET instructors possess both pedagogical and occupational expertise.

In contrast to the rhetorical promotion of dual professional identities with the McLaughlin report (2013), others acknowledge tensions between these identities. As Grollmann and Bauer (2008) describe it, "[vocational teachers] work in an area that lies between specialist theory and skilled work as well as between school practice and work and/or professional practice" (p.388). Robson (1998) and Robson, Bailey and Larkin (2004) suggest that vocational teachers maintain strong allegiances to their base occupation rather than embrace a new and sole identity as a professional FE teacher. For purposes of this study, I posit that how these occupational allegiances manifest themselves in teaching practice, particularly with respect to an economistic prospect of TVET, has not been adequately explored.

Dual professionalism is just one model used to describe the professional identity of the postsecondary TVET instructor. Significant research on TVET-related professional identity has come from the UK further education (FE) sector. Much of this research explores the impact of managerialism, policy reform, and performativity on FE teachers' professional identity following the incorporation of FE colleges in 1992 (see, inter alia, Randle and Brady 1997; Robson 1998; Guile and Lucas 1999; Avis 2005; Gleeson, Davies and Wheeler 2005). This literature

reflects a sociopolitical context not immediately applicable to the Canadian postsecondary TVET sector. However, some of the models used to describe FE teachers' identity are 'fit for purpose' for the Canadian context. For example, Guile and Lucas (1999) suggest that the FE teacher has become a 'learning professional,' an identity that acknowledges five shifts in the professional knowledge base of an FE teacher:

1. A shift from subject knowledge to curriculum knowledge;
2. Teacher-centered to learner-centered pedagogic knowledge;
3. Intra-professional to inter-professional knowledge;
4. Classroom knowledge to organisational knowledge; and,
5. Insular to connective knowledge.

In addition to these shifts in the knowledge base, the 'learning professional' identity "denotes the need for an active engagement with economic, educational and technological changes which have brought about new professional responsibilities" (Guile and Lucas 1999, p. 217). Despite proposing a preparation-and-development model that features engagement with economic changes, Guile and Lucas neglect to explore or identify any political, social, and institutional imperatives that TVET instructors engage with.

Occupational identity formation provides another lens through which to explore the professional identity of postsecondary TVET instructors. Colley, James, Tedder and Diment (2003) present a model for occupational identity formation using a 'learning as becoming' conceptual framework. Relying on FE students' experiences within three different

vocational courses, Colley et al. (2003) examine the orientation process to particular vocational identities. Colley et al. (2003) suggest a key aspect of the students' learning and occupational identity formation involves orienting to the *vocational habitus*, a concept that links to sociologist Pierre Bourdieu's description of habitus. Habitus goes beyond Mead's concept of identity (1934 cited in Beijaard, Verloop and Vermunt 2000) in that it can be described as an individual's sense of self as well as a shared system of embodied dispositions within a specific social field (Bourdieu 1986; Bourdieu and Wacquant 1992). For Colley et al. (2003), vocational habitus describes a shared system of dispositions – values, attitudes and beliefs – demanded by the vocational identity, which the students are learning to become. Chan (2013; 2016) builds on the 'learning as becoming' conceptual framework in her study of apprentices, and considers how craft-skill acquisition, knowledge consolidation, and dispositional transformation shape the apprentices' identity. Adopting a case study approach, Chan (2013) explores the occupational identify formation of apprentice bakers. Chan argues that for the apprentices, becoming a baker involves not only *being* a baker but also *belonging* to a workplace.

The concept of habitus has been applied to other domains of TVET beyond occupational identity formation. Lehmann and Taylor (2015) uses Bourdieu's concept of habitus as well as his concept of *field* in their research involving high school apprentices in Canada. Field, according to Bourdieu and Wacquant (1992), is a network or patterned system of

relations. Thus, the field represents a *structured social space* where various activities, events and social phenomena take place, and the individual agents interact according to underlying norms, conditions and social 'rules of the game' (Bourdieu and Wacquant 1992). Lehmann and Taylor (2015) used Bourdieu's conceptual tools as a means of analysing factors that influence youths' choice toward entering and remaining within a high school apprenticeship. Based on their analysis of the findings from their mixed methods study, Lehmann and Taylor suggest that success in vocational education may be similarly dependent on habitus and field as studies which have explored the affect of habitus and field on success in higher education. Applicable to the context of this study, Lehmann and Taylor recommend that scholars may want "to investigate more carefully the inter-relationship between structural conditions and indivdual agency, both of which are reflected in the habitus-field nexus" (p. 620). This recommendation aligns with all three of the supporting questions to my study, as the inter-relationship between structural conditions and indivdual agency is embedded in each of the case study's supporting questions.

How does occupational identity formation link to the role of postsecondary TVET instructors? Extending this 'learning as becoming' framework to other skills-based sectors, I suggest that if occupational identity formation relies on craft-skill acquisition, knowledge consolidation, and dispositional transformation as Chan (2013; 2016) describes, then the identity formation pattern should follow when these

same trade professionals re-enter the postsecondary TVET sector, this time as instructors. Put another way, and adopting Chan's model, does a postsecondary TVET instructor's role and dual professional identity evolve as a result of *becoming* an instructor, *being* one, and *belonging* to the TVET workplace?

The challenge with examining conceptions of professional identity is that identity and professionalisation are often studied as part of initial preparation and development rather than investigated as part of ongoing practice. Klotz, Billett and Winther (2014) examine the formation of students' vocational identify through formal TVET but extend the analysis to include the students' integration into the authentic workplace environment. Surveying over 500 apprentices, Klotz, Billett and Winther (2014) propose a model of vocational identity formation that features both the *internal*, 'learning as becoming' components of identity formation, which I suggest can be conceived as exercising personal agency, and the *external* setting of the workplace, which I put forward as practising within a specific social structure. Klotz, Billett and Winther limit their study to apprentices and neglect to address whether the TVET instructors themselves achieve any form of vocational identify in their own practice. However, their approach addresses the challenge of how ongoing practice, within a particular context, shapes vocational identity. Grollmann (2008) comes closest to acknowledging this process for TVET instructors when he suggests,

> Much more than is often apparent in teacher education programmes, it is the concrete conditions of work that primarily influence the understanding of vocational pedagogical tasks, the professional self-image, ways of cooperation, and other essential dimensions of the process knowledge of vocational education and the professional culture of vocational teachers (2008, p. 544).

Thus, responding to Grollmann's (2008) assertion that the concrete conditions of work are the primary influencers, and expanding upon Klotz, Billett and Winther's (2014) model of vocational identity formation, I argue there is merit investigating the interplay between ongoing practice and professional identity formation for TVET instructors; how these instructors engage in professional development in the context of ongoing practice; how they exercise agency in their pursuit of professional development; and, on what bases and for what purposes they exercise this agency. I shift attention in this review of the literature, then, to the second theme of this research, the purpose and practice of professional development in postsecondary TVET.

The Purpose and Practice of Professional Development in TVET

Having explored the literature on TVET instructors' professional identity in the previous section, I shift the focus of this review to literature concerning the professional development of postsecondary TVET instructors. I begin this section with two assertions:

> The need for continuing professional development (PD) to maintain high-quality practice is widely identified as an implicit responsibility of professionals today (Webster-Wright 2009, p. 702).

The second assertion builds on this imperative for engaging in professional development, and situates it within the TVET sector:

> At the very centre of quality technical and vocational education and training lies an effective interaction between teacher/trainer and learners. Indeed, an overall improvement in vocational skills for employability and citizenship can only be realized if there is an improvement in the quality, effectiveness and relevance of teaching (UNESCO 2005, p. 1).

The field of scholarly inquiry into professional development is an expansive terrain. As Webster-Wright (2009) notes, "relevant research findings can be drawn from community education, workplace learning, and professional education and from the [professional development] literature itself" (2009, p.705). Challenges exist for scholarly inquiry, however, as the concept of professional development is ambiguously defined. One challenge related to this ambiguity concerns distinguishing between initial training and preparation and continuing professional development, that is, professional development that occurs throughout one's career. A second challenge concerns distinguishing between the purposes of professional development as practiced in the workforce and professional development as practiced in the education sector. Within the workforce, professional development is often associated with formal and informal practices aimed at developing employees' professional competence and capability beyond initial training (Friedman and Phillips 2004; Collin, Van der Heijden and Lewis 2012). Contrast this with the

various prospects of professional development as practiced in higher education. In an early review of the literature on professional development in higher education, Riegle (1987) identified five domains used to describe the practice and purpose of professional development in higher education[3]:

1. Instructional development emphasising the development of faculty skills involving instructional technology, microteaching, media, courses, and curricula.
2. Professional development emphasising the growth and development of individual faculty in their professional roles.
3. Organisational development emphasising the needs, priorities, and organisation of the institution.
4. Career development emphasising preparation for career advancement.
5. Personal development emphasising life planning, interpersonal skills and the growth of faculty as individuals. (1987, p. 54)

Following Riegle's five-domain categorisation, others have explored evolving conceptions of professional development in higher education. Pill (2005) conducted a qualitative research study aimed at identifying models of professional development for new faculty within higher education. Pill presented a four-category framework: professional development as leading the transition from novice to expert; as an approach for facilitating the development of the reflective practitioner; as action research; and, as a framework for encouraging metacognitive approaches toward professional knowledge. Given that Pill's study

[3] As I noted in the first chapter, professional development is inconsistently labelled throughout the literature. Riegle (1987) adds to the ambiguity concerning terminology by using the term, *faculty development,* to refer to all five categories of practice.

focused on *new* faculty within higher education, the ambiguity of distinguishing between initial training and continuing professional development is, unfortunately, reinforced.

Amundsen and Wilson (2012) systematically reviewed the literature between 1995 and 2008 in order to, first, expand the focus of previous reviews and, second, explore the rationale behind the design of professional development activities and programs in higher education. Amundsen and Wilson put forward six functional categories of practice, emerging from their review: professional development that focuses on acquiring or enhancing teaching skills; that which advocates a particular teaching method; a category that emphasises the process of reflective practice; professional development that focuses on the faculty members' professional discipline; a category of practice that aligns with institutional efforts to support teaching; and, professional development that derives from action research or scholarly inquiry (see Table 2, below).

Table 2. Six cluster framework of professional development practice

Skills focus: Acquisition or enhancement of observable skills and techniques
Method focus: Mastery of a particular teaching method
Reflection focus: Change in individual teacher's conception of teaching and learning
Institutional focus: Coordinated institutional plan to support teaching improvement
Disciplinary focus: Examine disciplinary understanding to develop pedagogical knowledge
Action research or inquiry focus: Individuals or groups of faculty pursue topics of interest

(Amundsen and Wilson 2012, pp.98-99)

Given the systematic approach they employed to derive these categories, Amundsen and Wilson's framework (2012) becomes a useful heuristic for addressing this study's supporting research question, "What historical, structural and social factors contribute to postsecondary instructors' engagement with professional development in the field of technical and vocational education and training?" Although Amundsen and Wilson identified an institutional cluster as a functional purpose for professional development, I suggest they missed an important and complex aspect in their categorisation, namely, that the faculty members practice within a specific political, economic, and cultural context.

In the same manner that the general education sector (i.e., primary and secondary schools) has been the site of significant research concerning teacher identity, the sector has received similar attention with respect to research into teacher professional development. Kennedy (2005) serves as a useful source in this field: Kennedy surveyed the Scottish general education sector in order to examine the range of models for teachers' continuing professional development (CPD). From this research, Kennedy proposed a nine-category framework for CPD, based on dominant characteristics each category displayed concerning its approach and purpose to continuing professional development. Although Kennedy's framework emerged from an analysis the Scottish sector, the framework and its application have contributed to the field and practice of CPD (Kennedy 2014).

Relevant to this study are the questions Kennedy (2005) raises with respect to analysing the underpinning influences, expectations, and possibilities of models of CPD. For example, Kennedy asks, "Is the principal focus [of the model] on individual or collective development?" The emphasis on the distinction between individual and collective development, in this question, aligns to the political economy approach I adopted within this case study, which shifts analysis from individual choice and behaviour to a consideration of the collective. Kennedy (2014) revisits her nine-category framework, ten years after she first proposed it, to examine the applicability and extension of her framework into CPD policy. Interestingly, Kennedy acknowledges,

> [T]here is also a need to consider the wider, systemic picture. This is increasingly the case as the global context promotes a meta-narrative that focuses on CPD as a means of enhancing teacher quality in order to improve pupil attainment, and ultimately *to increase nation-states' economic competitiveness* [emphasis added] (2014, p. 694).

I highlight the emphasis on a linkage between teachers' CPD and economics competitiveness in the quote above, as I foresee the hegemonic discourse concerning the prospect of TVET seeping into general education.

Despite the efforts of the studies described above (Riegle 1987; Kennedy 2005; Pill 2005; Amundsen and Wilson 2012; Kennedy 2014), these models focus on professional development as situated within the sectors of both general education (i.e., primary and secondary schools)

and higher education (i.e., universities). This is problematic as the models apply to contexts where the outcomes of these sectors, and the complexity of teachers'/faculty members' roles within these sectors, do not directly align with those of TVET. How, then, do postsecondary TVET's assumed outcomes of training-for-growth and skills-for-work drive and/or influence the practice of TVET instructors' professional development? Scholarly inquiry into these questions appears to be lacking.

Not all scholarship into professional development has focused on formal systems or models. Knight, Tait and Yorke (2006) surveyed teachers in higher education in order to investigate the extent and self-reported importance of non-formal learning within the teachers' overall professional learning practices. As well, Friedman and Phillips (2004) surveyed 436 professional associations and conducted semi-structure interviews with participants from 18 of these professional associations, all for the purpose of examining what the professional associations and the professionals within those associations thought CPD was and who it should benefit. Common findings between both studies (Friedman and Phillips 2004; Knight, Tait and Yorke 2006) highlight the perception of professional development as a means of keeping up-to-date, building a career, and training. Relevant to this case study is the emphasis in both studies on the relationship between CPD and the workplace. In light of the dual professional identity of postsecondary TVET instructors, such that the instructors, presumably, experienced professional development

within the workplace first, it is worth investigating how instructors perceive and approach professional development in postsecondary TVET in comparison to their initial perceptions and approaches in their base profession.

Some research has attempted to reconcile the ambiguity between professional development as practiced in the workplace and that as practiced in education. Grangeat and Gray (2007) derived a framework for teachers' competence development based on two models of professional competence development as found in the workplace. The first model, *didactique professionnelle*, describes competence development as that which emerges when "professionals undergo self-development through work-based activity" (2007, p. 486). A key dimension within this model is its focus on individual agency, that is, an individual's capacity and propensity for action. The second model, *work process knowledge*, moves beyond focusing solely on the individual agent and accounts for social and structural dimensions in the process of competence development. As Grangeat and Gray state, "The key to understanding WPK [the *work process knowledge* model] lies in the generation of knowledge through the resolution of contradictions in the work situation" (2007, p. 490). Weaving these two workplace models together, Grangeat and Gray's derived framework describes a model of continuing professional development that moves beyond the context of initial teacher training. Although it assumes professional development as competence development only, the framework accounts for the

educational setting as a workplace context and positions the teacher as an individual agent in the process of competence development. One limiting factor in Grangeat and Gray's framework is that it was developed and tested for teachers in the compulsory education sector. More importantly, though, the framework assumed one professional identity only for teachers and did not factor in the dual professional identity of TVET educators. Although work-based activity and work-related knowledge in Grangeat and Gray's framework emphasised conceptions of pedagogy, I find the framework's transferability to this case study slightly limiting as it did not consider occupational expertise as found in the TVET workplace setting. As Guthrie (2010) notes, "one of the professional development issues [in TVET] that emerges time and time again is getting the balance right between maintaining *vocational currency* [emphasis added] and fostering skills to improve teaching, learning and assessment practices" (p.11).

Whereas the field of inquiry into professional development overall is vast, research into TVET professional development is limited (Grollmann and Bauer 2008; Guthrie 2010). What emerge from the few studies (see, inter alia, Mitchell et al. 2006; Paleocrassas et al. 2009; Bound 2011; Hardré 2012; Lloyd and Payne 2012; Saunders 2012) are microanalyses of professional development practice or policy comparisons across countries. For example, Hardré (2012), in a quantitative study of 55 American community college faculty members at one institution, explored intrinsic and extrinsic motivational factors for

engaging in both professional development and scholarly productive activities. Hardré defined professional development as informal and formal practices designed to improving knowledge and skills in both the faculty members' discipline and teaching in the discipline. Hardré concluded that the community college instructors were more intrinsically motivated than extrinsically motivated for their professional development, favouring disciplinary-focused professional development over institutionally coordinated efforts. Hardré questioned, however, whether organisational supports and constraints influence motivation and other value-related factors. Relevant to this research study, Hardré left these questions unaddressed.

Other studies have also examined the interplay between individual actions and social structural dimensions concerning professional development in TVET. Lloyd and Payne (2012), in a comparative three-country study, explored how one group of vocational instructors approached their professional development. The research participants, all hairdressing instructors, taught in the initial TVET sector of three countries (England, Wales, and Norway). The comparative study relied on two key factors: Each country organised and regulated continuing professional development (CPD) in the initial TVET sector differently; and, the availability of CPD within the TVET sector of each country was different. Adopting what I perceived as an atheoretical approach to the research, Lloyd and Payne (2012) were primarily concerned with contrasting the provision and management of professional development

within initial TVET across the three countries. Although the research participants commented on how some institutional policy initiatives, such as student retention, influenced their approaches to professional development, Lloyd and Payne (2012) neglected to examine whether macro level structural forces, such as the workforce development imperative of the TVET sector, informed the hairdressing instructors' professional development. Finally, the interplay between dual professional identity – that is, *being* both a hairdresser and a TVET instructor – and professional development was not a significant factor within this study.

Returning to the concept of vocational habitus, as discussed in the previous section, I introduce yet another of sociologist Pierre Bourdieu's conceptual tools, namely *capital.* The notion of capital merits a brief discussion as relevant scholarship has used it as an analytic lens to examine concepts that feature prominently in this case study: employability and professional development.

Capital, in the traditional economic sense, describes the financial value of assets and goods an individual possesses. Becker and Schultz (cited in Schuller and Field 1998) extended the concept to include *human capital*, which emphasises the value embodied in the education, skills and capabilites of an individual. Bourdieu (1986) carried the concept of capital into the symbolic domain by introducing other forms of captial, namely *cultural capital* – embodied, objectified, and institutionalised

states of legitmate knowledge – and *social capital* – the aggregrate of social obligations and relations.

Harris and Ramos (2013), in a mixed methods study, explored how a sample of Australian and Signaporean respondents, who had already achieved higher education credentials but returned to school to pursue vocational studies, perceived they were enhancing their employabilty by building *career capital*. Likewise, Mackay (2017a; 2017b) positions professional development as a form of career capital in her qualitative study of human resource practitioners. More appropriate to my study, Mackay's research (2017a; 2017b) links professional development with identity formation. Mackay's findings suggest the study's participants use skills and knowledge as currency to signal professional credibility. Although the context and purpose of these studies (Harris and Ramos 2013; Mackay 2017a; Mackay 2017b) fall outside the scope of my study, their analytical approach, linking employabilty and professional development with career capital, offers an alternatative means toward analysing the relationship between professional identity and development.

Lastly, Bound (2011) explored the everyday workplace activities of Australian building-industry trade instructors. Specifically, Bound examined supporting and hindering factors when it came to the trade instructors learning about and adopting information communications technological tools into their teaching practice. What makes this study

particularly significant is Bound's emphasis on tensions and contradictions within everyday workplace activities – cf. workplace process knowledge as described, above, by Grangeat and Gary (2007) – and the highly contextual conditions that informed the trade instructors' approach toward professional development. Bound asserts in her analysis,

> Because learning takes place through everyday activity, designers of professional *learning* [emphasis in original] for vocational educators need to be cognisant of the historical artefacts, dominant discourses, the mode of production and any other contextual condition that mediate professional learning. (2011, p.118)

Here, then, is research into TVET professional development that calls for a framework that relies on a multidimensional analysis of the political, social, cultural, and economic conditions. In response to this call, I shift attention to the final section of this chapter, a review of the literature as it pertains to the third theme of this case study, a political economy of TVET professionalisation.

A Political Economy of TVET Professionalisation

> The political economy approach [...] deliberately moves the focus of analysis from individual choice and behaviour to a consideration of the historical and structural context within which individual action takes place (Youngman 2000, p. 3).

Within this research study, I argue that the relationship between a TVET instructor's professional identity and professional development in

the postsecondary TVET sector cannot be adequately understood unless one considers the contextual factors that shape and inform the instructor's professionalisation. As I said in Chapter One, this research study responds to calls from Bound (2011) and Grollmann and Bauer (2008) to empirically investigate the professionalisation process of TVET instructors from two points of view:

1. From the perspective of examining the working environment of TVET instructors with regard to the workplace's effect on professional knowledge and practical professional activity; and,
2. To consider the individual biographical development of TVET instructors in the professionalisation process.

This study is also a response to Grollmann and Bauer (2008), who advocate for scholarly inquiry that accounts for the interplay between *agency* and *structure*, two dimensions which have been explored in the political economy literature. As I examined various contextual factors in the case study related to both agency and structure of TVET professional identity formation and professional development practices, I review relevant literature that employed a political economy approach.

Historically, the discipline of political economy concerned itself with the interplay between politics, economics, and society. This interplay focused on systems of production, distribution, exchange, and consumption of resources. The discipline emerged from the 18th century

Scottish Enlightenment, and then expanded in scope by drawing upon Marxist social theory (Caporaso and Levine 1992; Krätke and Underhill 2006). The discipline eventually became interdisciplinary in nature, spanning the social sciences and humanities. Its focus also extended in scope, emphasising the interrelationships, interactions, and interconnections among political, economic, and social institutions and processes (Caporaso and Levine 1992; Krätke and Underhill 2006; Sumner 2008; Mosco 2009). Emerging from this, yet distinct from the discipline of political economy, is the application of a political economy approach.

A political economy approach is a form of analysis in which the subject of investigation is situated within an understanding of the political, economic, and socio-cultural dimensions within a specific societal context (Collinson 2003; Krätke and Underhill 2006; Mcloughlin 2014). As Collinson states,

> Political economy analysis is concerned with the interaction of political and economic processes in a society: the distribution of power and wealth between different groups and individuals, and the processes that create, sustain and transform these relationships over time. (2003, p.3)

From this perspective, exploring the relationship between investing in skills development, through means such as TVET, and promoting economic and social development qualifies as an application of the political economy approach. Although not formally advocating for a political economy approach, the Organisation for Economic Cooperation

and Development (OECD) clearly supports this position when it acknowledged, "Education, training and learning can play import roles in providing the basis for economic growth, social cohesion and personal development" (OECD 2001, p. 35). I acknowledge that this statement from OECD reflects the "hegemonic dominance of the economic imperative in learning" (Rubenson and Walker 2006, p. 181). Thus, a brief discussion about assumed connections between 'education and training' and 'economic growth and development' is warranted.

The political economy approach in skills-formation research and analysis emerged as a response to the limitations of human capital theory with respect to determining factors of economic growth and success (Ashton and Green 1996; Ashton 1999; Brown 1999; Anderson 2008). The neo-classical approach to skills development emphasised the following relationship: A country's economic growth, productivity, innovation, and competitiveness rely upon the productive efforts of skilled and certified labour. This labour, in turn, is fueled by systems of technical and vocational education and training. With an emphasis on the *supply-side* of economics, human capital theory treated skills as analytically distinct and an attribute of the individual (Ashton 1999; Brown 1999). However, human capital theory neglected the inter-relationship of cultural, economic, political and social contexts, and the significance of those contexts in the *demand* for skills (Ashton 1999). Thus, a need emerged for a better theory that understood the relationship among skills formation, social institutions and contexts, and economic

growth. As Lloyd and Payne (2002) note, a political economy approach provided a "holistic and multidisciplinary approach to theorising skills formation, emphasizing both the demand for, and supply of, skills" (p. 365).

Much of the TVET literature that emphasises a political economy approach is focused on *skills development* and *skill formation systems* at the local, national, and/or global level. These approaches build upon the same political economy concepts concerning the interplay between the production, distribution, exchange, and consumption of resources, but shift the focus where the resources are now the *skills* present within a societal context. A significant contribution to this literature is the *Varieties of Capitalism* collection of studies, edited by Hall and Soskice (2001). Within this collection, Hall and Soskice present the oft-cited framework that distinguishes between liberal market economies (LME) and coordinated market economies (CME). This framework has proved useful in comparative analyses of TVET and skill formation systems (see, inter alia, Culpepper and Thelen 2008; Busemeyer and Trampusch 2012; Dar 2013; Green 2013), particularly as a lens for assessing whether one state's approach to skills formation policy is transferable to another state that may or may not be framed as being the same type of market economy, i.e. liberal or coordinated. Despite the reach the *Varieties of Capitalism* collection of studies has achieved, the LME/CME framework has been criticised for being binary and too limiting with respect to the actual number of 'varieties' of capitalism (Kang 2006).

Within Hall and Soskice's collection of studies, and relevant to my investigation, Estevez-Abe, Iversen and Soskice (2001) explore the link between workers' skills investment decisions, transferability of skills, and the level of social protection – such as employment and wage protection – across labour market economies. Of particular note in their study, Estevez-Abe et al. distinguish between firm-specific skills, trade-specific skills, and general skills in relation to who assumes responsibility for investing in and providing these three types of skills. I posit that this distinction among skills, and the provision of such, could apply to conceptions of TVET professional development, particularly if one takes into consideration the labour market economy in which a TVET institution functions. However, Estevez-Abe et al. do not pursue this thread.

Other TVET studies adopting a political economy approach tend to examine skill formation systems in relation to policy and the *workforce development imperative*. That is, the studies explore the interplay between skills development, institutions – as in firms and/or the state – and economic performance and competitiveness. For example, Brown, Green and Lauder (2001) analysed skill formation strategies and policies across six countries. In their detailed study, Brown, Green and Lauder (2001) discuss limitations to skills formation through human capital theory and put forward a skill formation theory that suggests production and demand for skills is dependent upon societal capacity. More importantly, given that a political economy analysis is being applied, these

studies question commonly-held assumptions regarding the relationship between skills development and economic performance and competitiveness. Questioning these commonly-held assumptions is proving vital in national debates given the rhetoric surrounding perceived skills mismatches in labour markets.

In Chapter One, I selected a functional definition for professional development to address the limitations of an EdD thesis. Specifically, I described professional development as the means by which TVET instructors maintain their knowledge and skills related to their professional role. Linking professional development with knowledge and skills in this definition allows me to extend the literature on the political economy of skills development into the practice of TVET professional development. Thus, accepting that a *political economy of skills* involves exploring and explaining skill formation systems in relationship to economic development, a *political economy of TVET professionalisation* takes a similar approach albeit situating professionalisation within a specific historical and structural context of TVET. In this respect, professional development involves addressing an individual's capacity for learning, productivity, and innovation. Professional identity accounts for the dual professional dimensions of a TVET instructor's identity. Moreover, a *political economy of TVET professionalisation* is a theoretical response that accounts for both the supply and demand of professionalisation in relationship to the historical, structural, cultural and social practices of the TVET actors within a specific TVET context.

In the chapters that follow, I present my case study into the central research question, "What does a political economy analysis reveal about the relationship between professional identity and professional development of instructors in the field of postsecondary technical and vocational education and training?" By adopting a political economy approach, I explored and examined the broader historical, structural and social dimensions that contribute to postsecondary TVET instructors' professionalisation.

CHAPTER THREE: METHODOLOGY

This postgraduate research study was designed to investigate what a political economy analysis would reveal about TVET instructors' professionalisation. By professionalisation, I refer to the relationship between the professional identity of postsecondary TVET instructors and their professional development practices. With respect to a political economy analysis, I mean the theoretical lens I adopted to examine professionalisation in relation to the workforce development imperative of TVET and in consideration of historical, structural, cultural, and social contexts within the postsecondary TVET sector. In order to address the question of what a political economy analysis would reveal, I did qualitative case study research, focusing on a group of culinary instructors at a postsecondary polytechnic in Canada.

Within this chapter, I justify my decision to address the research question through a case study approach. I begin by discussing research methodologies and present my arguments for adopting an interpretive stance. I follow this by defending my choice for case study research and my data collection methods, namely, semi-structured interviews and a focus group, in light of the alternatives to other research designs and methods. Next, I describe the case for the research, highlighting my non-probability sampling strategy, my fieldwork, and my data analysis process. Finally, I examine any potential bias in my design and discuss the ethical considerations in my research, including those related to the site of the case study.

Choosing a Methodology

> Good social science is problem driven and not methodology driven in the sense that it employs those methods that for a given problematic, best help answer the research questions at hand (Flyvbjerg 2006, p. 242).

In order to conduct a political economy analysis of TVET professionalisation, I focused my study on TVET instructors' perceptions, interpretations, and experiences toward their professional identity and professional development. Further, the analysis of the data reflects my own interpretation of those perceptions and experiences, guided by a social scientific framework, namely, a political economy lens. As Flyvbjerg's quotation above suggest, it follows that my research question, which emphasises interpretation and perception, would be best answered if I positioned myself toward an interpretivist research paradigm and employed a qualitative methodology (Bryman 2008; Newby 2010; Creswell 2013). Within this section, I first clarify my position toward an interpretivist research paradigm. Second, I discuss the epistemological and ontological considerations that informed my decision to adopt a qualitative approach as the most suitable strategy to address the research question. Finally, I present my rationale for selecting case study research, framed by a political economy approach, over other research methodologies.

With any form of social research, the strategy the researcher adopts is informed by the investigator's underlying *research paradigm*.

Newby (2010) describes a research paradigm as a higher-level conceptual model within social research that is concerned with values, assumptions, and concepts. By 'higher level,' Newby is distinguishing a paradigm from a methodology, which he suggests is more concerned with the processes of data collection and analysis. Bryman (2008) describes paradigm in similar fashion, framing his descriptions of a paradigm as a model of approaching research around concepts of shared systems of beliefs within a discipline and socially reproduced practices toward social research. These systems of beliefs, assumptions, and values represent the researcher's underlying research philosophy – that is, the researcher's ontological and epistemological positions.

Ontology and epistemology represent two dimensions within the philosophy of social research. Ontology is concerned with the nature of social reality. That is, does the social researcher view reality and knowledge as objective and universal, or does the social researcher accept multiple views of reality and ways of knowing? According to Bryman (2008, p. 18),

> The central question here is whether the social entities can and should be considered objective entities that have a reality external to social actors, or whether they can and should be considered social constructions built up from the perceptions and action so of social actors.

More to the nature of social reality, both Gibbs (2007) and Creswell (2009; 2013) suggest that a researcher positions him or herself to the reader by acknowledging and being reflexive on his or her approach

toward social research. This characteristic of reflexivity involves sharing one's biography and predilections such that the reader is presented with the researcher's background in light of the political, social, and cultural contexts that, ultimately, inform the researcher's interpretations of data from a study (Gibbs 2007; Creswell 2009; 2013).

As far as my approach toward social research, I take the position that my reality and knowledge of the social world has been constructed through my own perceptions, interpretations, and beliefs. These perceptions and beliefs, in turn, have been influenced by my own lived experiences within a specific sociocultural context and through my social interactions and personal meaning-making within that context. More to my biography, and relevant to this study and my reflexivity, I have been a practitioner in the Canadian postsecondary TVET sector for twenty years. I entered the sector through the *trade-paradigm* pathway of professionalisation (Grollmann and Rauner 2007), coming from the commercial radio industry in order to teach in a media broadcasting programme at a Canadian postsecondary polytechnic. My lived experience matched the unregulated pathway into teaching within the Canadian postsecondary TVET sector, a pathway experienced by many Canadian TVET instructors. I came into TVET with no prior experience or credentials in teaching, brought on-board due to my subject matter expertise and work experience in broadcasting. Although I entered the field without any pedagogical skills, by engaging with the academic development centre at the polytechnic during my early career as a TVET

instructor, I came to espouse and practice a philosophy of teaching-and-learning aligned to the traditions of both Progressive and Humanistic Adult Education (Elias and Merriam 2005). More importantly, and germane to this study, I eventually transitioned from teaching in the broadcasting programme to TVET academic development where the focus of my practice shifted. For over fifteen years, my professional role has involved supporting and enhancing the professionalisation of dual-professional postsecondary instructors in Canadian colleges and TVET institutions. Being immersed in the TVET sector for so long, with its emphasis on skills acquisition and application, I was driven by a desire that any postgraduate research I engaged in must have practical relevance and application.

Important to the discussion here is acknowledging that my underlying ontological assumptions about social reality form a foundation for my epistemological position. That is, if my ontology addresses, as Creswell (2013) suggests, what I construct as far as the nature of social reality within TVET, then my epistemology, or the nature of my knowledge and knowing, addresses the question, 'How do I, as the researcher, come to know this social reality and any relationship between the prospect of TVET and instructors' professionalisation?' Thus, within social research, a researcher may adopt an epistemological position of *positivism*, which views knowledge as an objective entity and "advocates the application of the methods of the natural sciences" (Bryman 2008, p. 13), or the researcher may adopt a contrasting epistemological position of

interpretivism, which approaches the nature of knowledge and knowing as a social construction, requiring that the social researcher explores the subjective meanings and interpretations the social actors give to their actions (Bryman 2008). Therefore, with a link established between 'what social reality is?' and 'how the researcher knows this?', a research methodology represents the processes for studying how the researcher will come to know this social reality, as framed in the research question.

The ontological basis for my research question is subjective as my study explored TVET instructors' perceptions, interpretations, and experiences toward their professional identity and professional development, and any relationship between the two. These perceptions, interpretations, and experiences shape the instructors' construct of social reality within the polytechnic. To that end, I aligned the study along the research paradigm continuum toward interpretivism. In addition, the study added extra layers of interpretation as the analysis involved my own interpretation of those perceptions and experiences, my interpretation of the political economy of skills to the case study context, and an acknowledgement that a political economy approach represents only one version of social reality.

Other theoretical frameworks beyond the political economy approach could have been used to guide the research. For example, I could have adopted Grangeat and Gray's (2007) synthetic model of professional competence development – a synthesis of the *didactique*

professionelle and *work process knowledge* models – to assess whether Grangeat and Gray's approach and model would reveal similar factors affecting professional development within the postsecondary TVET sector. Conversely, Kennedy (2007) employed critical discourse analysis as a socio-cognitive approach to explore the concept of professionalism within continuing professional development policy for Scottish teachers. Robson, Bailey and Larkin (2004) examined the discourse of professionalism within the FE College sector in England but took a narrative approach. Likewise, I could have considered either approach to examine the discourse of Canadian TVET instructors' professionalisation.

The scholarly literature features other theoretical lenses, which guided the research into professional identify and development. Numerous studies into teacher professional identity have relied on identity formation theories (see, inter alia, Clow 2001; Beijaard, Meijer and Verloop 2004; Canrinus et al. 2011; Köpsén 2014). Others, such as Bathmaker and Avis (2005) and Fejes and Köpsén (2014), used the *communities of practice* framework. Alternately, I could have employed a grounded theory approach, similar to Day et al. (2006), in order to generate my own construct of TVET professionalisation as derived from an analysis of the study data. Any of these would have been valid and alternate approaches to research.

Nor did I have to take an approach to research that relied so heavily upon interpretivism. As I noted in the literature review, Knight,

Tait and Yorke (2006) surveyed and interviewed teachers in higher education in order to investigate the extent and self-reported importance of non-formal learning within the teachers' overall professional learning practices. Knight, Tait and Yorke's (2007) mixed methods approach relied on an objective reality of fixed forms of non-formal learning yet blended the participants' subjective reality of importance ranking. Even further along the continuum of research paradigms, had I considered a central research question that explored, for example, a correlation between characteristics of professional identity formation and types of professional development activities, I could have positioned myself toward positivism. This approach would have aligned to the ontological assumption that I was seeking one truth, and that any correlation between professional identity and professional development, or even my approach to the research, was "uninfluenced by social and economic relationships and pressures" (Newby 2010, p. 34).

In light of all these alternate and valid approaches to a research methodology, I argue there were key elements in my research question that informed my final decision. Given the emphasis on an interpretative understanding of TVET professionalisation within the central research question and based on the premise that my approach would extend the 'political economy of skills' literature, I took an interpretivist position toward the study.

It may appear that the positivist and interpretivist epistemological positions align respectively with quantitative and qualitative approaches. Thus, one might link positivism with a quantitative approach, a research strategy that utilises "statistical analysis and logical deductive reasoning" (Newby 2010, p. 45), whereas interpretivism relies upon a qualitative approach, a research strategy that emphasises, according to Bryman (2008, p.366),

> words rather than numbers...and an inductive view of the relationship between theory and practice...[where] the stress is on the understanding of the social world through an examination of the interpretation of that world by its participants.

Bryman cautions against assuming the positivism-quantitative and interpretivism-qualitative links as definitive connections, and suggests these linkages be considered tendencies: The use of any one strategy does not necessarily imply a commitment to a certain epistemological position.

Creswell (2013) states that qualitative research "begins with assumptions and the use of interpretive/theoretical frameworks that inform the study of research problems addressing the meaning individuals or groups ascribe to social or human problems" (p.44). I acknowledge that my underlying assumptions toward social reality emphasise a social construction of knowledge on the part of the autonomous social actors and that my epistemological stance is interpretive. It follows, then, that since I investigated TVET instructors' perceptions and experiences toward professional identity and

professional development – and their interpretations of any relationship between the two – by having them share these interpretations through their own words, a qualitative research approach was 'fit for purpose.' As Maxwell (2005) suggests, I aligned to an approach that offered me the opportunity me to collect data rich in detail and embedded in a social context, namely, the context of the postsecondary TVET sector. My decision to adopt this approach was further supported in light of other characteristics Creswell (2013) uses to describe qualitative research: My research took place in the natural setting of a polytechnic; the data collection involved up-front, close, and personal contact with TVET instructors; and, I was the key instrument for data collection, drawing upon interviews and relying upon the participants' narratives and personal meaning-making.

According to Gibbs (2007), one of the functions of qualitative research is to "find patterns and produce explanation" (p. 4). As the researcher, I had two contrasting *logics of explanation* to use in the discovery process: deduction and induction. In the early stages of my research plan, I thought I was designing a deductive approach since I was positioning the workforce development imperative as an explanatory theory within my study. A deductive approach suggests I had assumed objective structures were in place that would support or refute my position (Gibbs 2007). However, as my philosophical awareness toward research developed, I came to recognise the workforce development imperative as an ontological assumption within the social reality of TVET.

I then considered whether my study was inductive. Induction, as a logic process for finding patterns from empirical investigation, produces theory as a result of explaining those patterns (Gibbs 2007; Bryman 2008). Since the research participants' interpretations concerning their professionalisation existed before I imposed any theory on their interpretations, I perceived I would not be building theory from their data. Yet, I also knew my explanation was going to rely upon the lens of analyses used in the 'political economy of skills' literature. Thus, as my research progressed, I came to rely upon an inductive-deductive logic process of explanation. As various authors note when it comes to applying complex reasoning skills in the research process (Gibbs 2007; Bryman 2008; Creswell 2013), I needed an approach and a research design that would allow me to go back and forth between pre-existing concepts, such as the political economy of skills, and the empirical evidence from the study. To this end, I selected an *instrumental case* as my research design (Stake 1995; 2005) in order to investigate the social phenomenon – the postsecondary TVET instructors' perceptions, interpretations, and experiences toward their professional identity and professional development – and explain that phenomenon using a political economy lens of interpretation.

Choosing a Research Design

Case study research is problematic. The term, *case study research*, is not consistently defined, and, as a research design, not universally accepted as such (Thomas 2011a; Creswell 2013). Yin (2009) views case

study research as a methodological approach to understanding a complex social phenomenon. Thus, case study is a form of inquiry suited to research questions more concerned with *explaining* social phenomena rather than *predicting* them. According to Gagnon (2010, p. 2),

> The main advantages of [case study research] are that it can produce an in-depth analysis of phenomena in context, support the development of historical perspectives and guarantee high internal validity, which is to say that the observed phenomena are authentic representations of reality.

From another perspective, both Stake (1995; 2005) and Thomas (2011b) perceive case study more as a choice toward what is being studied. That is to say, Stake (2005) defines case study not by the methods of inquiry but by the researcher's interest in an individual case. At this point, though, a brief discussion of alternate research designs is necessary in order to justify why I selected case study as my research design.

In the initial phase of my postgraduate research study, I had proposed a research design that emphasised a mixed methods approach. As an early career stage researcher, I perceived mixed methods as an approach to research *design* that transcended the quantitative-qualitative dichotomy. According to Tashakkori and Teddlie (1998, p. 17), "mixed methods studies are those that combine the qualitative and quantitative approaches into the research *methodology* of a single study or multi-phased study" (emphasis added). At the proposal phase, I had naively envisioned that mixed methods would be a viable design option for me,

not meant to replace either a quantitative or qualitative approach, but to draw upon the strengths of each both methodologically and epistemologically. Of course, at this early stage in my research proposal, my central research question was not phrased as it reads now.

Within the first draft of my research proposal, I put forward a *sequential* mixed methods design (Creswell 2009) to address the *objective/quantitative* social reality and social structures of postsecondary TVET and the instructors' *subjective/qualitative* interpretations about the relationship between their professional identity and professional development. I was curious about the applicability of a three-stand, sequential mixed methods design, similar to what Fries (2009) adopted in his investigation into complementary and alternative medicine. Fries's approach provided a meaningful example to frame my own research design around, so my nascent plan was designed as follows. The first strand in my approach would involve analysing the position of the research field, namely, the field of postsecondary TVET. This step would have allowed me to objectify the TVET context, challenge common sense, and guard against uncritically adopting the language of the instructors within this social arena (Fries 2009). Following Fries's design, I proposed that the most straightforward way of gathering data in the first strand was through a quantitative survey of a representative sample, soliciting responses to questions about objective aspects such as TVET discipline, educational qualifications, and length of service. The second sequence in this mixed methods design would have involved mapping the

structure of the social relations. Within this strand, I proposed conducting a statistical analysis of the survey data, seeking to understand how the objective aspects gathered in the first strand "intersect to provide the structural conditions that produce a sense of legitimacy" (Fries 2009, p. 342) in the instructors' everyday practice. The third and final sequence in this mixed methods design was to focus on a specific group of TVET instructors. I envisioned this phase as the point where I would move from an objectivist stance to an interpretivist one in order to understand the instructors' personal experiences and interpretations, and further probe into these narratives drawing upon in relation to the statistical analysis from the second strand. Coming from the perspective of an inexperienced researcher – meaning, my research efficacy and critical reasoning skills were under-developed – I believed that a mixed methods research design would help me transcend the dichotomy between objectivism and subjectivism such that could I effectively examine the relationships between professional identity and professional development. In hindsight, I was merely 'sitting on a methodological fence' and not committing to myself to a sound methodology.

Critical and constructive feedback from my supervisors impressed upon me that effective mixed methods research demanded efficacy and experience in both quantitative and qualitative methodologies. Because of my limited experience in both methodologies, I accepted that the proposed mixed methods approach was beyond my scope. More importantly, and drawing upon my supervisors' feedback, I came to a

deeper understanding and appreciation of mixed methods as a methodology rather than a design approach (Creswell 2009). To that end, I concentrated on selecting a valid design that addressed the central research question yet was feasible and achievable within the confines of an EdD thesis. As noted in the previous section, I was predisposed to qualitative inquiry given the nature of my research question, so I returned to the qualitative research literature – such as Maxwell (2005) and Creswell (2009; 2013) – in order to select an appropriate research design.

Like many novice qualitative researchers, I relied on Creswell (2013) for guidance toward selecting an appropriate design. Creswell (2013) identifies five approaches to qualitative inquiry: narrative research, phenomenological research, grounded theory, ethnographic research, and case study research. Because I had built a political economy analytical lens into my research question, I discounted a grounded theory approach as I would not be building a theory from my data. Initially, I had considered ethnography. However, given that I was engaging in my postgraduate research studies part-time while maintaining full-time employment in the postsecondary TVET sector, I abandoned ethnography due to the fieldwork commitment.

As my study was taking place in a Canadian polytechnic, I was, as Bryman (2008) suggests, emphasising an intensive examination of a particular setting in order to investigate the concepts of professional identity and professional development in that context alone. Context and

setting, according to Creswell (2013), are important features for the narrative, phenomenology, and case study approaches. Although addressing my three supporting research questions would require stories of identity formation and development activities, I deemed that my overall study did not require the additional forms of data common to narrative research.

Phenomenology intrigued me. Recognising I have been referring to professionalisation as a social phenomenon throughout this thesis, I struggled, in the early stage of my study, whether professionalisation matched the features of a phenomenon for this type of research as outlined by Creswell (2013). As a part-time postgraduate researcher, I also feared I would face the same challenges of an ethnographic study with respect to time and fieldwork commitment in a phenomenological study. To that end, I decided against phenomenology although it remains an option for future research (discussed further in Chapter Six).

It may be perceived that I selected case study research out of default. However, I contend that a case study approach was an appropriate and feasible design choice, which I arrived at through critical reasoning in light of the alternatives. I was interested in a postsecondary TVET institution and its instructors as an individual case rather than a method of inquiry, which aligned to Stake's (2005) conception of case study research. Further supporting my decision that this was a justified approach, I came to see that my study, in which I was positioning

'professionalisation in TVET' as the issue, matched features with what various authors have called a local knowledge case (Thomas 2011b), a paradigmatic case (Flyvbjerg 2006), and an instrumental case (Stake 1995; 2005).

An important theoretical component of my postgraduate research study concerned investigating TVET instructors' perceptions of the relationship between their professional identity and professional development through a political economy lens. Adopting this specific lens of analysis also contributed to my decision to select case study as my research design. My central research question reads, "What does a political economy analysis reveal about the relationship between professional identity and professional development of instructors in the field of postsecondary TVET?" In this question, the phrase, 'the relationship between professional identity and professional development', aligns to what Thomas (2011b) describes as the *subject* of the case; that is, professional identity and professional development in postsecondary TVET function as the practical, characteristic unit. The 'relationship as viewed through a political economy analysis' is what Thomas (2011b) calls the *object*, or analytic frame, of my case study.

Following my decision to adopt case study as my research design, I selected the research methods or tools to collect data. In order to analyse the relationship between professional identity and professional development – that is, the analytic frame of the case study as per Thomas

(2011b) – and better understand the TVET instructors' socially-constructed meaning concerning their professionalisation, I needed instructors' personal narratives as data. After engaging with literature on research methods, I knew I required a method that was suited for studying the richness of the instructors' interpretations and their lived experiences; a method whereby I could probe the depth and detail of their responses (Kvale 2007). I reasoned that surveys, participant observation, and document analysis would not be appropriate tools for capturing the type of thick descriptions I required to address the study's central research question. Conversely, I saw semi-structured interviews as a means to solicit individual perspectives. As Fries (2009, p. 344) suggests, "Interviewing allows social researches to access people's subjective accounts at a particular point in time." From this perspective, I deemed semi-structured interviewing 'fit for purpose' with respect to addressing some of the study's research questions: The semi-structured approach would allow me to be prepared and planned with guiding questions, yet flexible in the process depending on the participant's responses or whether I needed to probe for deeper understanding (Kvale 2007). However, I also needed a method whereby participants could interact and arrive at a shared understanding in response to the interview questions; a tool for capturing multiple perspectives on shared subjective experiences; and, a method whereby participants could qualify their views on historical, structural and social factors within postsecondary TVET (Barbour 2007). To that end, I chose a focus group session as another method to collect data. In the next section, I introduce the instrumental

case I chose to solicit these subjective accounts and co-constructed meanings.

The Case for Research

Given the diversity of the postsecondary TVET sector, I kept the research feasible by focusing this study to a single instrumental case. My non-probability sampling technique for the case, or 'logics of sampling' (Flick 2007; Creswell 2013), was initially guided by a recommendation by Flick,

> if you are interested in practices in institutional contexts, you have to find and choose settings inside these institutions, in which you can access the practices you want to study (2007, p.30).

To that end, I explored how a group of culinary instructors, who teach at a postsecondary technical institute in Canada, perceived both their professional identity and the purpose of professional development in relation to the technical institute's role in the community, the Canadian postsecondary educational landscape, and the Canadian economy. In this section, I present my underlying assumptions why the research topic is important, introduce and elaborate on the site of the research, and address why I selected this specific case (from both a theoretical and practical sense).

How is the professionalisation of postsecondary TVET instructors affected by individual biographical, historical, and socio-economic factors? As a workplace, what is the postsecondary TVET' institution's

effect on that professionalisation? As I said in the first chapter, I viewed my research as an empirical response to both Bound's (2011) and Grollmann and Bauer's (2008) calls to these types of questions. I also considered my study an extension of the 'political economy of skills' literature. Consequently, I selected Western Polytechnic[4], a postsecondary technical institute in Canada as my instrumental case study to investigate my central research question, "What does a political economy analysis reveal about the relationship between professional identity and professional development of instructors in the field of postsecondary technical and vocational education and training?"

I chose this specific technical institute and the culinary instructors using a non-probability sampling technique, for both pragmatic and purposive reasons. From *opportunistic* and *criterion* sampling perspectives (Creswell 2013), I had easy access to Western Polytechnic by virtue of its location – the technical institute being the only member of Polytechnics Canada in my regional vicinity – and my previous role at the institution. More importantly, although I was in academic development at the technical institute, I selected Western Polytechnic because I am no longer affiliated with the institution. I argue this 'distance' mitigated any bias with respect to engaging in 'backyard research' or ethical conflict

[4] A pseudonym. This case study has been anonymised in order to protect the identity of both the postsecondary educational institution and the research participants. Personal names, geographic locations, and professional titles have been modified to ensure confidentiality and non-traceability.

regarding an imbalance of power between me and the research participants (Bryman 2008).

There are approximately 750 TVET instructors at Western Polytechnic. These instructors teach in various industrial and occupational sectors including business, communications, construction, oil and gas, engineering trades and technologies, health, hospitality, tourism, manufacturing and automation, and transportation. The *workforce development imperative* frames an instructor's role at the technical institute as discourse promoting employability and the axiomatic assumptions of TVET as *training-for-growth/skills-for work* (Anderson 2008) feature prominently in the polytechnic's mandate:

> [Western Polytechnic] provides learners with the skills and knowledge required to serve the employment needs of key industry sectors. […] By advancing the highest quality of learning and teaching, [Western Polytechnic] attracts a diverse group of students seeking practical, skills-oriented education and training, with immediate employment prospects upon graduation and continued opportunities for lifelong learning. […] [The province's] knowledge-based economy requires innovative, well-educated, skilled and adaptable citizens. As a nationally recognized Polytechnical Institution, [Western Polytechnic] is a leader in workforce development that enhances [the province's] economic growth and prosperity. [Western Polytechnic] graduates have the knowledge and skills to function in a global, interconnected world while contributing to the economic, social, and environmental health and sustainability of the

communities in which they live (Government of [Canadian Province] 2010).

As the overall purpose of my study focused on TVET instructors' perceptions and experiences concerning their professional identity and the purpose and practice of their professional development, I selected the polytechnic's culinary instructors – whom I will refer to as chefs – as the research participants within this case. As an instrumental case, these instructors were not intrinsic to the study (Stake 2005); rather, they were selected to provide insight into the central research question. By examining the professional identity and professional development practices of a group of chefs teaching in a culinary arts programmes, I captured a snapshot of a social phenomenon to interpret using a political economy analysis. Moreover, this phenomenon is located within a broader context: the field of postsecondary TVET. In light of all this, I posit I had deliberated, justifiably, and critically selected a case that would enable me to construct what Flick (2007) labels, "an empirical example for studying the phenomenon of interest in the most instructive way" (2007, p. 27).

Sampling Strategy

For this case study, I focused on a particular sector of Canadian postsecondary TVET, namely culinary arts. I relied upon *opportunistic* and *criterion* approaches in my non-probability sampling strategy (Creswell 2013), which also featured factors of purposeful selection

(Maxwell 2005), convenience, access, and consent. From both a criterion and purposive perspective relevant to my research question, Western Polytechnic is one of the thirteen members of Polytechnics Canada. As I said in Chapter One, Polytechnics Canada is the country's nascent national advocacy body for TVET, with each member-institution targeting specific industry and commercial sectors relevant to key economic regions across the country.

In my previous academic development role at Western Polytechnic, I came to acquire an insider's perspective on the various industry sectors the polytechnic served, and I developed a professional consulting relationship with the instructors who taught in the institution's trade and technical programmes. When it came time for my fieldwork for my postgraduate research, I relied upon opportunistic and convenience logics of sampling (Creswell 2013) to select this polytechnic as my research site. Moreover, and relying upon a mixture of pragmatic and purposive sampling approaches, I was granted access to a group of culinary instructors who taught in the polytechnic's professional cooking programme.

The criteria for inclusion in the case study included participants who were actively teaching in culinary arts programme, access to these participants, and their willingness and availability to participate. I posit that my sampling strategy to select chefs in the professional cooking programme was based, predominantly, on design decisions and, partially,

on some practical issues (Maxwell 2005). Beyond the sampling logics of access and consent, I purposively selected the culinary instructors for three compelling reasons:

1. During my tenure at the polytechnic, I perceived a strong sense of community and shared values among the chefs, something akin to Bourdieu's concept of habitus (1986). Based on this initial perception, I felt the chefs' professional identity and development practices were certainly worth investigating more empirically. Moreover, the nature of the professional culinary community is already represented in the literature (see, inter alia, Hegarty 2008; Fine 2009; Woolcock 2011; Steno and Friche 2015). If, as Hegarty suggests (2008, p.3), "the role of the chef in contemporary society is to express his/her own personality, careful to bear in mind the various disciplines of art, culture and sciences," then what is the role of culinary instructors? I reasoned that an exploration into the TVET culinary sector would add to this literature.
2. The career path chefs take to teach in postsecondary TVET reflects the typical path most Canadian TVET instructors follow to end up in postsecondary TVET. At Western Polytechnic, I was aware that the chefs were hired predominantly because of their industry experience and culinary qualifications and not so much because of prior teaching experience – most even lacking certification in teaching. Moreover, the pathway to credentialing and recognition with the Canadian culinary arts sector is relatively straightforward. Tourism HR Canada, in collaboration with key stakeholder organisations such as Canadian

chefs, educators, learners and regional councils, created a qualifications framework to capture the developmental and career path trajectory through the culinary sector (Tourism HR Canada 2010). The eight-level skills framework (see Appendix A) is competency-based, linking culinary skills to credentials. As part of my previous academic development role at Western Polytechnic, I was aware that many of the instructors within the culinary arts programme were pursing higher credentials according to this framework. In sum, I saw all of this – the chefs' pathway into postsecondary TVET and the Canadian culinary sector's qualifications framework – as an opportunity to investigate the chefs' perceptions of professional identity and their practice of professional development. I put forward that this nonprobability sampling strategy was what Maxwell (2005) calls 'purposeful selection' and would allow me to trade "generalizability and comparability with internal validity and contextual understanding" (Maxwell 2005, p. 80).

3. Finally, in addition to offering a professional cooking programme, Western Polytechnic offers a baking and pastry arts programme. I excluded baking and pastry arts chefs from my study, however, as I wanted to set boundaries to the case (Miles, Huberman and Saldaña 2014) and ensure my sampling frame was feasible. Additionally, and something I acknowledged and reflected upon in my research memos during the fieldwork, two circumstances factored into my decision to exclude the baking and pastry arts chefs:

a. The first circumstance aligned to contextual social factors at play at the institution. During my tenure at the polytechnic, I came to appreciate a professional yet discordant rivalry between the two groups of chefs. I had concerns that this relationship could impact the dynamics of the focus group, particularly with respect to what Barbour (2007) refers to as challenges with focus group composition. My sensitivity to the discordant rivalry may have been a biased reason for excluding the baking and pastry arts chefs, but I argue that excluding them was a *design decision* as I acknowledge the bias and potential gaps in coverage (Barbour 2007).

b. The second circumstance was more pragmatic yet taught me the importance of a gatekeeper and rapport in the research design process and sampling strategy. As Miles, Huberman and Saldaña (2014) note, "Sampling involves decisions not only about which people to observe and/or interview but also about settings, events, and social processes" (2014, p. 30). For both the professional cooking programme and the baking and pastry arts programme, access to research participants was contingent on permission from the supervisor of each programme; in short, the supervisor was the gatekeeper to my research participants (Maxwell 2005). As I noted in the research memos I kept during the fieldwork period, it took me close to six weeks to establish rapport and build trust with the supervisor for the professional cooking programme before being granted access. With respect to the baking and pastry

> arts programme, I was unable to connect nor build any rapport with that programme's supervisor in order to obtain access to the baking and pastry arts chefs as research participants (Flick 2007). To that end, I recognised that my sampling strategy featured a pitfall of *non-representative participants* (Miles, Huberman and Saldaña 2014) since I was not granted access to the baking and pastry arts chefs.

I recruited participants through email communication using my University of Nottingham postgraduate student email account. As noted above, in order to gain access to the participants, I first contacted both the director of the Hospitality Careers School and the supervisor of the professional cooking programme. Based on the nature of my previous role in academic development at Western Polytechnic, I had an established professional relationship with these individuals. With the director's and supervisor's approval, but ensuring this approval did not imply coercion, I solicited participation into the research study through an email invite to the programme's seventeen (17) instructors, relying on their publicly-available institutional email address to connect with them. See Appendix B for the recruitment email. Eight of the 17 chefs accepted my invitation to participate. I also included the programme supervisor and director of the school in my sampling frame for the individual interviews in order to be open to diversity and potential alternative perspectives to my interview questions (Maxwell 2005; Flick 2007). With both the director and supervisor agreeing to participate in the study, I had ten (10)

research participants in my study. Table 3 (below) features the ten research participants, according to pseudonym and interview order. The list of participants also features their role at the polytechnic and an indicator whether they participated in the focus group session.

Table 3. Research participants according to pseudonym and interview order

Participant	Role at Western Polytechnic	Focus Group
1. Edward	Programme Supervisor/Chef	
2. Arthur	Culinary Instructor/Chef	Y
3. Ivan	Culinary Instructor/Chef	
4. Jackson	Culinary Instructor/Chef	Y
5. Mark	Culinary Instructor/Chef	
6. Donald	Culinary Instructor/Chef	Y
7. Geoff	Culinary Instructor/Chef	
8. Adam	Culinary Instructor/Chef	Y
9. Henry	Culinary Instructor/Chef	Y
10. Ted	Director of the School	

Once I had received confirmation of willingness to participate, I emailed each participant an information sheet (see Appendix C) and a consent form for participation (see Appendix D) as suggested by the British Educational Research Association (BERA) Ethical Guidelines (2011). Via a follow-up email and phone call, I coordinated a one-hour interview with each participant, scheduled around a day and time convenient for the person. Interviews took place either in an empty classroom or personal office to ensure confidentiality (see the section later in this chapter for further details about my efforts toward trustworthiness and ethical considerations). The ten interviews took place over a six-month period, from August 2013 to January 2014.

The focus group session took place after the chefs' individual interviews in December 2013. I featured an additional inclusion criterion and added an exclusion criterion for the focus group: Via email, I invited only the eight chefs who participated in the individual interviews, but I excluded both the supervisor and director from the focus group due to concerns of a power imbalance. Five of the chefs confirmed their attendance for a set day and time, based on a recommendation I received from one of the chefs who knew when classes were not scheduled. The 90-minute focus group took place in one of the programme's kitchen classrooms.

In light of the variety of TVET programmes offered at Western Polytechnic, a brief discussion of bias and representation in my study is merited. I acknowledge that the chefs – plus the programme supervisor and director – cannot be considered a representative sample of TVET instructors at the polytechnic. I relied upon a purposive sampling strategy to recruit a specific industry-sector group of instructors for my case study. Furthermore, all the participants were men[5]. This was not a deliberate choice, as the programme had one female chef at the time. It was definitely a loss to my study that this chef did not participate and brought a female voice to the narratives. However, it was merely a reality of who replied to my initial recruitment email. As I noted earlier in this section, yet germane to the discussion of bias, I did not include chefs who

[5] As all of the case study participants were men, I use the male pronoun throughout where appropriate.

taught in baking and pastry arts programme. In defense, though, I drew solace from Stake (1995), who said, “Case study research is not sampling research” (p.4). I recognise, however, any of the other industry-sector groups of instructors at Western Polytechnic – such as the paramedics, media broadcasters, or plumbers – would have been valid and alternate participants in my instrumental case study, or even provided contrary findings to my research question (Yin 2009). I explore this issue more in-depth in Chapter Six of the thesis.

Choosing the Research Methods

The data collection tools for the case study consisted of semi-structured interviews and a focus group session. Ten individual interviews were conducted: Eight of the participants were chefs, one was the chefs’ supervisor, and the tenth participant was the director of the academic school. The focus group featured five of the eight chefs who participated in the individual interviews. Each interview lasted, on average, 60 minutes, although the ten interviews ranged from 45-minutes to 75-minutes long depending on how succinctly or thoroughly the participant addressed the semi-structured interview questions. The focus group session was 90-minutes long.

I was guided by Kvale's (2007) seven-stage process for an interview inquiry in order to create my interview questions. The first stage involved thematising the purpose of my investigation to ensure I was clear on the 'what' and 'why' of my study before focusing on the

'how,' or method of asking (Kvale 2007). From there, I concentrated on designing the interview guide and the questions. The questions for the semi-structured interviews were created under the assumption that they were 'fit for purpose.' That is, I designed the questions to solicit meaningful data from the participants that would reflect their perceptions and experiences, and that the data generated would be credible and trustworthy as each participant was asked the same questions (Lincoln and Guba 1985). The semi-structured interviews questions (see Table 4, below) were pragmatic and practical, feasible yet defensible, and, above all else, aligned to the purpose of my investigation, and addressed the three supporting research questions of the case study.

Table 4. Semi-structured interview questions

Semi-Structured Interview Question for the TVET Instructors
1. Tell me how you came to be here at the polytechnic.
2. Describe your role to me.
3. What does professional development mean to you here at the polytechnic?
4. What do you do for professional development?
5. Why do you engage in professional development? Clarifying question if necessary: How are your professional development needs linked to what you do?
6. What do you value about professional development?
7. Do you gain anything by engaging in professional development? What do you gain?
8. Describe why you feel this is important?
9. Is professional development an asset? How so?
10. Is professional development an investment in your role here at the polytechnic? How so?
11. Is there a return on this investment? What form does it take?

Once I had completed the thematising and designing stages as per Kvale's seven-stage process (2007), I also created an interview guide to ensure I had a framework to support the process during each interview. My guide featured a standard yet informal briefing statement to establish a comfortable tone and approach to each interview. This briefing statement featured the following quote, which I introduced in the previous chapter and used to open each interview, so participants could appreciate the context and nuance of the interview questions to come:

> The need for continuing professional development to maintain high-quality practice is widely identified as an implicit responsibility of professionals (Webster-Wright 2009, p. 702).

The interview guide also featured the eleven questions to lead yet not dictate the process and a closing statement, so I knew how to effectively end each interview but allow the participant an opportunity to debrief. I used this guide for every interview as I had the eleven questions (see Table 4) and the opening and closing statements written out in a pocket notebook/memo book. I kept this notebook on hand during each interview and the focus group, so I could make spontaneous notes about anything a participant said in response to a question. This was particularly useful when it came time to transcribing the recording since the journal notes prompted me to reflect on the question and response.

Although I was similarly guided by Kvale's seven-stage process for designing the focus group questions, I consulted Barbour (2007) for additional support in the design and process of the focus group session.

This was particularly helpful in formulating questions that relied upon an interchange between participants. The focus group questions (see Table 5, below) were designed to capture a shared and co-created construction of identity; that is, the responses enabled me to interpret and illustrate the shared dispositions of the chefs, and probe into their nature of social reality concerning the workforce development imperative of TVET. As Barbour (2007) suggests, "All comments made during focus groups are highly dependent on context and are contingent upon group members' responses to others' contributions and the dynamics of that particular group" (p. 31). To address any concerns regarding trustworthiness of the questions – for both the interviews and focus group – such that the questions misaligned to the purpose of my overall study (Kvale 2007; Bryman 2008), I vetted the questions past my supervisor before using them in an authentic interview. Of course, I recognise all these questions represented my version of social reality, my position toward "what matters." Other equally credible representations of these phenomena exist.

Table 5. Focus group questions

Focus Group Question for the TVET Instructors
1. What do you see as the purpose of your role at the polytechnic?
2. What about the polytechnic: what is its purpose?
3. Is there anything unique about your role? Compared to what?
4. Is there anything unique about your polytechnic? Compared to what?
5. What do you see as the purpose of professional development here at the polytechnic?

6. Does any form of professional development have value over another? How so?
7. In your opinion, what does your polytechnic value about professional development? How did you come to this opinion?
8. Does your polytechnic value any form of professional development over another? How did you come to this opinion?

Following each interview and the focus group, I kept to Kvale's seven-stage process. For example, I gave myself time and space after each interview to capture my observations and immediate reflections in a memo book; those journal entries featured my reflections on both the content of the interview and the process. Each of the ten individual interviews and the one focus group session were audio-recorded in order to capture participants' responses. All the recordings were then transcribed verbatim in order to produce text for data analysis. See Appendix E for the complete transcript of one of the ten interviews and Appendix F for the transcript from the focus group. As a means of verifying the accuracy of the transcription, participants were given the opportunity to review the transcripts of the individual interview. I used this 'member-checking' as one strategy to address the credibility criterion within Lincoln and Guba's (1985) criteria for trustworthiness (see the sections later in this chapter for further details about my efforts toward trustworthiness and ethical considerations). Due to pragmatic reasons concerning the challenge of coordinating timely feedback, the focus group participants do not review the focus group transcription.

Data Analysis

As an early career stage qualitative researcher, I faced the challenge of data analysis once I started conducting the interviews and focus group and transcribing the recordings. I was at the stage where, as Bryman (2008) notes, many researchers ask themselves, 'What do I do now with all this data?' Within this section, I highlight how I approached data analysis and moved from a descriptive approach toward coding the data to a process that created theoretical and analytical codes as informed by the literature framing my study. This way, the reader can judge my strategies and assess the trustworthiness (Lincoln and Guba 1985) of my coding methods, the research findings that emerged through the data analysis, and my interpretations of these findings.

Recognising I approached the case study with an intent toward extending the 'political economy of skills' literature, I analysed the text data from the interviews and focus group with a theoretical framework already in place. Because of this, I employed a qualitative coding and retrieval process to examine the interview and focus group data, utilising a thematic analysis approach (Ryan and Bernard 2003; Bryman 2008). My decision to use thematic analysis was intentional. Rather than adopt a grounded theory approach, which would have allowed theory to emerge from the data (Miles, Huberman and Saldaña 2014), I felt it more applicable to approach data analysis using the three themes that framed this research. I viewed these three themes – the professional identity of TVET instructors, the practice of professional development in TVT, and a

political economy of professionalisation, denoting the relationship between identity and development – as the conceptual labels or recurring motifs (Bryman 2008). Employing a holistic approach to a coding process, I went through the interview and focus group transcripts in order to investigate how the data 'talked back' to these three conceptual labels. Patterns or threads emerged within each of the three main themes. These became the sub-themes of each theme, which I elaborate upon in the next section.

The process and product of my data analysis was informed by many sources. I was initially guided by Rubin and Rubin's (2005) two-phase approach to data analysis. The overall process, according to Rubin and Rubin, "entails classifying, comparing, weighing, and combing material from the interviews to extract the meaning and implications, to reveal patterns, or to stitch together descriptions of events into a coherent narrative" (2005, p. 201). My first phase involved refining and elaborating on the three broad themes of my case study such that I would be able to code each interview and the focus group and retrieve what each participant said in relation to the identified theme and concept. The next phase involved comparing the themes and concepts across the interviews and focus group. As an early career stage researcher, I came to appreciate the dynamic and frustrations of the analysis process. I was mindful of whether I was appreciating the coding through a factual, descriptive, or interpretive perspective (Newby 2010). From a reflexive stance, I was continually assessing whether my coding process was reflecting concepts

and themes as derived from the participants' data, and whether my coding was emphasising details within a response (the micro) over the general essence of the response (the macro), or vice versa, as guided by my central research question (Bryman 2008; Newby 2010).

I considered using some form of computer-aided qualitative data analysis software. For example, as a postgraduate research student, I was licensed to use the University's version of NVivo. I recognised that the software was designed for efficiency in the coding and retrieval process, to enhance the transparency of the analysis, and to mitigate concerns toward 'cherry-picking' anecdotal quotations as findings since the software can quantify the prevalence of a phenomenon (Bryman 2008). All that being said, I had concerns about my confidence and competence with the software. I lacked access to timely support given that I was in a time-zone seven-hours behind the University. Further, as a part-time postgraduate research student and a full-time TVET practitioner, I could not let my time, attention, and focus shift toward learning the technology rather than analysing the data. Thus, I engaged in a process of manual coding.

Ultimately, I approached the coding and retrieval process, guided by source material on the process (Ryan and Bernard 2003; Gibbs 2007; Bryman 2008; Newby 2010; Miles, Huberman and Saldaña 2014), and utilising what Bryman (2008) refers to as a thematic analysis. This two-stage approach involved, first, constructing an index of themes, or

recurring motifs, of the social phenomenon, and second, applying those themes to the data in order to organise and manage the data. Bryman (2008) acknowledges that thematic analysis does not have an identifiable heritage or a distinct cluster of techniques. However, Ryan and Bernard (2003) note that themes are a critical albeit abstract construct to qualitative inquiry and analysis. According to Ryan and Bernard (2003), "Themes come both from the data (an inductive process) and from the investigator's prior theoretical understanding of the phenomenon under study (an a priori approach)" (p. 88). As I had integrated a 'political economy of skills' lens of analysis into my research and based on Ryan and Bernard's position toward the origin of themes for coding, I posit that the political economy a priori framework was a valid coding strategy in light of other approaches. To that end, I used the three themes of my study to frame my first round of coding. I acknowledge that by starting with three broad themes, my approach is open to criticism for being reductionist; however, as Bryman (2008) notes, I had concerns of fragmenting the data out of the narrative flow and losing context of what the participants shared.

My first round of coding involved mining the transcripts in order to label where the data aligned to the broad concepts of professional identity, professional development, and a political economy of professionalisation – that is, anything that touched upon a relationship between identity and development in the context of TVET. As well, I added margin labels to data for anything that was contextual to the

narrative or simply stood out because of what was being described. I viewed these labels as a heuristic (Miles, Huberman and Saldaña 2014) – a method for discovering something that might appear contrary to my political economy lens. Appendix G features two examples of this first round of my coding process: A sample from an interview transcript and a sample page from the focus group transcript. I tracked and grouped these codes according to headings that aligned to my research questions plus an outlier column. See Table 6, below, for a listing of the first-round codes, sorted alphabetically within each column. Some of the codes were descriptive, others reflected my acknowledgments of behaviours observed, some my inferences of values and attitudes being expressed, whereas others are *in vivo*, meaning I selected the code's label from the exact words of the participants (Creswell 2013).

Table 6. First-round codes

Professional identity (PI)	Professional development (PD)	The purpose of TVET	A relationship between PI & PD	Outliers
A passport to global settings	Achieving excellence	Anticipating change	Becoming institutionalised	Apprenticeship vs. professional cooking
Adaptable	Assessment practice	Application	Being a student	Beyond the recipe
Allegiance	CCC	Attrition	Complacency	Bottom of the barrel
Always a chef	CMC	Becoming a chef	Constant change	Customer expectations
Attention to detail	Courage	Catalyst for change	Diversity	Cyclical nature of food
Authority	Credential diversity	Critical thinking	Dual professional: Educator and Tradesman	Differing perceptions
Better cook/ Better than others	Credentials	Demand-focus	Economic gain	Escape from reality
Career narrative	Culinary framework	Dominant discourse	Efficiencies	False perceptions of the industry
Career transition	Engagement	Incubator	Entrenched	Family

Challenge the students	Entrepreneurial	Industry as a transient business	Fair of failure	Innate abilities
Chefs as nurturers	Experiential	Industry as all important	Financial costs	Jealousy
Commitment	Extending one's skills	Industry-ready	First profession trumps second profession	Names a cooking technique
Community	Freedom	Institution as machine	Food goes together with politics	Names a cooking trend
Competition	Impact of technology	Learning by mistakes	Keeping information to oneself	Names a location
Controlling	Instrumental approach	Nature of the industry	Navigating the political dimension	Names a person
Cook vs chef	Investment	Novice-to-expert	Networking	Names a project
Decision making	Learn to adapt	Real life vs. simulation	Old guard	Names a recipe
Experience	Learner-focus	Relevance	Pay incentives	Names a restaurant
Fitting in	Mastering our trade	Retention	Performance management	Paying one's dues
Focused	Passion for teaching	Revenue generator	Personal gain	Pressure
High expectations	Personal enrichment	Social activism	Praxis	Process-focus
Inclusive	Personal vs professional	Supply-focus	Pressure to achieve credentials	Self-righteous
Independent thinkers	Preparation	Thinking skills	Professionalism	Stage
Inherent identity	Qualifications	Workforce development	Promoting oneself	Stress
Initiative	Safety training	Workforce preparation	Questioning the ROI on PD	Time
Innovation	Skills development		Quick return	'Understandment'
Instructor's role	Skills focus		Revolving door	Watertight
Maturity	Teaching techniques		ROI: time	
Mentoring	Technical expertise		Seizing opportunities	
Micro-managing	Training		Skilled professional	
Misperceptions of the role	Training for the unknown		Sustainability	
Motivation			Tensions	
No right approach			Travel	
Quality			Validation	
Parity of esteem			Volunteer time	
Passion for cooking				
Patience				
Prestige				
Problem-solvers				
Proving oneself				
Pursuit of excellence				
Reputation				

Respect				
Self-doubt				
Self-esteem				
Self-starters				
Sense of accomplishment				
Sharing stories				
Status				
Teamwork				
Transfer of knowledge, skills, and/or experience				
Tribal identity				
Trust				
Wearing whites				
Working together				

Once I had completed the first round of coding, I engaged in a second round in order to identify patterns. Patterns, according to Miles, Huberman and Saldaña (2014), are explanatory or inferential codes that allowed me to condense my codes into smaller units and develop a means to understand the phenomenon of professionalisation through the political economy lens. Throughout this second-round process, I was guided by Yin's (2009) analytic techniques for case study research and Stake's (1995) two strategies of directly interpreting individual instances: to draw meaning from the phenomenon, and aggregating instances, in case issue-relevant meanings emerge from the collection of instances. Eleven pattern codes emerged from this second-round coding of the data (see Table 7, overleaf), which I condensed into the three overarching of the case study in light of the first-round outlier column. The two highlighted pattern codes in Table 7 are in vivo codes.

Table 7. Second-round codes

Professional Identity	Professional Development	A Political Economy of TVET Professionalisation
A collective career narrative	Follow the recipe	Workforce development
Always a chef	Beyond the recipe	Becoming institutionalised
The dual professional	Contradict the recipe	Parity of esteem
	Culinary Framework	The politics of food

Trustworthiness

Since my case study strove to reveal the chefs' understandings about the relationship between their professional identity and professional development, a brief discussion is merited to demonstrate how I approached and addressed any concerns for research quality. Quite simply, did I get it right, and by whose standards (Creswell 2013)? Within this section, I present how I ensured research quality concerning the trustworthiness of both my data and my interpretations.

I relied upon Lincoln and Guba's criteria for trustworthiness (1985) to address the quality of my qualitative case study. Because the concepts of validity and reliability cannot be addressed in the same manner in qualitative research as they are in quantitative studies, Lincoln and Guba put forward four criteria of trustworthiness such that the reader can evaluate the 'worth' of a qualitative study. To ensure trustworthiness, I needed to consider how my methods, data, and

interpretations established and demonstrated rigour in credibility, transferability, dependability, and confirmability.

In quantitative research with its emphasis on measurement, validity and reliability are concerned with the integrity of the conclusions generated from the research and the degree of stability from those conclusions, respectively (Bryman 2008). The construct of validity in qualitative research is problematic (Lincoln and Guba 195; Bryman 2008; Creswell 2013), since interpretation rather than measurement is the qualitative researcher's primary warrant. To that end, Lincoln and Guba's put forward the criteria of credibility and transferability as analogous to quality concerns of validity, and dependability as a parallel to reliability (Lincoln and Guba 1985; Bryman 2008). Within my case study, I used the following strategies to ensure I was meeting these criteria:

> *Credibility*. As I noted earlier, I gave each participant an opportunity to review the transcribed interview to ensure the transcription captured and reflected the participant's comments. As well, since I asked the participants the same questions in each interview, I established triangulation via data sources.
>
> *Transferability*. As Bryman notes (2008), "qualitative research entails the intensive study of a small group…[and] findings tend to be oriented to the contextual uniqueness and significance of the social world being studies" (2012, p. 378). I recognised that the findings of my case study are not meant to be generalized beyond its context. Instead, it is up to the reader to assess the applicability

and transferability of my findings to other contexts in light of my ontological and epistemological position, my research design, and the limitations of my study. That being the case, I used *thick description* to allow the reader to judge whether I provided enough detail of context and made explicit the patterns of social and cultural relationships within the polytechnic (Lincoln and Guba 1985; Bryman 2008).

Dependability. Here is one area where I acknowledge a limitation within my case study (for details about other limitations, see Chapter Six). It is a shortcoming of my study that I did not use an external auditor to examine both the process and product of my data analysis. In my defense, as I conducted this study through an interpretivist research paradigm, I argue there is no objective truth or reality to TVET professionalisation. However, the reader may disagree with any of my data analysis, coding, or interpretations.

The fourth criterion of Lincoln and Guba's framework of trustworthiness (1985) focuses on *confirmability*. Within their framework, Lincoln and Guba suggest that confirmability addresses quality concerns in qualitative research in parallel to concerns for objectivity in quantitative research. I agree with Bryman (2008) in that complete objectivity in social research is impossible. However, I adopted strategies to demonstrate to the reader that my research was conducted in good faith, and that I employed a reflexive approach to make known my

biases and motivations. This approach involved an on-going process of reflexive journal writing, such that I recorded and reflected upon all aspects of my investigation. To this end, the reader could request to audit the product and process of my case study research as noted in this reflexive journal.

Ethical Considerations

As with all social research, there were ethical considerations to make with respect to this case study. Within this section, I present how I mitigated any ethical issues related to the case study, particularly in light of the existing professional relationship I had with the research participants. Bryman (2008) notes that ethical issues fall into four main areas: harm to others, invasion of privacy, deception, and lack of informed consent. Prior to the fieldwork, I foresaw that three of these four areas could impact my investigation:

1. *Invasion of privacy*. Since the case study concerned professional identity and development activities, information would be collected about educational qualifications and professional expertise. In order to build trust with each individual, I ensured the chef was aware I was not questioning his credentials or tracking his qualifications on behalf of the institution.
2. *Deception*. As Fries suggests (2009, p. 344), "The focus of reflexive sociological interviews is on social practice; not asking respondents to provide explanations of their social practice." Therefore, although I was asking participants to

describe what they had done with respect to professional development practices, I ensured them that I was in no way asking them to justify their activities.

3. *Lack of informed consent*. With respect to this area of concern, the fact that my research did not involve covert or disguised observations mitigated one contentious issue associated with this topic (Bryman 2008). However, I needed to ensure participants were voluntarily agreeing to be part of the case study rather than out of a perceived obligation because of our prior professional relationships. The most appropriate means of addressing this ethical issue was to comply with the guidelines espoused by BERA, the British Educational Research Association (2011), and the two institutions associated with this research.

For this case study, I received ethics approval from two institutional review boards. As a postgraduate research student within the School of Education at the University of Nottingham, I ensured my research complied with the University's Code of Research Conduct and Research Ethics (University of Nottingham 2013) as well as the 2011 BERA guidelines. Moreover, as my research took place at another postsecondary institution, Western Polytechnic, in another country, I complied with its research ethics policy. Western Polytechnic's guidelines are informed by the Canadian Interagency Advisory Panel on Research

Ethics, a federal government body representing three research agencies[6]. The Interagency Advisory Panel has created an ethical policy statement based on three core principles. As per the tri-council's policy statement (Canadian Institutes of Health Research et al. 2010), my research needed to demonstrate a *respect for persons*, a *concern for welfare*, and an obligation to treat people fairly and equitably – the core principle of *justice* as per the tri-council policy statement. To this end, participants received an information sheet and a consent form as suggested by the BERA Ethical Guidelines (2011).

These two documents, the information sheet and consent form, served multiple purposes with respect to the ethical considerations of the case study. The information sheet (see Appendix C) described: the purpose of the research; what participants could expect by agreeing to contribute; what would happen to the information they shared; and, their right to withdraw from the study at any point. The consent form (see Appendix D) reiterated these same points; clarified how information would be collected (that is, audio recorded during the interview and focus group); and, featured contact information in case participants had questions about the nature of my research. Each participant was asked to sign the consent form to ensure they were engaged in the case study under their own free and informed consent. I retained signed copies of all

[6] The three research agencies include the Canadian Institutes of Health Research (CIHR), the Natural Sciences and Engineering Research Council of Canada (NSERC), and the Social Sciences and Humanities Research Council of Canada (SSRHC).

the consent forms whereas participants were given a copy of both forms to keep for their own records.

In order to demonstrate a 'respect for persons' in the case study, I gave all the participants pseudonyms to protect their identity. Interestingly, most of the chefs were willing to have their real names and titles acknowledged in the final write-up of the study. The two participants in leadership roles also wanted their professional titles featured in the final write-up, acknowledging that, by including these titles, anonymity and non-traceability could not be ensured. Although a willingness to feature both the participants' real names and official titles initially seemed an offhand comment during the fieldwork, their request to be acknowledged aligned to one of the main findings addressed in the next chapter. However, as not all participants agreed to be publicly named, I assigned pseudonyms to everyone and used unofficial professional titles for the leadership roles (i.e., supervisor and director), fulfilling my ethical obligation to treat the participants fairly and equitably. Moreover, any individual named by the participants but not connected to the study, as well as all restaurants and businesses named, were given pseudonyms in order to ensure confidentially.

This chapter has focused on the methodological aspects of the case study. Within this chapter, I presented my underlying assumptions regarding my methodology choice for an interpretivistic approach to research; my arguments for selecting case study as the research design;

relevant details regarding the specific case for my research; the tools I used for collecting the data; and the approach I took for analysing the data. I shift attention in the following chapter to the main findings that emerged from my analysis of the individual interviews and focus group session.

CHAPTER FOUR: FINDINGS

> *"Relevant, skills-oriented education: it's the essence of Western Polytechnic … We have been set up to allow our students to quickly hit the ground running to pursue their careers."* (Ted, director of the Hospitality and Culinary Careers School at Western Polytechnic[7])

> *"My role is to deliver the materials so that our adult students can be successful in writing their journeyman certificates."* (Chef Donald, culinary instructor at Western Polytechnic)

Within this chapter, I present the main findings of the qualitative case study, as guided by the data analysis approach I described in the previous chapter. The purpose of this summary is to demonstrate how I systematically addressed, through qualitative inquiry, the central research question I presented in the first chapter. In order to conduct empirical research into the central question, my case study of culinary instructors, teaching at a Canadian postsecondary polytechnic, sought to answer the three following questions:

1. What historical, structural and social factors shape the professional identity of the culinary instructors?

[7] As noted in Chapter Three, all of the case study participants have been given pseudonyms, including their job titles, for purposes of confidentiality. As well, and from a clarity perspective of this thesis, I have italicised the direct responses from participants and enclosed the comments within double quotation marks. This technique is intended to distinguish participants' remarks from literature citations.

2. What historical, structural and social factors contribute to culinary instructors' engagement with professional development at the polytechnic?
3. How do the political, economic and social structures of the polytechnic shape the culinary instructors' views regarding the relationship between their professional identity and professional development?

In order to help the reader better understand the context where the chefs teach, I first provide some background details about the culinary arts programme at the Canadian postsecondary technical institute, Western Polytechnic. These details were provided by the research participants as part of the fieldwork and data collection. I position this contextual information here as a form of *thick description,* in order to let the reader judge my efforts toward acknowledging transferability (Lincoln and Guba 1985). For the remainder of the chapter, I present the main findings gathered from the ten individual interviews and one focus group session. As this case study is framed by three themes – namely, the professional identity of postsecondary TVET instructors, their professional development practices, and a political economy of TVET professionalisation – I have organised the main findings, accordingly, into three sections. Table 8, overleaf, features the main findings grouped according to the three themes and eleven sub-themes, which emerged following an analysis of the case study data.

Table 8. Main findings according to themes and sub-themes

The professional identity of the chefs	The purpose and practice of professional development	A political economy of TVET professionalisation
A collective career narrative	Follow the recipe	Workforce development
Always a chef	Beyond the recipe	Becoming institutionalised
The dual professional	Contradict the recipe	Parity of esteem
	Culinary Framework	The politics of food

Culinary Arts at Western Polytechnic

Students who attend Western Polytechnic for culinary arts follow one of two pathways: A full-time, two-year accredited diploma programme in Professional Cooking, or an apprenticeship path, which combines on-the-job training with formal training at the polytechnic. Chef Jackson, one of the instructors in culinary arts, distinguished between students in the two programmes as such:

> *"Apprenticeship is a 3-year programme that you only come in two months of the year to work at the school. The remaining ten months are in industry. Those are the students that come in that have the pace. They have the pressures, and those pressures are comfortable for them. So when they are coming into class, they are banging out food way faster than our Professional Cooking students."*

Chef Henry reinforced this dichotomy between student groups:

> *"Professional Cooking is more like high school. The students don't know so much about cooking. Of course, there are some students that are already very educated about cooking, enhanced stuff like that.*

> *Most of Professional Cooking is very good for some of them. I grew up in [country] and did that kind of work in the Professional Cooking program instead of the apprenticeship…just I didn't know about cooking. Apprenticeship, they've already been working in industry. They have basic knowledge about working with the kitchen, work with the people, and communicate with the chef. I can see the difference."*

Regardless of the career path chosen, both Professional Cooking graduates and apprentice cooks are eligible to write a provincial journeyperson exam once they have fulfilled the requisite workplace hours. If they pass the knowledge-based exam, they gain their cook journeyperson status (Tourism HR Canada 2010). As I noted in the first chapter, education is regulated at the provincial level in Canada. However, the provincially awarded cook journeyperson qualification is endorsed and recognised nationally in Canada as part of the *Red Seal Program*. The Red Seal represents a national standard of excellence for skilled trades in Canada. What is most applicable to this case study concerning the Red Seal credential is that it represents the first major achievement in the Canadian culinary qualifications framework (see Appendix A) and is a pre-requisite to the advanced credentials in this framework. As most of the chefs noted in the study, formal teaching qualifications and classroom experience were not required when they were hired by the polytechnic. However, as instructors at the technical institute, they were expected to be certified, at a minimum, as a Red Seal Cook.

The culinary qualifications framework featured prominently in the case study. In Canada, the title *chef* signifies that a journeyperson cook has achieved the *Certified Chef de Cuisine* qualification. Case study participants typically referred to this as the *C-C-C*. Chef Arthur acknowledged that the Certified Chef de Cuisine programme-of-study focuses mostly on human resource management. According to Chef Arthur,

> *"For the most part, it's the management side. Seeing the bigger picture of how everything flows and works. The human resources side of it, managing people. The food side is always there. You always have that instinct of food as a cook and even as a chef. But the biggest different between a cook and a chef is just the management part and the human resources part. You're dealing with different personalities -- the stress, the pressures and just dealing with staff issues and personality conflicts."*

All the chefs in the case study had earned their Certified Chef de Cuisine. For many of them, the *Certified Master Chef* credential, or CMC, represented the pinnacle of achievements. As Chef Mark described, this prestigious qualification meant that the chef had become a "*certified master of the trade*."

Lastly, the chefs at Western Polytechnic are members of a unionised staff association that includes all the instructors at the technical institute. The union is one of various collective bargaining units at Western, the other units featuring the polytechnic's administrative,

professional, service-focused and support staff. The chefs reported to Edward, the supervisor of the culinary programme and also one of the case study participants. Edward, in turn reported to Ted, another case study participant and director of the hospitality careers school, which houses the culinary arts programmes. As part of their collective agreement with the polytechnic, the chefs are solely responsible for teaching a set number of hours per year. Thus, their role did not officially involve or demand any aspects of research or service. This was an important contextual factor in the case study as time for professional development activities fell outside the scope of their regulated instructional hours in the classroom.

The Professional Identity of Chefs at the Polytechnic

> *"I'm a tradesman that educates…it's kind of like a Catch-22. I can't be an educator if I'm not a tradesman. And if I'm not a tradesman, I can't be an educator. So the two are really synonymous with each other."* (Chef Mark, culinary instructor at Western Polytechnic)

As one of the key themes framing the case study, professional identity revealed itself in multiple ways with the chefs at Western Polytechnic. This section features the main findings from the case study related to the chefs' professional identity. These findings align with the concept of the dual professional (Robson 1998; Robson, Bailey and Larkin 2004; McLaughlin 2013) but also reveal a collective career narrative and insights into the chefs' shared dispositions, attitudes, and values. Based on

my analysis of the data, I have pulled out three sub-themes from the main motif, the professional identity of the chefs. Specifically, those sub-themes are a **collective career narrative**, **always a chef**, and **the dual professional**.

A Collective Career Narrative

> *"I just always felt that chefs were nurturers – that we share things."*
>
> (Chef Jackson, culinary instructor)

In an effort to better understand how each chef became a culinary instructor, I had them highlight their professional journey from industry to the polytechnic. Validating and reinforcing Jackson's comment above concerning an occupational disposition toward sharing, the chefs willingly shared stories of their professional journey and prior work experience over the course of my fieldwork. Their personal histories provided rich narratives that I analysed to better understand the individual's sense of professional identity. From a descriptive perspective, each of the chefs' career narratives focused, generally, on his initial pathway into the trade, the time spent working in prestigious restaurants and/or hotels, a boastful array of places he had travelled to, and the circumstance that brought him to the polytechnic. From an analytical perspective, though, and despite the individual nature of each chef's journey, I observed consistent and collective threads within each narrative, thus revealing the sub-theme label I selected for the professional identity main theme, namely, a *collective career narrative*.

> *"We do it because we love food. We love the action, the pace, the creativity, the camaraderie. All that stuff. You get addicted to the industry that way."* (Chef Arthur, culinary instructor)

One thread that permeated each career narrative was a passion for food and cooking. I found this not surprising, given that most of the chefs considered their career in culinary arts a "*vocational calling*," a concept Billett (2011) describes as a social identity central to the individual's personal agency and sense of self. Beyond simply expressing a "*passion for cooking*," the chefs' career narratives featured multiple references to cuisine types, recipes, food dishes, and cooking techniques that reinforced this value of "*passion*." Within this, though, the narratives exposed an ongoing need to "*prove oneself*" in their passion for cooking. As Chef Donald described,

> "*I think in any of the trades we are all only as good as our last kick at the can. The last plate we served up, or the last weld we've done. There's always going to be younger and stronger people there, but it's all about being confident in what you deliver*."

This pattern of "*proving oneself*" repeated itself through the data, and I expand upon this within other findings. However, it is worth acknowledging that a collective attitude of the chef proving himself in culinary arts, the trade he was most passionate about, was embedded in all the personal histories.

The chefs' transition to teaching, another consistent thread within their career narratives, also illustrated a nuance connected to their professional identity. Patterns of status, self-esteem, and validation emerged as they described the situation or circumstance that led to them accepting a position at the polytechnic. As Chef Mark illustrated, *"Western Polytechnic is a big daunting place with a huge reputation. It was a huge compliment to be tapped on the shoulder and asked to come join this team*." Chef Henry shared a similar attitude,

> "*Chef Nolan[8] sponsored me. He's the reason I came to [this city]. Since then, [restaurant name] opened and I started as a line cook. He promoted me to Sous Chef. Eventually, Chef Nolan left and I became Executive Chef at [restaurant name]. In 2009, I became national champion. It's called [Name of a prestigious award], a big competition. That's the peak of my career. And that piqued the interest of Western Polytechnic because they wanted to build a strong team*."

Henry's reference to a renowned chef and restaurant was typical of the narratives, and reinforced these patterns of status, self-esteem, and validation. Chef Geoff provided another such example, "*Last year in May I was down in the [restaurant name] in [US state] for a week working. Which is one of the best voted restaurants in the world under Chef Kelly.*" The patterns of status, self-esteem, and validation in their personal histories

[8] Similar to the approach I took for case study participants and the polytechnic, names of individuals and businesses outside the scope of the case study, have been removed or been given pseudonyms to ensure confidentiality.

recurred throughout the interviews and bridge into the next concept within the broader theme of professional identity.

Always a Chef

> *"You can't not be a chef. People will always call you that and think of you as that even though it's been, like I say, many years since I've actually been a chef. But personally, my identity is as an educator now. … So I'm trying to mold my identity into more of an educator than a chef. But it's a slow process when you're a chef…because* ***you're always a chef***" [emphasis added]. (Chef Ivan, culinary instructor)

Thematic analysis of the interview and focus group data revealed a sub-theme I labelled with the in vivo code, "*Always a chef*," drawn from Ivan's remark presented above. This sub-theme featured the shared values, work habits, beliefs, and dispositions articulated by the chefs, linking to the concept of vocational habitus (Bourdieu 1986; Bourdieu and Wacquant 1992; Colley et al. 2003; Chan 2013; Chan 2016). In response to questions concerning the qualities and dispositions that chefs collectively share, the focus group acknowledged that they valued passion, attention to detail, initiative, critical thinking, decision making, adaptability, commitment, and teamwork. The following exchange captured some of these attitudes as well as a subtle tone of "*proving oneself*," described above:

> Adam*: "We're really accepting. When you think, people with drug problems, alcoholics…we don't care. If you're beside me, and you're doing your thing, you know, that's all we care about. We're here together…."*
>
> Donald*: "Doing your job."*
>
> Adam*: "Supportive….but there's a high expectation that you hold your own. And everybody's aware of that."*
>
> Arthur*: "I think kitchens can be a place where people get away from some of that in their life. It's an escape. They can dive into the food."*
>
> Donald*: "It's very focused. It's very pointed."*
>
> Adam*: "Everyday you've got job satisfaction because you've accomplished something. Whether it's putting out fifty plates or a hundred plates, or doing mise en place, at the end of the day, you can say 'I've done something.'"*

In his individual interview, Chef Arthur reinforced this shared value of collaboration and camaraderie as embedded within his professional identity as a chef:

> *"It's inherent in our upbringing in the kitchen about teamwork and working together. And I think, at least, looking around at different departments, I think we have a pretty strong identity that way in terms of our teamwork and how we work together."* (Chef Arthur)

Interestingly, and despite promoting camaraderie and teamwork, their responses also revealed that the chefs were motivated by competition and an individually-focused pursuit of excellence. As Chef

Henry noted, "*Chefs are born to be competitive*." Ted, the director of the school, validated this competitive and highly motivated spirit when he commented about some of the chefs whom he taught as part of their Certified Chef de Cuisine certification,

> *"I took a 16-week course and pounded it into them in 5 weeks. … There was competition there… so when it came to the black box – an unknown set of ingredients and that's your final test – these guys blew it out of the water. It was almost ridiculous how good they did. But that's when the competitive side kicks in."* (Ted, director of the hospitability careers school at Western Polytechnic)

Finally, the 'learning as becoming' framework toward occupational identity formation (Colley et al. 2003; Chan 2013; Chan 2016) was prevalent in the participants' responses with respect to viewing their professional identity more as chefs. Participants described the educational pathway into the culinary profession much like a rite of passage for apprentices and professional cooking students. More so, membership in the "*fraternity,*" as Chef Donald described it, aligned to the 'learning as becoming' occupational identity formation, which the chefs instilled in their students.

> Donald*: "It's a place where if you don't fit other places, you often fit here. Seriously. It is the last bastion for the misfit. It's like the French Foreign Legion for society. It is. You'll meet the strangest, weirdest freaks you'll ever meet."*
>
> Adam*: "And you'll find that they're just like you."*

The Dual Professional

Despite aligning themselves to their culinary experience and expertise, the participants acknowledged the instructional side of their professional identity. This educational identity, however, was expressed in very concrete and functional terms. Perceiving themselves as both professional chefs and culinary instructors at the polytechnic, the research participants consistently described their professional identity through references to skills, knowledge, and competency. During the interviews where the exchange focused on how the chefs described their instructional role at the polytechnic, the participants emphasized the need to share their culinary knowledge and experience while at the same time effectively "*delivering the content*" that was embedded within the programme-of-study.

> Arthur*: "I think we come in as subject matter experts, but we don't know how to teach."*
>
> Donald*: "So, it's always being able to deliver."*

Chef Mark framed this perception best when he described the 'instructor as subject-matter-expert' concept prevalent in the literature on the dual professional:

> *"My job, my role is to inoculate the next generation with an employable set of skills. At the end of the day, I need to be able to pass on my experience, my knowledge, my skill set to the next generation. … Prepare the next generation to be successful."* (Chef Mark)

Chef Mark's comment about preparing the next generation was common in many of the chefs' responses and illustrated a fusion of their two identities, professional chef and postsecondary TVET instructor. More so, this fusion of identities could be described as a role with the responsibility to be a 'steward of the trade.' The chefs saw themselves as responsible for imparting their knowledge and skills plus instilling in the apprentices and cooking students the shared values, attitudes, and dispositions of the trade. It was evident that, although the chef/instructor role may have fused, for most of the participants the emphasis was on the trade identity and the skills associated with the trade rather than the teaching side. Chef Arthur, highlighting his approach to teaching, noted,

> "*It's trying to reinforce the process of cooking. Look past the recipe but focus on processes. … You've got a bag of knives and the skills, and your knowledge and thinking ability, and you just follow the process of cooking*."

Interestingly, some of the chefs saw their teaching role as an extension of the one-on-one training they regularly provided while working in the trade. As Chef Ivan succinctly described, "*I guess we're all teachers, especially chefs.*" Chef Donald elaborated on how this trainer identity manifests itself in the practice,

> *"The industry builds in an inherent tutelage or mentorship because, as Jackson was saying, whenever you go to a new job or anything, you're always training someone. No matter. You work one job one day, the next day someone else comes in. Your job is to train them for*

> *the job that you were training for yesterday. And that's the way it is. I think it's inherent to our position to train people, especially dispositions."*

Consistently reinforced by the participants and acknowledged in the interviews as dispositions, the two threads of "*proving oneself*" and an individually focused "*pursuit of excellence*" also emerged within this sub-theme of the dual professional. The participants described their role at the polytechnic as a matter of not merely being a *"great chef"*; it also meant being a *"great instructor."* This perspective was reinforced at a senior management level as Ted, the director of the school, noted,

> *"I always look for what I call, the "inner educator." I've met a lot of great chefs in my life. A lot of them could never be instructors. It's not inherent in them. The 'givers', right, that's kind of what we look for. I always call it 'confidence and humility' together. We have a lot of chefs in the programme … They're all great. They don't have to tell you they're great. And that's the difference, that's the humility side: 'I'm confident enough, and good enough at what I do, but I don't have to go around telling people that I'm good at what I do. They'll see that I'm good at what I do.' And that passion just to share. That passion in the belief that you can help shape an industry."* (Ted, director of the school)

Despite this emphasis on a pursuit of instructional excellence, discourse still focused on excellence as demonstrated through trade skills and knowledge.

Donald*: "My role is to deliver the materials so that our adult students can be successful in writing their journeyman certificates. We have people training to become journeyman cooks -- help them to be successful".*

Adam*: "We can call ourselves a college, a polytechnic, a trades school. At the end of the day, the government is giving us money to…"*

Donald*: "Teach proficiencies."*

Adam*: "Exactly. So that people can go out and actually get a job. As instructors, I think the goal is to give people as much as they can take so they can get out there and succeed in their job so that when they are in the job space, they've got the skills so that when it comes to getting a raise we've given them an advantage over somebody else."*

For some, professional identity as an instructor featured an element of regret, resignation, or reluctant acceptance. Yet this regret and reluctance was contradictory. For Chef Adam, the role of an instructor meant not using the skills or knowledge the chef prided himself upon. As Chef Adam elaborated,

"I'm no longer a chef or a cook. I'm an instructor, and those are two very different things, you know. My material might be that of cooking, but I don't cook. If I pick up a knife, it's because a student is working on their knife skills. … I'm an instructor. Literally, I develop and implement courses."

On the other hand, Chef Arthur's acceptance to the instructional role manifested itself as an acknowledgement he did not want to return to cooking professionally.

> *"I don't plan on leaving this role to go back into the industry. You know, you've put your time in. You're done. You're beaten up. You're tired. And this is a way to share all our experiences that we've gained in our careers. And I'm not interested in going back into that role."*

Finally, and within this sub-theme of the dual professional, the chefs viewed their role and responsibilities as a postsecondary instructor as distinct from the other instructors at the polytechnic. Part of this differentiation focused on the extra-curricular responsibilities the chefs took on. The polytechnic regularly featured the chefs and cooking students at high profile events, in order to showcase their culinary skills and talents.

> Researcher*: "Is there anything else in your day-to-day practice that sets you apart from other instructors?"*
>
> Donald*: "That we're working when everybody else is playing?!"*
>
> Researcher*: "Expand on that."*
>
> Donald*: "There's nothing else…"*
>
> Arthur*: "That's our industry, right?"*
>
> Donald*: "That is our industry. 100 percent."*
>
> Arthur*: "We work when everybody else doesn't work."*
>
> Researcher*: "And is that something then that you grow within the students? Or expose them to?"*

Donald*: "Jade them toward, yes."*

Although the chefs' comments emphasised feelings of resignation and reluctance with these responsibilities, the comments also featured subdued elements of status and distinction. Chef Arthur provided another such example,

> *"The profile that we get and the events that we do, we have more recognition. Our roles are the same. We are teaching a skill, trying to inspire students and, you know, start them on their careers. The events, the attraction that people have to food and cooking, we are certainly more recognizable on campus. Walking across campus in a chef's white and a big tall hat stands out pretty quick. There's a culture around chefs and cooking around the Food Network, the non-professionals at home that watch that stuff. The other faculty are excited to bring professionals up here and show them what we do. We're just instructors teaching skills."* (Chef Arthur)

Arthur's comment featured another important distinction that other participants also noted: "*Wearing whites*," the uniform of the chef. A chef's uniform clearly served as a proxy for their professional identity, a physical manifestation of the role, setting them apart from other instructors at the polytechnic.

> *"I'm surprised at the number of times I'll be out somewhere, whether it's at a trade show or a craft market, or representing the school, and someone comes to me and said, because I'm wearing whites, and they say, 'Yeah, I cooked for fifteen years and now I'm doing this.' But*

they wear it. They wear it. They're proud to say that they did it."

(Chef Donald)

In summary, this section focused on the first of the three themes to the case study: the professional identity of the chefs. However, discussions concerning professional identity and occupational formation were challenging to distinguish from responses to questions focused on professional development. Attention now shifts to the findings related to second theme of the case study: the chefs' perception concerning what they valued and sought after for professional development.

The Chefs' Professional Development at the Polytechnic

The chefs' professional development activities were extensive. Establishing time boundaries to the case study (Thomas 2011b), I deliberately designed the individual interviews not as a tool to solicit a comprehensive review of all the professional development activities of each chef. Rather, I had participants elaborate on recent activities that they found meaningful and significant. Following a thematic analysis of the participants' responses, I interpreted their activities as following four separate paths. To that end, I interpreted the main theme of professional development as featuring four sub-themes: Professional development practices that **followed the recipe**; those that went **beyond the recipe**; some that **contradicted the recipe**; and, other practices that emphasised **the culinary framework**.

Follow the Recipe

Some of the chefs adopted an instrumental and incidental approach to their professional development. That is to say, they engaged in activities or tasks as a means to an end, and any professional learning or development that occurred happened incidentally. The reasons the chef even acknowledged the activity as professional development was that a peripheral task had been assigned and the chef needed to learn something in order to accomplish the task. To this end, I interpreted this as the chef "*following a recipe*" in order to do what was expected of him. For example, Chef Adam had been pulled from classroom teaching in order to create new resources and develop new curricula for the programme. He noted that he had learned much about the curriculum development process, but it was a path he would not have sought out for himself. Rather, he would have preferred engaging in professional development activities that were designed to emphasise personal enrichment.

> *"I'm in a position where I'm being told, "This is what we need." So, okay, I'll go out, so that we have a foundation. … It's not necessarily what I'm interested in, and in the end, I do end up learning from it, and it fulfills the needs of the institution. For me, personally, the best personal development: I'm taking one course here, the interdepartmental course, "motorcycle maintenance". That was an awesome opportunity. I was hugely interested in it. I did it on my own time – personal development."* (Chef Adam)

Chef Henry also approached his professional development instrumentally. However, rather than engaging in a development activity as embedded in an assigned task, Henry perceived professional development to be part of the recipe for improving his teaching. He expressed a view that he felt he was responsible to respond to student feedback:

> *Personal development is that students are satisfied at the end of the class. Are they happy to finish my class? That's the bottom line. Stay focused and add to knowledge or skill to make them happy.*

Note that Henry's comment reinforced the concept of culinary instructor as subject-matter-expert. In this respect, professional development served a transactional purpose: the chef improved his knowledge and skills, and, in return, the chefs' students were better served and satisfied.

Finally, a common practice that a number of the chefs emphasised as meaningful professional development was "*stage*." Stage is an accepted practice in the culinary industry where a chef volunteers his/her service at another restaurant in order to learn new techniques. As Chef Mark described the experience,

> "*It's great what I've done in the past, but what have I done recently? You can never rest on your laurels … so I would try to get into different kitchens and expose myself to as many different experiences as possible… keeping up with the trends.*"

Interestingly, although the chefs presented stage as a form of community service for their industry, their narratives revealed underlying patterns of

status and personal validation. It did not simply matter that the chef had engaged in stage as a form of professional development; it became evident that it also mattered *where* he decided to volunteer his service. The chef's choice of a restaurant for stage served as a proxy for status.

Beyond the Recipe

> *"As cooks we think the recipes are important, but the recipes are just a small part of it. It's the technique that really sets you aside. But as a student, when I was a student, I would look at recipes and have an opinion on them but not really realizing that there was something bigger than the recipe."* (Chef Jackson)

I found the more interesting accounts of significant and meaningful professional development featured a project-based approach that went beyond the chef's routine assignment. Three of the chefs described a self-selected project that went outside the scope of their role. Each chef recognised that, although it was never strictly intended as a form of professional development, the project had a transformative effect on the chef's teaching practice.

Chef Donald and Chef Jackson both undertook individual projects that demanded cooking skills neither possessed. Donald seized an opportunity to be innovative and add a new cuisine type that the culinary programme did not feature, whereas Jackson auditioned for a nationally televised cooking competition. The process for each demanded an

investment of time and considerable self-directed learning. Each reflected that the project represented one of their more memorable and significant learning experiences. Interestingly, and in light of the earlier findings on professional identity, I noted that these projects reinforced their identity and status as "*masters of the trade*."

In a similar fashion, Chef Arthur engaged in an innovative project that he acknowledged transformed his approach to teaching and elevated his status at the polytechnic. In short, Chef Arthur created a local garden to teach professional cooking students and apprentices about culinary agri-literacy and sustainability. The project featured prominently in Arthur's successful nomination for the polytechnic's annual trade award. As a result, Arthur was able to travel internationally, network, and learn more about sustainability and agri-literacy from other culinary schools. Similar to Donald and Jackson, Arthur found the garden project to be a transformative experience, shifting his teaching focus toward sustainability. However, Arthur's professional development activities merely reinforced his professional identity as a chef. In fact, Arthur's perspective concerning the purpose of professional development supported this position:

> *"Staying current with trends in the industry. What are the new techniques that chefs are playing with in the industry that we need to stay up on to engage the students? With such an online world, students are coming in with all this awareness from watching shows or YouTube videos, following these hot trendy chefs, and all these*

fancy techniques that are out there. They want to play with all the molecular cuisine and it doesn't happen that fast. But you need to know who the guys are that are doing it, how they are doing it, so you can explain to the students the process to get there." (Chef Arthur)

Contradict the Recipe

"*You're interested in something because you don't know about it. Then you start to learn about it, and the more you learn, it draws you deeper in. Like quicksand.*" (Chef Donald)

Most of the chefs expressed a view that saw the purpose of professional development as learning something new. Professional development equated to something they would need to know or do as part of their responsibilities as instructors. Yet they contradicted themselves various times whether that new knowledge or skill was focused on the culinary trade or the practice of teaching.

Researcher: "*What do you see as the purpose of professional development in your role here?*"

Arthur: "*I think there's two sides to that. I mean, there is furthering our proficiency or mastering of our trade. The other side of it is pursuing how to be a better educator. So, I see pursuing more education, PD, as a way to get further ahead in the institution.*

Adam*: It's weird, because usually when we think of PD, it has to really directly relate to what we're doing. But PD, it's usually about*

> *how you can spin it…. Professional development isn't always about becoming a better instructor. How do you become a better instructor? You become a better person. More well-rounded person. And if learning how to do something that you're really passionate about fills something a little bit more in you, then your students will see that also."*

One of the chefs' accounts of significant and meaningful professional development featured activities that could best be described as an anomaly – outlier actions that did not align with the other chefs' practices. Chef Ivan acknowledged that he was in a career transition at the polytechnic and redefining his professional identity. He described himself as a champion for the polytechnic's system-wide instructional technology and was taking on more responsibilities to coach and mentor his fellow instructors in these tools. More so, he was deliberately seeking professional development opportunities in order to shift his career into a different direction:

> *"I'm very interested in keeping myself employable and diverse. I remember thinking a few years ago that if I'm just a culinary instructor, I'm kind of typecasting myself. If something happens to culinary instructors – we don't need them anymore, or we need less of them – then I'm not much use to anybody. So then, I need to branch out and learn some other things, just to increase employability."* (Chef Ivan)

With references to employability, Ivan was the only chef who acknowledged a direct link between professional development and the dominant discourse of *training-for-growth* and *skills-for-work*. As I described in Chapter Three, this research was designed as an instrumental case study within TVET. That being said, Chef Ivan gave me pause during the fieldwork to consider whether an ethnography of culinary instructors was a worthwhile venture. Of the eight chefs interviewed, Ivan's responses and perceptions tended to be the outliers – and, thus, are deeply embedded in this 'contradict the recipe' sub-theme of professional development. Ivan's deliberate shift toward a professional identity as a "*curriculum developer*" post the bounded time of the case invites a future ethnographic study (discussed further in Chapter Six).

The Culinary Framework

The final thread that emerged from the data with respect to the chefs' professional development featured credentialed learning. Specifically, for a number of the chefs, some of their most rewarding and engaging professional development experiences involved achieving formal credentials. As noted early in this chapter, all of the culinary instructors in the case study were Certified Chefs de Cuisine. Some had this credential prior to joining the polytechnic. However, others pursued it while teaching, going so far as to embed the task of achieving the credential into their annual performance planning with Edward, their supervisor.

> "*There's a lot of controversy within my trade about accreditation. There's a lot of cooks, a lot of chefs out there that don't have their papers. That are not journeymen, CCCs or any type of certification. And they mock and they laugh, and they say I don't need a piece of paper to tell me what I can do. And then there's a bunch of us who feel, you know what, education is never a waste, first and foremost, right? And there's nothing wrong with having what you know actually documented.*" (Chef Mark)

The chefs' motivations to pursue formal credentials serve as a transition to the final theme of the case study: A political economy analysis of the relationship between professional identity and professional development.

The Relationship between Professional Identity and Professional Development at the Polytechnic

This final section features the main findings related to the chefs' perceptions concerning both the purpose of their role at the polytechnic and the value of professional development. Thematic analysis of the data through political economy lens revealed four sub-themes: **workforce development**, **becoming institutionalised** (another in vivo label), **parity of esteem**, and the **politics of food**.

Workforce Development

Senior management at Western Polytechnic clearly aligned itself with the *workforce development imperative* of postsecondary TVET. I used the following quote from Ted to open this chapter to represent senior management, which promoted a position that emphasised the

economic aims of education, namely, training-for-growth and skills-for-work.:

> *"Relevant, skill-oriented education: it's the essence of Western Polytechnic. … We have been set up to allow our students to quickly hit the ground running to pursue their careers."* (Ted, director of the school)

Conversely, the chefs' comments concerning the purpose of their role at the polytechnic revealed a dichotomy between their desire to be 'stewards of the trade' and instrumental agents of economic growth. Many of the chefs commented that they felt it was their imperative as instructors to share their knowledge and experience, yet at the same time, there were underlying tensions in their responses concerning their responsibility to train apprentices and professional cooking students to be "*industry ready*." It was evident, though, that the chefs recognised this philosophical duality between being a "*master of the trade*" and "*inoculating the next generation with an employable set of skills*":

> Donald*: "It seems to be on the radio and everywhere all the time. They seem to be screaming about the institute and the trades in Canada all the time. To me, it seems very clear that we're training hands-on workers that will be in the workforce, but very quickly. Not in five years or four years. In lot of cases, in one year. People will be in the workforce. That's what I see as our role. We are supplying the workforce."*

Adam*: "On the other side of that, it's bizarre … the motto for the School is 'follow your passion.' Just because you're passionate about something doesn't mean you're good at it. At that point, it actually builds in the whole thought that, yes, we're going to teach you something that you can get out there and get a job, but you might not like it as a job. But as long as you love it for yourself, it's okay to come here. Which is two very different things. If you're passionate about something, take a night-course. Take an introductory to food. We even call our program Professional Cooking. The apprenticeship program is for people who are professionals in their industry already. The school is selling one thing and there's a perception that we're actually doing something else."*

Researcher*: "How do you reconcile that difference?"*

Adam*: "I don't bother with the School. We're focused on trades."*

Interestingly, Chef Jackson appeared to have reconciled his desire to share his experience and knowledge with the demands of preparing the workforce.

"I think they should do more research into what's going on. At least, I take on my role of sharing as much with the students, so there are those harsh realizations. If you are looking to travel, your best bet is probably working in a hotel. And if you're part of a hotel, you're probably there over Christmas and New Year's, and Valentines and Mother's Day, and Thanksgiving and Easter, and all these things, but I don't think students recognise that." (Chef Jackson)

Becoming Institutionalised

> *"Honestly, it's pieces of paper, status, and it may be money to a certain extent. People want to make money and move through. We are on a designated pay scale at the college, getting accreditation will take you there."* (Chef Donald)

As far as a shared belief and acknowledgement concerning the value of pursuing professional development, many of the chefs commented on financial gain. Institutionally, Western Polytechnic had policy in place that financially rewarded its instructors for professional enhancement. Edward, the supervisor, was clearly aware his instructors would receive pay incentives if they achieved further credentials. To this end, he considered it his responsibility to foster a pursuit of academic excellence among his staff, and to guard against professional stagnation and complacency, a condition he referred to as, "*becoming institutionalised*," hence my choice for the in vivo label to this sub-theme.

Chef Jackson used the same term with respect to his professional development. However, he saw "*becoming institutionalised*" from a different and contradictory perspective. For Jackson, institutionalised meant he could achieve a work-life balance. A number of chefs also commented on how being an instructor at the polytechnic gave them more flexibility and freedom than what they had in their role as a working chef. Further, "*being institutionalised*" afforded Jackson more opportunities for professional development that he did not have in

industry. This pattern of comparing culinary TVET with the industry bridges into the next sub-theme within this theme of the political economy of TVET professionalisation.

Parity of Esteem

The chefs' perceptions concerning both their role and the value of professional development were not immune to the same issue of 'parity of esteem' that weaves throughout the literature on TVET (see, inter alia, Winch and Hyland 2007; Lasonen and Gordon 2008; Billett 2014; Marope, Chakroun and Holmes 2015).

> Donald*: "I think we're the only trade that you don't have to have your journeyman certificate to be a chef, or a butcher or anything. You can't go wire a house unless you are a journeyman electrician with papers and registered within the union. Period."*
>
> Arthur*: "It's not a recognised trade like plumbing or electricians."*
>
> Donald*: "Welding. All those things."*
>
> Jackson*: "What kills me with our program, is the grade ten requirement to get in here. Which might be another reason why we're not respected in the industry. I understand why that is, but at the same time..."*
>
> Adam*: "Because we're essentially doing the trades. We're not intellectual. That would be the big thing. You go to university. That's the ivory tower. Whereas if you go to a polytechnic you're going to have a trade. 'You're blue collar. You're not as smart.' But one has nothing to do with the other."*

With respect to their time spent in industry, most of the chefs described their professional development practices while in industry as serving very instrumental and utilitarian needs. Professional development emphasised technical expertise and skills development in a form of 'doing more' to 'perform better.' As Chef Ivan described it, "*In kitchens, you learn on the job. You learn by doing 'kitchens'.*" Thus, comparing their professional development in the trade with that in the polytechnic, the chefs acknowledged they valued the flexibility, the travel opportunities, and the commitment toward resources that the polytechnic made available. Interestingly, I put forward that the chefs failed to notice their professional development practices in industry were *demand-driven* whereas their activities in the polytechnic were *supply-focused*.

As I said in the previous section, pursuing further credentials was a common motif in the data as a form of professional development. However, despite the motivating factor of financial gain with advanced credentials, not all the chefs shared the same view toward the value of these credentials. In fact, their views sometimes featured contradictory remarks. For example, Chef Donald initially acknowledged that he did not need the "*piece of paper*" to validate his accomplishment; the process of discovery and learning was its own reward. Yet later, while elaborating on his journey through Certified Chef de Cuisine qualification, Donald commented it was a "*badge of honour*" to wear the title of 'chef.' Chef Adam, also a Certified Chef de Cuisine, was contemplating the next level in the culinary framework,

> *"I considered doing the whole Master Chef program, but for me it serves no purpose … because the knowledge that I would gain from it, I wouldn't actually be able to apply it anywhere. You know, it's working on letters for more money. For me, that's not the priority, I'd rather spend my time doing other things than running after that."*
> (Chef Adam)

A few of the chefs noted that part of the value in professional development is that it kept them aligned to the realities their students face daily. Yet the chefs' comments also revealed patterns of status, self-esteem, and validation as previously featured in the professional identity theme. Chef Mark's feelings toward the credentialing and achievement demonstrated these patterns:

> "*I think my students respect the fact that I'm doing my Certified Master Chef. They ask about it all the time. They want to know what I'm working on. They want to know what I'm developing …*
> *An organisation, a brand, an institution, always puts their best foot forward. And if you've got people within your faculty that have very high certification or accolades or certification and recognition, why would that not be marketed? That just, seems irrelevant. I think if I was a young person trying to figure out what I was going to do, which cooking school I was going to, and I found out that this cooking school had, like, certified master chefs versus schools that didn't, which one would I want to go to at the end of the day? Right?*"

Senior management recognised the potential behind the chefs' status. Ted, director of the school, commented, "*If you want to have a world-class program, wouldn't you want to bring in world-class instructors? And so that was very much as focus of mine*." Edward, the supervisor of the culinary programme, also supported this position, noting that the status and esteem-level of his chefs drew students to the polytechnic.

> *"They don't come for cooking. I don't have a cooking program. They come here because of the big names. Because of the journey of all of these great instructors. Because they're not only chefs, they're more than that. They're speakers. They're teachers. Their work on sustainability. And Chef Arthur is a social activist. I mean, he goes to [foreign country] every year. So they come for that. They come because they don't have that leadership in high school, in their own homes. They want to be led."* (Edward, supervisor)

As my analysis of the data proceeded into second-round coding, I came to perceive and consider another aspect related to the parity of esteem sub-theme that I neglected to probe into, during the interviews: Did the chefs have or display any *internal* disparity of esteem between their dual professional identities as chef and instructor? That is, did the chef consider one identity more worthy or valuable from a status and esteem perspective? Moreover, how did discourse and structural contexts at the polytechnic influence the status and esteem positioning of one identity over the other? I pursue this topic further in the next chapter. In line with this 'questioning the pretension of organised power' (Youngman 2000; Sumner 2008) and drawing upon Edward's comments about social

activism, above, my analysis revealed another pattern from the data. Thus, I shift attention into the final sub-theme connected to the theme of a political economy of TVET professionalisation.

The Politics of Food

> *"My role is to keep [the instructors] engaged, to keep them motivated, to deal with their personal problems and professional needs … Professional enhancement and development is that we're breaking away from the chains. Food goes together with politics.*"
>
> (Edward, supervisor)

Production, distribution, exchange, and consumption of resources: these are all phrases commonly associated with Marxist theory. Yet, these terms also appeared in the data. Within this final section, I present the findings that emphasised various economic and political threads with respect to the chefs' professional development and their professional identity.

Employability emerged as a recurring motif in one of the chefs' narratives. Chef Ivan commented that his approach to professional development is motivated by an intrinsic desire to enhance his existing skill set.

> Researcher*: "A couple times, employability has cropped up. Do you see a direct link with professional development and employability?"*

> Ivan*: "Yes, I guess it would be the word 'professional' in development. So it's my professional life, so it's naturally my employability."*
>
> Researcher*: "And employability, what does that mean?"*
>
> Ivan*: "Will I be needed, wanted, sought after professionally? Will there be positions for me? Not sort of adrift in an industry that doesn't exist anymore. … It's our responsibility to stay current and stay employable."*

Ivan was not the only one to acknowledge how important and valuable it was to develop his skill set. As Chef Mark described,

> *"It's an investment in myself, investment in my craft, investment in my skills. Here's the thing. I've committed so much of my life to this trade. Why wouldn't I commit to learning it and validating what I know in a structured format, ultimately, right?"*

Participants' responses concerning employability in general reinforced conceptions of status, reputation, and profile. Ted, the director of the school, recognised that the cooking programme's successful graduate employment rates *"bred success,"* and perpetuated demand from prospective students. Chef Geoff noted that the programme's ability to attract high profile chefs featured a return on investment for the polytechnic since those high-profile chefs attracted international students, who, in turn, paid more in tuition fees. Edward, though, provided a perspective that directly linked the school to the economic aim of education:

> *"Our school is different. Because we sell you a product called food. Return on the product that we sell, our sales have increased. We have opened within those two campuses that we have, main campus and downtown, a market. … At the end of the day is money. In order to develop, you need resources. And if you don't have them, you're not going to get development."* (Edward, supervisor)

Finally, Chef Arthur demonstrated an awareness toward a socio-political aim of education:

> *"Students coming into the program, they are learning a skill, and that's our number one goal. But I see my role – and I think part of the role of the programme – is to educate the students on the bigger picture and the role of what the foods industry is about. Food has to be one of the most political subjects out there."* (Chef Arthur)

I opened this chapter with quotes from Ted, the director, and Chef Donald. The comments were meant to reveal the impact of the dominant discourse, the workforce development imperative of postsecondary TVET, on the polytechnic and on the chefs' themselves with respect to their role as a dual professional. I let Chef Mark have the final voice of all the participants in this chapter as his comment captured the interplay between professional development, professional identity, and the workforce development imperative of postsecondary TVET:

> *"Professional development is making me better. And if I'm better, then, if I'm a better tradesman, and if I'm a better person, and a better craftsman, then in turn I become a better educator. And if I'm*

> *a better educator, then we have better graduates. The school, obviously, has a better reputation. Our number one client or partner is industry, of course. Industry has a higher regard for the school. So on and so forth. It's, once again, going back to a complete circuit."*
> (Chef Mark)

In summary, this chapter featured the main findings from the case study selected to investigate the central research question, "What does a political economy analysis reveal about the relationship between professional identity and professional development of instructors in the field of postsecondary technical and vocational education and training?" Framing my analysis of this question, and the three supporting questions presented in the first chapter, eleven sub-themes emerged from the data, grouped across three overarching motifs, as presented at the beginning of this chapter (see Table 8, p.116). I move on to the next chapter of the thesis, then, for a critical discussion of the main findings and the interplay between the findings and the literature as presented in Chapter Two.

CHAPTER FIVE: DISCUSSION

The purpose of this case study research was to investigate a political economy of TVET professionalisation. The study involved chefs teaching at a Canadian postsecondary polytechnic. Moreover, the research drew upon the concept of professional identity for TVET instructors, the practice of professional development within the sector, and a political economy approach. I adopted a political economy approach in order to demonstrate that analysing the relationship between professional identity and professional development – referred to as TVET professionalisation throughout this thesis – is a suitable extension of the literature concerning the political economy of skills. Within this chapter, I discuss my interpretations of the findings from the case study in relation to the research warrant. Further, I discuss how these findings and my interpretations link with the literature presented in Chapter Two of this thesis. I have organised this chapter such that I frame the discussion, first around the case study's three supporting research questions, and second around the central research question. Lastly, I put forward a conceptual model to illustrate the social phenomenon under investigation within the case study, in order to answer the central research question, "What does a political economy analysis reveal about the relationship between the professional identity and professional development of instructors in the field of postsecondary technical and vocational education and training?"

Professional Identity in Context: Field and Habitus in Culinary Arts

One of the objectives of the case study was to understand factors that shape the professional identity of postsecondary TVET instructors. As I outlined in Chapter Two, Review of the Literature, key contributors to the topic of professional identity have emphasised identity formation theory (Beijaard, Verloop and Vermunt 2000; Day et al. 2006; Beauchamp and Thomas 2009); a trade-paradigm path of professionalisation (Grollmann and Rauner 2007); and, the dual professional identity of TVET instructors (Robson 1998; Robson, Bailey and Larkin 2004; McLaughlin 2013). Whereas the literature emphasising identity formation theory has been situated in the context of primary and secondary education (Beijaard, Verloop and Vermunt 2000; Day et al. 2006; Beauchamp and Thomas 2009), this case study extended the scope of that research by shifting the focus to the TVET sector. Specifically, my case study examined identity formation in the under-researched Canadian postsecondary TVET sector and, more importantly, addressed the structural and functional context of the polytechnic – all factors not considered in previous research (Beijaard, Meijer and Verloop 2004; Beauchamp and Thomas 2009; Canrinus et al. 2011). I posit that the findings from this case study support both the trade-paradigm path of professionalisation and the dual professional identity model of TVET instructors.

In the previous chapter, I presented a summary of the case study's findings. Based on my approach to data coding and analysis as outlined in Chapter Three, I grouped the findings into three principal themes or

motifs, with each theme further clustered into sub-themes (see Table 8, p. 116). The first theme, the professional identity of TVET instructors, featured three sub-themes of clustered findings:

1. A collective career narrative;
2. The dual professional; and,
3. Always a chef.

The case study's findings suggest that the chefs' conception of their professional identity at Western Polytechnic aligned with the dual professional identity construct (Robson 1998; Robson, Bailey and Larkin 2004; Gleeson, Davies and Wheeler 2005; McLaughlin 2013). What we know from the literature concerning the trade-paradigm pathway and dual professional is that this process of identity formation describes the merging of a TVET instructor's initial trade affiliation with that of a nascent teaching role. Consisitent with this literature, my findings illustrated a similar pathway into postsecondary TVET for the chefs, which Grollmann (2008) also labels as the 'alternate recruitment' model into vocational teaching: Each chef was a tradesperson, first, before becoming an educator. All the study participants considered themselves skilled and competent chefs – through a professionalisation process "derived from the world of work" (Grollmann 2008, p. 538) – prior to their transition into teaching at the polytechnic.

Grollmann (2008), however, suggests that the concrete conditions of work should also inform our understanding of professional self-image and the professional culture of TVET instructors. My findings add to this

literature by highlighting the importance of understanding the 'collective career narrative' of the chefs in their TVET instructor identity formation. As the chefs described their career histories and transition into teaching at the polytechnic, my analysis of the findings revealed consistent work conditions and patterns in the culinary industry: The study participants consistently emphasised and acknowledged personal values of gaining status, enhancing self-esteem, and seeking validation in their work. Further, the findings demonstrated the participants integrated these patterns and shared values into their new identity as culinary instructors. I put forward that, although the dual professional model (Robson 1998; Robson, Bailey and Larkin 2004; Gleeson, Davies and Wheeler 2005; McLaughlin 2013) serves as a *macro* lens for describing a TVET instructor's identity formation process, professional identity formation in the postsecondary TVET sector cannot neglect a *micro* lens that examines underlying values and shared beliefs within a specific trade. Interestingly, adopting this micro lens in my study reaffirmed anthropologist Margaret Mead's assertion that an individual can have as many identities as selves and interactions (1934 cited in Beijaard, Verloop and Vermunt 2000).

In order to better understand the chefs' professional identity and their underlying values and shared beliefs, I return to the literature on field and vocational habitus (Bourdieu 1986; Bourdieu and Wacquant 1992; Colley et al. 2003; Chan 2013; Lehmann and Taylor 2015; Chan 2016). By adopting a political economy approach to my case study, I found the concepts of field and vocational habitus a useful heuristic for

analysing the contextual factors that formed, informed, and reformed the chefs' dual identity. Attention thus shifts, in the next two sub-sections, to the concepts of field and vocational habitus, respectively.

The Field of Professional Cooking at the Polytechnic

Although the history, setting, and socio-cultural practices of professional cooks and the culinary trade have been explored in the literature (see, for example, Hegarty 2008; Fine 2009; Woolcock 2011; Steno and Friche 2015), field analysis of the culinary trade in the postsecondary TVET sector remains relatively under-investigated. It is my position that Bourdieu's concept of field and habitus are integral to the analysis and discussion here. Bourdieu and Wacquant (1992) describe a field as,

> [A] network, or a configuration, of objective relations between positions. These positions are objectively defined, in their existence and in the determinations they impose upon their occupants, agents or institutions, by their present and potential situation (situs) in the structure of the distribution of species of power (or capital) whose possession commands access to the specific profits that are at stake in the field, as well as by their objective relation to other positions. (p. 97)

In essence, a field encompasses both the social arena within which the individuals operate and function, and a structured system of social and cultural relations within that context. I suggest that Chan (2013; 2016) neglected to consider the role of field in her belonging-becoming-being framework as part of her qualititatve study of bakery apprenctices.

By analysing the field of the culinary trade sector in postsecondary TVET, my case study adds a consideration of that dimension to the literature.

Within the context of the professional cooking programme at Western Polytechnic, the field, or social arena, was designed to both simulate and replicate the realistic settings of the actual culinary trade industry. For example, the polytechnic's revenue-generating dining facilities allowed the professional cooking student to provide cuisine and hospitality service to actual customers under the guidance of the chefs. Moreover, the social and cultural systems within the programme and at the polytechnic emphasised competency-based job performance. Based on my analysis of the findings, the chefs who practiced and functioned within this field shared and socially reproduced a habitus or system of dispositions – the 'rules of the game' (Bourdieu 1986; Bourdieu and Wacquant 1992). In the context of TVET, Colley et al. (2003) referred to this as vocational habitus as part of their case study research involving vocational programmes at English FE Colleges. Whereas Colley et al. (2003) used vocational habitus to explain a central aspect of the FE students' learning-as-becoming and identity-formation process, my study extends this concept by emphasising vocational habitus as part of the TVET instructors' identity formation.

Emerging from the findings within the sub-theme, 'Always a chef,' I argue that the chefs' vocational habitus can be conceived as a combination of the professional practices, values, and propensities of the

culinary trade inextricably linked with the educational practices, values, and propensities of the polytechnic. The educational practices , values, and propensities emphasised a competency-based approach to skilled performance. Altogether, I suggest that the chefs' field of practice and vocational habitus reproduced an expectation that the primary benefit of the culinary programme related to employability. As Clarke suggests, "[TVET] is about the social development of labour, about nurturing, advancing and reproducing particular qualities of labour to improve the productive capacity of society" (2007, p. 62).

Within the professional cooking programme at Western Polytechnic, the findings suggest that the chefs understood the primary 'rules of the game' at the polytechnic. That is, they acknowledged and embraced that their programme was positioned as preparation for the culinary workforce. Moreover, they perceived their role within this field as focused on the training and development of the new workforce, regardless of whether the students remained in the trade beyond graduation. For example, as noted in the previous chapter, Chefs Adam and Donald easily navigated the ontological tension between the espoused value of the school ("*follow your passion*") and their own personal directive of *"teaching proficiencies,"* which, in their perspective, aligned to the rhetorical stance promoted in the polytechnic's strategic mandate ("*a leader in workforce development*"). This institutional emphasis on workforce development must be considered a significant factor shaping the participants' notion of professional identity. Moreover,

it supports Grollmann's (2008) assertion that the professionalisation of TVET instructors needs to be considered "against the background of the institutional enviroment in which they practice" (p.535).

The findings also demonstrated the chefs perceived that their field of practice, the professional cooking programme, had to simulate the realities of the professional culinary industry. With that simulation came an expectation from the chefs that their students learn and master the same skills, works habits, and attitudes required by the trade. Whereas Colley et al.'s study (2003) examined FE college students' identity disjuncture as they navigated between idealised and realised identities in the vocational programmes under analysis, the culinary instructors in my study relied upon their realised identity as chefs and lived experience in the industry. To that end, the 'always a chef' sub-theme, which emerged from my findings, reinforce the importance of vocational habitus in TVET professional identity formation.

I put forward that the chefs' perception concerning the programme's simulated restaurant environment also represented a field of practice where the expectation was on both the demand and supply sides of employability and skills development. The findings revealed that, from the chefs' perspective, the professional cooking programme was designed to respond to the skills demanded by industry. At the same time, the chefs felt their students left the programme with a set of relevant skills in order to secure employment. The simulation, however, created

tensions within the chefs' expectations of their students' skills development. Despite creating conditions favourable for *learning* through demonstration, trial-and-error, and constant practice, the chefs ultimately expected their students to *perform* to the standards of the industry. Chef Jackson acknowledged the unrealistic conditions in place in the simulated environment whereby he had far more student cooks serving customers (in the programme's dining facilities) than a real restaurant would have. At the same time, he recognised the importance of giving his students the opportunities to learn from their experience. As Chef Adam also noted,

> *"My goal is to get them to think for themselves. It goes hand in hand with preparing them for industry. It's my attitude: 'You've done one full year of school. You've done internship. You're in your second year, so you know how to cook.' So, now, it's cook."*

Finally, I suggest that what emerged from this emphasis on simulation in TVET was the influence of a separate, external field. In this case, that separate field was a reproduction of the authentic, real life practice and performance-expectations of cooking – whether in settings such restaurants, fine dining establishments, or hotels. The conventions of this separate field impacted the social conventions in place within the culinary TVET field. Interestingly, the findings also suggest a field whereby the chefs interacted with one another, their students and management in a social space bounded by additional 'rules of the game.' Based on my analysis of the findings, these social conventions reinforced notions of *solidarity*, *competition,* and *skilled proficiency*. I put forward

that the interplay between these elements – solidarity, competition and skilled proficiency – created a triangle of tensions in the field of culinary arts in at Western Polytechnic. (see figure 2, below).

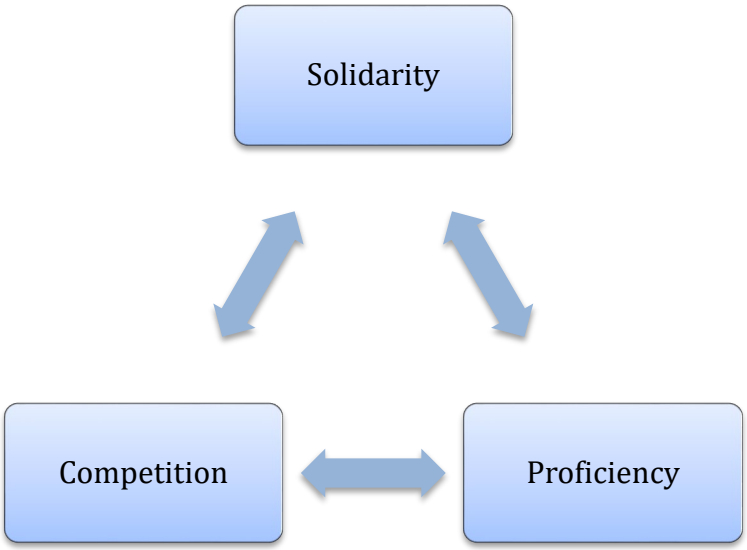


Figure 2. The Field of Culinary Arts at the Canadian Polytechnic

As I noted in the previous chapter, the chefs considered themselves to be part of a *solidarity* (a "*fraternity*" as Chef Donald put it). They were united, collegial, and bound together by their passion for food and cooking. Within the focus group, the chefs elaborated upon their ability to collaborate and solve internal problems together rather than accept defeat and defer to their supervisor for a solution.

> Adam*: "It's like when we get scheduled for class space and things, or food orders, or if there's any kind of concern. Instead of going to the supervisor and saying, 'Okay, well, look at this…'"*
>
> Arthur*: "Deal with it."*

> Adam*: "'What are you going to do about this? I need this solved now.' There's a lot of, 'Okay, well, what can we do?' And we just take care of everything ourselves. Work it out and go."*
>
> Arthur*: "Negotiate it."*

At the same time, the chefs operated within a culture that required a *competitive* spirit and an ongoing pursuit of excellence in *proficiencies*. The programme and polytechnic appeared to be an environment where the chefs emphasised the attitude to take charge and demonstrate one possessed the skills or knowledge required for the task at hand. Given this shared mentality and the Western Canadian historical setting of the polytechnic, it was not surprising that the metaphor of the rugged, independent and self-sufficient cowboy repeated itself in some of the comments:

> *The grass is greener over there, but if you're not willing to open the gate and walk into the pasture, well, then stop your whining, and* ***cowboy up*** [emphasis added]. (Chef Adam)

I put forward that the 'triangle of tension' contruct – that is, solidarity, competitiveness, and proficiency – is an aspect of the chefs' professional identity that has not yet been considered in the literature on professional identity. This construct partially resembles the three discourses of professionalisation as described by Nicoll and Edwards (2012), namely, discourses of technical expertise, competence and reflective pratice. However, the 'triangle of tension' construct, as

suggested from my findings and specific to the field of culinary arts at the polytechnic, strengthens my resolve that TVET identity has nuances not addressed in the literature on general teacher identity. As noted in Chapter Two, the literature on TVET dual professional identity describes this identity as a combination of a tradeperson/skilled practitioner's base identity – which I labelled as emerging from the a priori occupation-of-choice – with the 'add-on' identity of *becoming* and *being* a skilled educator (Robson 1998; Guile and Lucas 1999; Bartlett 2002; Colley et al. 2003; Robson, Bailey and Larkin 2004; Grollmann and Bauer 2008; Sannerud, Lier and da Silva Holmesland 2011; Chan 2013; McLaughlin 2013; Köpsén 2014; Chan 2016; Duch and Andreasen 2017). Based on the findings from the case study, I suggest there is another perspective within this dual professional dichotomy that has not yet been considered in the literature.

The study findings revealed that the culinary-trade specific dispositions of solidarity, competitiveness, and proficiency influenced the chefs' perceptions concerning their professional identity at the polytechnic. In fact, as the researcher or 'other' within this case study and based on what I interpreted from the chefs' narratives, I suggest that the chefs used the institution as their own *"stage."* Consider the following: Given their lived experiences and collective career narratives, the chefs were attuned to the culinary practice of "*stage"*, a practice where a chef volunteers his or her service at another restaurant in order to learn new techniques. I posit that once they joined the polytechnic, the chefs used

the institution as a form of stage to 'go beyond the recipe' and elevate their identities by adding the ingredient of 'becoming an educator'.

Thus, building a case for further research, I suggest each trade or occupational sector's TVET professional identity invites an analysis of contextual factors that form, inform, and reform either side of the dual professional identity dichotomy. With respect to this dichotomy, I introduce the following terms to capture the nuances of TVET professional identity as distinct from that described in the literature on teacher identity (Hargreaves 2000; Beijaard, Verloop and Vermunt 2000; Day et al. 2006; Beauchamp and Thomas 2009). A postsecondary TVET instructor's professional identity reflects two overlapping domains: being a *skilled-tradesperson* and being a *skilled-educator*. Each domain can be individually conceptualised and described as per the scholarly literature on either professional identity or teacher identity. However, a holistic representation of TVET professional identity needs to account for the dynamic relationship between the two domains.

'Proving oneself' to peers and students was an additional 'rule of the game' and an attitude shared among the chefs. In order to discuss this sub-theme more in-depth, I expand upon the concept of vocational habitus (Colley et al. 2003), as it proved useful in further understanding the professional identity of chefs in the case study.

The Vocational Habitus of Chefs at the Polytechnic

As noted in the literature review, Colley et al. (2003) explored a process of occupational identity formation that involved orienting to a vocational habitus. As an extension of Bourdieu's concept of habitus – that is, an individual's sense of self within a specific social field (Bourdieu and Wacquant 1992) – vocational habitus represents a set of embodied dispositions, whether realised or idealised, demanded by a vocational culture. According to Colley et al. (2003), vocational habitus "operates in disciplinary ways to dictate how one should properly feel, look and act, as well as the values, attitudes and beliefs that one should espouse" (p. 488). The findings from the case study support that this concept applied to the chefs. Perhaps the best indicator of vocational habitus in the study was demonstrated in the chefs' attitude toward their uniform, or *"wearing whites"* as they called it. The participants dutifully acknowledged the status that wearing a chef's whites and tall hat afforded them. This uniform projected status and professional identity whenever they wore it out in public or around the polytechnic. More so, the chef's whites and hat reinforced a *"fraternal"* bond among those who wore the uniform, even for those who had left the trade.

However, the findings revealed a conflicted sense of self within the chefs. It was conflicted in the sense that the chefs' comments displayed tensions and contradictions with respect to the dual professional identity. Most of the chefs demonstrated a strong allegiance to their culinary trade. This was evident in the consistent narratives they told: Personal histories

and career trajectories that collectively emphasised their dedication to the trade (hence the label in my coding of 'a collective career narrative'); the hours they sacrificed in their pursuit of cooking excellence; and, the status and prestige they achieved and valued through their skilled work. This allegiance to the trade constituted an important aspect of their professional identity, strong enough such that Chef Ivan acknowledged he would always consider himself a chef despite a deliberate effort to change his career focus at the polytechnic. Yet the transition to the TVET sector altered their sense of identity.

Guile and Lucas's (1999) conception of an FE teacher as a 'learning professional' emphasised shifts in the professional knowledge base of an FE teacher in response to economic, educational, and technological changes. At the operational level of this case study, my findings revealed that most of the chef did *not* display these shifts. Instead of shifting their perspective from subject knowledge to curriculum knowledge, the chefs primarily saw their role as expert practitioner, tasked with imparting their knowledge and skills upon students, and preparing these students for the trade. Although many of the chefs had experienced some form of initial TVET teacher training and could espouse pedagogical principles and rhetoric, they regularly positioned their responsibility as to *"deliver content"* and *"teach proficiencies."* Is it possible that the historical practice of on-the-job training in the authentic culinary trade reinforced this teacher-centered, mentorship-focused conception of a TVET educator? Is it also possible Guile and Lucas's analysis of the

professionalisation of FE teachers (1999), shaped so much by UK policy context, does not easily translate into the socio-cultural context of Canadian postsecondary TVET?

From the findings related to the sub-theme, 'always a chef', the most striking element within the chefs' vocational habitus was a collective emphasis on the values of status, self-esteem, and validation. The findings indicate these values were evidently instilled within the socio-cultural practices of the culinary trade. Following their transition into TVET sector, the chefs simply reproduced these values in their practice and identity as TVET instructors. As discussed in the previous section, these culinary trade-specific values and context appears to be neglected in macro analyses of professional identity formation (Robson 1998; Guile and Lucas 1999; Bartlett 2002; Robson, Bailey and Larkin 2004; Grollmann and Bauer 2008; Sannerud, Lier and da Silva Holmesland 2011; McLaughlin 2013; Köpsén 2014; Duch and Andreasen 2017).

Of course, it is important to acknowledge the outlier responses in the findings. Chef Ivan's conceptions of his professional identity tend to confirm the notion of the dual professional as both subject matter expert and a learning professional (Guile and Lucas 1999). More so, Ivan's ongoing development and shift away from the culinary trade aligned to discourses of the professional adult educator as technical expert, competent worker, and reflective practitioner (Nicoll and Edwards 2012). To some extent, Ivan was assuming another professional identity within

his overal persona – chef, instructor, and currciulum developer – reinforcing, again, Mead's notion (1934 cited in Beijaard, Verloop and Vermunt 2000) that a person can have as many identities as selves. As Chef Ivan highlighted the importance of professional learning in this career tranistion, I move, now, to the other supporting research questions of the case study, namely, what the participants perceived as the purpose and value of professional development?

Professional Development in Context: Skills for Work

This case study was framed by a central question, which sought to understand what a political economy anlaysis would reveal about the professionalisation of postsecondary TVET instructors. I approached this central question by also examining factors that contribute to the instructors' engagement with professional development. Within this section, I initially discuss the study's findings in relation to the literature on professional development, as presented in Chapter Two. Next, I turn to the concept of capital as a heuristic for addressing the supporting research question, "What historical, structural and social factors contribute to postsecondary instructors' engagement with professional development in the field of technical and vocational education and training?"

My analysis of the findings related to this second theme of the case study – the purpose and practice of professional development (see Table 8, p. 116) – revealed four sub-themes:

1. Follow the recipe;
2. Beyond the recipe;
3. Contradict the recipe; and,
4. The Culinary Framework.

I acknowledge that these four sub-themes are not meant to replace existing categorisations of professional development within the literature. The existing frameworks tend to emphasise either an outcome-focus or process-focus purpose toward professional development as positioned in higher education (Riegle 1987; Pill 2005; Amundsen and Wilson 2012). Rather than replace the existing frameworks, I suggest my findings and the sub-themes complement the exisiting categorisations and allow the study participants' voices to emerge in a re-framing of the purpose and practice of TVET professional development. To an extent, this approach responds to Kennedy's call (2005; 2014) to analyse professional development policy at a *collective* level rather than at an individual level. I deliberately used the language of the culinary trade as the sub-themes labels for these findings, in response to Kennedy's call for collective re-framing. By re-framing the chefs' professional development as a shared responsibility and in their own terms, I suggest the polytechnic's culinary programme could facilitate more engagement and consensus among the chefs, concerning the purpose and practice of professional development at a collective level.

One overarching conclusion I drew from the findings is that the chefs approached their professional development in an uncritical and

instrumental fashion. This conclusion led to my coding of the first sub-theme as 'follow the recipe'. Recognising that I asked the participants to merely elaborate on what they had recently engaged in for professional development – specifically, an activity that they considered significantly meaningful and relevant – I was struck that most of the narratives emphasised a rather narrow interpretation of professional development. A survey of all their development activities may have revealed other activities aligned to the categorical professional development frameworks described by Riegle (1987), Pill (2005), and Amundsen and Wilson (2012). However, the micro level of analysis to this case study reinforced a singular category of professional development, that as *skills development*. More so, this instrumental approach toward professional development as skills enhancement, particularly evident in the narratives on "*stage"*, appeared to reproduce how they engaged in professional development practices while in industry. This approach, though, represents a perspective that existing literature on professional development has neglected to consider (Riegle 1987; Kennedy 2005; Pill 2005; Amundsen and Wilson 2012; Kennedy 2014). Specifically, the historical and socio-cultural allegiance to the original trade influenced decisions toward what the chef chose to engage in for professional development, once that chef was positioned within the sector TVET.

The case study revealed another under-researched area in the literature on professional development, particularly literature comparing or contrasting TVET professional development with categorisations of

professional development in higher education. Despite the variation in labels among these positionings, one of the common categorisations across the various literatures emphasises discipline or pedagogical knowledge. Within this category featured in the various literatures (Riegle 1987; Kennedy 2005; Pill 2005; Amundsen and Wilson 2012), I argue skills development has been confined to a pedagogical skills focus. Although some of the study participants' responses reinforced a pedagogical skills outcome for their professional development, the case study findings also demonstrated how the context and demands of competency-based TVET drove the chefs toward trade-specific skills enhancement. This was evident in the narratives that focused on the chefs enhancing their expertise in cuisine types and cooking techniques: the 'beyond the recipe' sub-theme. Although one could argue trade-specific skills enhancement is a subset of discipline-based professional knowledge, thus requiring a commitment toward ongoing professional development (Webster-Wright 2009), I put forward that a *skilled performance* outcome needs to be considered in future categorisation of professional development for TVET, at the least, if not beyond the TVET sector.

Interestingly, the chefs' perception concerning the purpose and practice of professional development aligned with Grangeat and Gray's (2007) framework of competence development. The project-based activities described by chefs Jackson, Donald and Arthur follow Grangeat and Gray's *didactique professionnelle* model of self-development through

work-based activity. Moreover, the chefs' elaboration on the transformative learning experiences associated with these projects support the *work process knowledge* model. I acknowledge that, despite being originally focused on the compulsory education sector, Grangeat and Gray's framework translated into the postsecondary TVET sector and became a useful heuristic for describing the purpose of the chefs' professional development.

Ultimately, the findings revealed that the chefs' approach toward professional development featured a highly personal sense of agency. With the exception of Chef Adam's prescribed task to develop curricula, most of the chefs approached their professional development according to their own internal forces. These findings align with other micro analyses of professonal development practices (Collin, Van der Heijden and Lewis 2012) and intrinsic motivaton (Robson, Bailey and Larkin 2004; Grangeat and Gray 2007; Mackay 2017a). I note, however, that for the chefs, professional development remained trade-focused and neglected any pressures of assuming responsibility for TVET as a significant contributor to economic development. Thus, if the chefs were in sole control of their professional development, what value did they draw from their activities and practices? Further, if their activities and practices had intrinsic, extrinsic and/or strategic value, vis-à-vis the concept of capital, did the chefs' professional development function as a form of capital? Lastly, and equally importantly in any consideration of capital, what was their return on investment?

Professional Development as Capital in Culinary Arts?

From this case study, I put forward into the TVET literature that professional development *functioned like* a form of capital for the chefs. I emphasise 'functioned like', as I argue the chefs' professional development did not completely function as a form of capital similar to other positionings of professional development in the literature (Harris and Ramos 2013; Mackay 2017b). To this end, I discuss the construct, professional development as capital, which I posit emerged from my study; I elaborate on how my study's findings revealed what the participants perceived as value in professional development, which, in turn, translated into this malleable form of capital; and, I present my arguments for reaching this conclusion through a political economy approach.

Based on my analysis of the findings in this theme of professional development, I posit the chefs treated their development as a malleable construct of capital. I have labeled it a malleable form rather than a singular form, such as economic capital or career capital toward job progress (Harris and Ramos 2013; Mackay 2017b), as means of positioning professional-development-as-an-investment, which brings returns in multiple ways. The findings revealed that the chefs perceived their professional development as an investment according to purposive socio-cultural and structural conditions in place at the polytechnic. For example, I interpreted the motif of proving oneself through professional development and validating status through the culinary framework as a

form of cultural capital (Bourdieu 1986). Further, as a result of analysing data that lead to the 'culinary framework' sub-theme, I suggest that an institutionalised form of cultural capital was evident in chefs' reverence toward and pursuit of the title, Certified Chef de Cuisine, or the pinnacle credential, Certified Master Chef. Institutionally and structurally, the return on investment in this form of capital was embodied in a financial reward, specifically a salary increment that legitimatised the value of the credential.

For many of the case study participants, though, the findings demonstrated the chefs used professional development to boost their employability and human capital. This aligned with Mackay's interpretations (2017a; 2017b) of career capital. Through their activities, the chefs at the polytechnic acquired or enhanced a personal repertoire of the skills deemed relevant and valuable in the field in which they practiced. There was clearly a supply-side focus to their human capital as the chefs appeared to value professional development that reasserted their status as a master of the trade.

However, some instances of the chefs' professional development activities and practices displayed elements of social capital. For example, the emphasis on networking with renowned chefs through *"stage":* working at prestigious restaurants, and travelling globally reinforced the value of social networks and relations. In light of all these actions, I interpreted that the chefs' professional development was not confined to

any single conception of capital. It was an asset or currency 'fit for purpose' depending on the context in which it was obtained. Holistically, though, professional development did not truly function as a specific form of capital.

I drew another interpretation concerning professional development from the case study findings that adds to the literature. These findings were unanticipated, particularly in light of the the relationship between the chefs' *dual* professional identity and professional development practices. Based on a pattern I perceived was emerging (the sub-theme of 'contradict the recipe'), I interpreted that the *skilled-educator identity* of chef was bound by the *structural and socio-economic contexts* of the postsecondary polytechnic, whereas *the skilled-tradesperson identity* of the chef reflected the *historical and socio-cultural contexts* of the instructors' lived experience as chefs. For example, both Chefs Adam and Ivan (particuarly, Ivan) commented upon the impact the programme-directed curriculum development initiatives had regarding what they felt was valuable and meaningful professional development. Contrast that with the other instructors whose accounts of meaningful professional development featured narratives that emphasised their *"pursuit of excellence"* as a chef (i.e., the skilled tradesperson). Moreover, both Adam's and Ivan's responses tended to emphasise a commitment to the teaching side of their role and, what I suggest, the 'currency' required to advance in that role . In this respect, the findings aligned with one of the issues Guthrie (2010) put forward:

TVET practitioners are under continual pressure of getting the balance right between maintaining 'vocational currency' and building pedagogical expertise. From the findings, I put forward that each chef's perception of meaningful professional development reflected the individual's personal sense of agency; what constituted both a personal and shared sense of legitimacy concerning the value of professional development; and, an allegiance to one of the dual-professional identities over the other (i.e., skilled-tradesperson or skilled-educator). This allegiance to one of the dual-professional identities represents a signficant contribution of my research to the TVET literature on professional identity and professional development, a contribution which would not have emerged without my research design's emphasis on a political economy approach .

TVET Professionalisation: The Dynamics between Identity and Development in Culinary Arts

The third supporting question of my case study research was designed to empirically answer, "How do the political, economic, and social structures of the polytechnic shape the culinary instructors' views regarding the relationship between their professional identity and professional development?" As I have noted in the previous sections of this chapter, many contextual forces and factors shaped the chefs' professional identify and professional development practices, either separately or jointly. Moreover, these factors influenced the chefs' perception concerning any relationship between their professional identity and development, which I have called *TVET professionalisation.*

Within this section, I first discuss the findings related to the third theme of the study, a political economy of TVET professionalisation, and the four sub-themes that emerged. Second, I present a conceptual model I created to illustrate the dynamic nature of the chefs' professionalisation at the polytechnic. Third, I explain how this model emerged from the research's findings and as a response to the literature. Lastly, I discuss the contribution this model makes to the scholarly field, particularly since I am positioning my case study as an extension of the literature connected to a political economy of skills.

My analysis of the findings related to the third theme of the case study – a political economy of TVET professionalisation (see Table 8, p. 116) – revealed four sub-themes: Workforce development; becoming institutionalized; parity of esteem; and, the politics of food. I argue that these findings would not have emerged without the political economy lens of analysis framing my approach and interpretation. The political economy approach provided me with an alternate perspective to examine TVET professional identity and development beyond the approaches presented in the literature. The literature on TVET professional identity and development does not wholly address or explore the relationship between the two concepts, treating each as a separate domain (Bartlett 2002; Bathmaker and Avis 2005; Martin, O'Donoghue and O'Neill 2012). My analysis and interpretation of the case study's findings add to the TVET literature by examining the interplay between professional identity and development, particularly in consideration of contextual factors and

forces that impact the professional identity-professional development relationship.

An important facet of my case study research design involved moving the focus of analysis from an emphasis on individual choice and behaviour to a consideration of various forces and factors at play within which the chefs' actions took place. This approach confirmed that the dominant discourse concerning TVET's purpose and prospect – what Anderson (2008) calls the two axiomatic assumptions of training-for-growth and skills-for work – were prevalent in the findings. The 'workforce development' sub-theme reflects the chefs' responses that emphasised or reinforced how the chefs perceived, *collectively* rather than disjointedly, that their role, their responsibilities, and their programme aligned to skills development and employability. Consistent with what Grollmann (2008) refers to as the concrete conditions at work, Western Polytechnic's commitment to "*relevant, skill-oriented education"* and *"workforce readiness"* influenced the chefs' understanding of their "vocational pedagogical tasks, [their] professional self-image, ways of cooperation, and other essential dimensions of the process knowledge of vocational education and the professional culture of vocational teachers" (Grollmann 2008, p. 544). By heeding Grollmann's call toward a 'grounded' look at professionalisation, I put forward that this case study's findings demonstrate how the workforce development imperative of postsecondary TVET needs to be considered as an important factor

influencing the interplay between the chefs' professional identity and professional development.

While the professional development literature emphasises instructors acting as independent agents concerning their decisions and activities (Friedman and Phillips 2004; Sannerud, Lier and da Silva Holmesland 2011; Duch and Andreasen 2017), my findings revealed some contradictory results. The 'becoming institutionalised' sub-theme emerged in the analysis as my interpretation to those narratives that revealed how institutional policies, structures, and collective action shaped and informed both identity and development. Although most of the chefs took control and charge of their professional development, there was a collective acknowledgement of underlying institutional pressure to engage in professional learning in order to avoid professional stagnation and/or complacency – a concern voiced directly by Edward, the chefs' supervisor. The 'institutionalised' aspect was perceived as either a positive or negative factor. For example, although the chefs expressed gratitude that the institution provided funds toward credential enhancement, most of them seemed motivated to advance their credentials primarily because of an extrinsic financial factor: A higher credential led to an increase in salary as per the collective agreement. The choice of credential appeared to be warranted whether the chef needed to obtain his Certified Chef de Cuisine classification, as per the demands of the school, or had been approved to pursue professional learning only if that credential aligned to the polytechnic's academic strategic goals. For

Chef Adam, 'becoming institutionalised' came across as a distinction between professional development – something he felt the institution enforced upon him – and his own personal development – something he wanted to engage for its own intrinsic sake, yet outside the scope of being either an educator or a chef. Contrast this stance with Chef Jackson, who perceived the benefits of 'becoming institutionalised' as the polytechnic's commitment and investment in him as a professional. I put forward that this sub-theme represents how the structural conditions and forces in place at the polytechnic had an impact of the chefs' identity and development. Thus, structural context is another force that needs to be considered in examining the relationship between professional identity and development, something which I noted in Chapter Two as lacking in Friedman and Phillips's (2004) study on continuing professional development.

As I described in Chapter One, various literatures highlight a 'parity of esteem' issue in TVET (Winch and Hyland 2007; Lasonen and Gordon 2008; Billett 2014; Marope, Chakroun and Holmes 2015). While these literatures are mostly focused on comparative analyses concerning status, purpose, and value at the macro level (viz., between TVET and other systems of formal educations), my findings revealed similar notions at the micro level. The recurring narratives of improving status, bolstering self-esteem, and seeking validation in the findings suggest these dispositions were established and fostered in the chefs' initial occupational identity within the culinary industry. More importantly,

though, these occupational characteristics carried over and asserted themselves into their professional identity formation and practices as culinary instructors. The chefs made an interesting case in point to examine how a priori occupational dispositions influence the relationship between professional identity and development as a postsecondary TVET instructor. For the culinary industry as a case, these values and traits are grounded in the history of the trade (Hegarty 2008; Fine 2009; Woolcock 2011; Steno and Friche 2015) and discussed in the 'learning as becoming/learning as being' literature (Colley et al. 2003; Chan 2013; Chan 2016). Given the emphasis on creativity and reputation in this particular sector, I am not surprised that these patterns of status, self-esteem, and validation were so prevalent. Further, I am not suggesting that all trades in TVET are like this with respect to status and reputation. However, I recognise that postsecondary TVET instructors from other trades and disciplines would have also engaged in their own form of occupational identity formation in their base profession (involving their own trade-specific emphasis and approach toward achieving vocational habitus). To that end, I put forward the chefs' shared and collective history before joining the polytechnic – the chefs' a priori occupational identity – as another important force on their TVET professionalisation.

I labelled the fourth sub-theme that emerged from the data, underlining the TVET professionalisation motif, the 'politics of food' as a response to extending the political economy of skills literature. Having said in Chapter Two that the political economy of skills focuses on

exploring and explaining skill formation systems in relationship to economic development (Brown, Green and Lauder 2001; Lloyd and Payne 2002; Culpepper and Thelen 2008; Busemeyer and Trampusch 2012; Dar 2013; Green 2013), the 'politics of food' sub-theme accounts for both the supply and demand of the chefs' professionalisation in relation to various socio-cultural and economic considerations. Building on Caporaso and Levine's (1992) three conceptions of politics as government, public life, and the allocation of values, the 'politics of food' refers to the chefs' collective perceptions and practices plus institutional discourse and structures that "relate to the making of authoritative public decisions for society as a whole" (Caporaso and Levine 1992, p. 20). For example, the findings revealed how the revenue-generating aspect/commodification of the school's dining facilities; the reputation and globalisation of the culinary arts programme; the financial return of international students' higher tuition fees; and, the supply and demand considerations embedded in employability (Hillage and Pollard 1998) were important factors at play concerning the chefs' professionalisation.

This case study was an inquiry into the relationship between professional identity and professional development in postsecondary TVET, including an analysis of the contextual factors and forces that influenced this relationship. As such, the study called for an interpretation of social phenomena. To that end, I choose an interpretivist research methodology to focus on a specific group of TVET instructors in order to develop an understanding of a complex social institution and the

participants' behaviour. My main goal was to describe and understand rather than evaluate and measure. As a result of both my analysis of the case study's findings in reference to the scholarly literature and my efforts to describe and understand, I created a conceptual model to illustrate the relationship between the participants' professional identity and professional development.

The Professional Identity-Professional Development Dynamic: A Conceptual Model of the Relationship

In Chapter One, I introduced the three themes that framed this case study. These themes include the professional identity of instructors in postsecondary TVET sector; the purpose and practice of professional development of postsecondary TVET instructors; and, a political economy analysis of the relationship between professional identify and professional development in the TVET sector. A political economy lens of analysis provided me with an alternate perspective to examine TVET professional identity and development beyond the approaches adopted in the literature (Bartlett 2002; Bathmaker and Avis 2005; Martin, O'Donoghue and O'Neill 2012). My case study contributes to the scholarly literature about the need to expand discourses concerning TVET professionalisation. I put forward that these discourses need to emphasise other factors and forces at play. My findings revealed that the interactions among the structural, socio-cultural, historical, and economic productivity forces on the professionalisation of the chefs are dynamic and deeply entwined.

Building on the initial visual representation of the case study's three themes (see figure 1, p. 6), I revised the graphic in order to frame the case study findings within the three overlapping themes. However, rather than merely enhance the graphic, I realised the model could be used to illustrate the dynamic nature of the chefs' TVET professionalisation. This new framework (see figure 3, overleaf) features, at its centre, the relationship between a chef's professional identify and professional development. Moreover, the model now frames that central relationship within a sphere of forces. Specifically, this sphere of forces represents the contextual factors that emerged from my research and as discussed in the previous sections of this chapter. I put forward this model as another of my contributions to the scholarly field, based on my analysis and interpretations of the case study findings, the literature presented in Chapter Two, and the linkage between the data and literature.



Figure 3. The Professional Identity-Professional Development Dynamic of Chefs at the Canadian Polytechnic

The model focuses on a central, mutually constitutive relationship between professional identity (PI) and professional development (PD). Equally important to this visual representation, the PI-PD relationship is framed by the various contextual factors that influenced and informed both the professional identity and professional development of the chefs. To an extent, the model derives from a call from Lloyd and Payne (2002), who put forward,

> It is, therefore, essential to examine how forms of regulation and institutions interact with workplace dynamics and how skills and work organisation are bound up with issues of conflict and power between different interest groups (p. 380).

Although Lloyd and Payne (2002) were positioning a high skills strategy, using a political economy approach, at the *macro* level (viz., the state or institution), I have responded to their call at the *micro* level. The case study findings demonstrate that both the professional identity and the professional development practices of the culinary instructors in the case study were shaped by various contextual factors within the field of practice: namely, the instructor's personal history and sense of agency, the socio-cultural conventions of the culinary trade under investigation, the social and structural setting of the postsecondary TVET institution, and the workforce development imperative of TVET. With this model, I contend that I am extending the literature on the political economy of skills. Paraphrasing Lloyd and Payne (2002), I have examined how the chefs interacted with the workplace dynamics of the polytechnic, and how the chefs' professional identity and development were bound up with issues of personal agency, the socio-cultural conventions of the culinary trade, and the workforce development imperative of postsecondary TVET.

Central to this model, I posit that the relationship between a chef's professional identity and professional development, is mutually constitutive (Fenwick and Somerville 2006). Based on my analysis, the chef's allegiance to a professional identity drove his pursuit of meaningful and valued professional development activities. Being mutually constitutive, these activities, in turn, reaffirmed and reinforced what the chef perceived, and aligned to, as his primary professional identity within the TVET dual professional identity construct. Whereas Caporaso and

Levine (1992) present a theoretical conception describing how politics and economics relate to one another in methodological and substantive terms, I invite the scholarly community to consider whether, on the premise of a being mutually constitutive, TVET professional identity and professional development can be similarly conceived as method and substance in relation to each other.

This conceptual framework for TVET professionalisation contributes another perspective toward the dual-professional identity of TVET instructors. Dual-professional identity formation within this study, and drawing upon the language of the research participants, refers to the process where the 'recipe' for the chefs' identity was written in the professional trade of culinary arts. However, the instructors used the TVET institution as *stage* to 'go beyond the recipe' and elevated their identities with that of being an educator. Based on an interpretation of the case study's findings, through a political economy lens of analysis, I suggest that the *skilled-educator* identity of the culinary instructors was bound to the structural and socio-economic contexts of the postsecondary polytechnic (i.e., the firm), whereas the *skilled-tradesperson* identity of the culinary instructors reflected the historical and socio-cultural contexts of the instructors' lived experience as chefs (i.e., the industry). To that end, each instructor's perception of meaningful professional development reflected the individual's personal sense of agency; what constituted both a personal and shared sense of legitimacy concerning the value of professional development; and, an allegiance to one of the dual-

professional identities over the other. Drawing upon the skill formation theory as put forward by Estevez-Abe, Iversen and Soskice (2001), I suggest that if a chef's primary allegiance was to the skilled-tradesperson of TVET dual-professionalism, the chef was motivated to pursue *industry-specific* professional development; e.g., Chef Mark and his pursuit of the Certified Master Chef credential. Alternately, if the chef was more aligned to an identity of a skilled-educator, he perceived value in *firm-specific* development – in this case, the polytechnic representing the firm. Chef Ivan illustrated this perspective in reference to his career transition into the field of instructional design and curriculum development.

In bringing the chefs' voice into the discussion of TVET professionalisation, this case study adds new insights into TVET research. By focusing on the culinary instructors at Western Polytechnic, the case study allowed me to explore the dual professional identity of TVET instructors as linked to the historical, social, cultural and economic imperatives of the Canadian postsecondary TVET context. Furthermore, the study allowed me to examine the role of context as a response to extend Friedman and Phillips's (2004) research into the technical and professional competence development as part of the certification process of TVET instructors. I put forward that Friedman and Phillips (2004) neglected to consider the significance of situational context to development. My study, as a case in point, demonstrated how the Canadian context of not requiring mandatory licensing for TVET instructors informed the chefs' professional development practices.

Finally, my conceptual model of TVET professionalisation provides a link between the macro political economy analyses of skills development in the scholarly literature (Brown 1999; Brown, Green and Lauder 2001; Lloyd and Payne 2002) and the micro analysis focus of my case study. My model, illustrating the dynamic relationship between professional identity and professional development in postsecondary TVET, has the potential to serve as a tool for other TVET trades and disciplines to engage in an analysis of their own TVET professionalisation.

CHAPTER SIX: CONCLUSION

This thesis makes a respectful contribution to the TVET literature by presenting a case study of a complex social phenomenon (Yin 2009). Specifically, the study examined the professionalisation of Canadian postsecondary TVET instructors through a political economy lens. My case study contributes to scholarly knowledge and the TVET community in three intersecting ways. Its first contribution is in *context*: I selected a case in the under-investigated Canadian postsecondary TVET sector for purposes of analysing the relationship between the professional identity and professional development practices of culinary instructors in consideration of the historical, structural, and cultural contexts of the institution. My study's second contribution is in *extending the literature* of the political economy of skills. Lastly, the study contributes a *conceptual framework* for TVET professionalisation at the polytechnic. This framework (see Figure 3, p. 185) represents the relationship between the professional identity and professional development of the culinary instructors as informed by a political economy lens of analysis. Within this final chapter, I summarise the main findings of my case study research; present the limitations to the study; discuss the originality of the research and its implications for policy and practice in TVET; and, finally, provide a personal reflection on my doctoral journey.

Towards a Political Economy of TVET Professionalisation

This qualitative case study research was designed to answer the central question, "What does a political economy analysis reveal about the

relationship between the professional identity and professional development of instructors in the field of postsecondary technical and vocational education and training?" In order to conduct empirical research into this question, I used three additional supporting questions to guide my case study research of culinary instructors teaching at a Canadian postsecondary polytechnic:

1. What historical, structural and social factors shape the professional identity of the culinary instructors?
2. What historical, structural and social factors contribute to culinary instructors' engagement with professional development at the polytechnic?
3. How do the political, economic and social structures of the polytechnic shape the culinary instructors' views regarding the relationship between their professional identity and professional development?

The case study contributes to wider debates about the applicability of a political economy analysis beyond skill formation systems. A political economy approach invites analysing a social phenomenon, such as skill formation systems, with an understanding of the political, economic, and socio-cultural dimensions of the societal context in which that phenomenon is located. The case study findings demonstrated that analysing the relationship between professional development identity of the postsecondary TVET culinary instructors and their professional development practices is a suitable extension of the literature on the

political economy of skills. At one level of analysis, the case study provided rich detail into the professional identity formation and professional development practices of chefs in the societal context of a Canadian postsecondary polytechnic. The findings revealed that both the professional identity and professional development of the chefs were shaped by contextual factors that comprised a field of practice. That field of practice included the chef's personal history and sense of agency, the socio-cultural conventions of the culinary trade under investigation, the social and structural setting of the polytechnic, and a workforce development imperative of TVET.

At another level of analysis, the case study employed a political economy approach to better understand the relationship between a chef's professional identity and his professional development. By adopting a political economy approach in the case study, I put forward that within the polytechnic, a chef's professional identity and professional development are mutually constitutive. Analysis and interpretation of the findings from the case study suggested that the chefs' practice of professional development is inextricably linked to their professional identity as a dual professional – that is, a *skilled tradesperson* (chef) and a *skilled educator* (culinary instructor). The findings also suggested that the chefs perceived their professional development as an asset similar to the concept of capital, albeit not for the same purpose as Mackay (2017a; 2017b) describes in her study. As a form of capital, the chefs in my study viewed the prospect and practice of professional development as

currency, used toward strengthening their self-conception within their dual professional identity construct. Interestingly, the chefs 'invested' more (viz., perceived more intrinsic value) in professional development activities that favoured one dimension of their dual professional identity over the other. I suggest that a chef's allegiance to one side of his dual professional identity influenced and informed the type of professional development the chef deemed valuable and meaningful.

As a contribution to the scholarly field, I put forward a conceptual model of TVET professionalisation, as conceived through the political economy approach (see Figure 3, p. 185). The model represents the relationship dynamic between professional identity and professional development, which I have labelled as TVET professionalisation, within the field of postsecondary TVET. Moreover, the model features that relationship as bound within a sphere of influence. This sphere represents the various contextual factors, which emerged from my empirical study, that form, inform, and reform a TVET instructor's professional identity and development. These factors include the TVET instructor's personal history and sense of agency, the socio-cultural conventions of the trade/discipline under investigation, the social and structural setting of the postsecondary TVET institution, and the workforce development imperative of postsecondary TVET. With respect to the phrase, 'the workforce development imperative of postsecondary TVET', I put this phrase forward as another minor contribution to the scholarly field. The phrase is my attempt to succinctly capture the dominant discourse

concerning the prospect of postsecondary TVET; namely, a discourse that emphasises postsecondary TVET as the engine to promote human capital development and employability, in order to increase labour market competitiveness, innovation, and economic productivity. Throughout this thesis, I have aligned this phrase with Anderson's (2008) two axiomatic assumptions concerning the purpose of TVET: training-for-growth and skills-for-work.

I am reminded of the aphorism, attributed to the statistician George Box, "Essentially, all models are broken, but some are useful." As noted in the literature (Hegarty 2008; Fine 2009; Woolcock 2011; Steno and Friche 2015), chefs are an interesting case with respect to their professional identity, in light of the artistic, celebrity-status, and entertainment aspects associated with the culinary industry. As a case for investigating the political economy of TVET professionalisation, culinary instructors may not be the norm in postsecondary TVET for the examining the professional identity-development relationship dynamic. Other trade instructors and cases might prove the norm. Therefore, and based on what I have presented in this thesis, I invite the scholarly community to comment upon and critique the model's usefulness, its descriptive purpose, its attempt at representing the identity-development relationship dynamic and the TVET contextual factors, any unacknowledged assumptions within the model, and its applicability beyond this case study.

Limitations of the Case Study

This case study was designed to be small scale and descriptive about a social phenomenon in a specific context; namely, the professionalisation of culinary instructors at a Canadian postsecondary polytechnic. On that note, it is important to acknowledge the limitations of this case study. I admit the findings are indicative only and not representative of any other occupational-sector instructors at the polytechnic, or even culinary instructors at other TVET institutions. Despite this limitation, I put forward that my model could be used as a common framework for analysis to help draw out key differences and similarities among different trade/occupational-sector instructors within the same TVET institution or across the postsecondary TVET sector.

Other limitations are apparent with respect to my research design and overall methodology. I did not collect demographic information about the chefs, and the purposive approach to sampling meant diversity – such as age, gender, and years of teaching experience – among participants was not sought out. How and to what extent these elements could be important contextual factors in my political economy approach remains unexplored.

The degree to which the findings are dependent on the sample nature is a key limitation. Had I used instructors from a different trade and occupational sector at the polytechnic, I could have interpreted the data differently. As well, had I used a sample that featured a cross-section

of instructors from the polytechnic, the same limitation applies: the data and my analysis of the findings could be similar, different, or contradictory to this case study. I also acknowledge that the site of the case study is limitation for the same reasons: the findings from another polytechnic could be similar, different, or contradictory to this case study.

The research participants' responses represent another limitation. Although there is face validity to the participants' comments, my research methods relied on participants' memories and reflect their personal biases toward lived experiences. Researcher interpretation is another critical factor, here, related to the participants' responses. Although I made explicit my underlying ontological assumptions and epistemological biases that framed my research, and that I presented my coding methodology for critical analysis, another researcher could make different yet valid interpretations from the data, assuming the researcher approached the study using a political economy lens of analysis.

Finally, this study is subject to the same criticism that Collin, Van der Heijden and Lewis (2012) direct at other academic research into professional development: Research into the subject is heavily structured by profession and country rather than comparing either professions within a country or a profession across countries. However, given the confines of an EdD thesis, and that I adopted a political economy approach in which context is a critical factor to the analysis, Collin, Van der Heijden and Lewis's critique is acknowledged, though I do not see as a

hindering factor to my research design. That being said, I acknowledge that my data about professional development is limited as I did not solicit or analyse each chef's career span of professional development activities. As well, the data reflects a bias toward positive and current experiences as I asked each chef to share a story about a meaningful professional development activity he had engaged in over the past couple years.

The Case Study's Originality: Contributing to TVET Literature, Policy, and Practice

> Each country draws on its own specific social, political and cultural background and values, as well as on its preferred method of economic development, to construct its own conception of vocational education (Winch and Hyland 2007, p. 44).

Although Winch and Hyland were referring to national TVET systems in the quote above, I suggest that their assertion can be modified to apply to the focus of this case study. Based on my analysis and interpretation of the case study findings, I propose that the *culinary arts trade* in Canadian postsecondary TVET draws on its own specific social, political, and cultural background and values, as well as on both its structural context and preferred method of *professional development*, to construct its own conception of *professional identify* in TVET. Building on this re-wording of Winch and Hyland's statement, I have constructed a conceptual model to illustrate the relationship between the chefs' professional identify and their professional development in the case

study. This model (see Figure 3, p. 185) represents my contribution to the TVET literature.

The conceptual framework for TVET professionalisation also contributes another perspective toward the dual-professional identity of TVET instructors. Dual-professional identity formation within this study, and drawing upon the language of the research participants, refers to the process where the 'recipe' for the chefs' base identity was written in the professional trade of culinary arts. However, once they joined the polytechnic, the chefs use the institution as *stage* to 'go beyond the recipe' and elevate their identities, by adding the ingredient of 'becoming an educator'. Based on an interpretation of the case study's findings, through a political economy lens of analysis, I suggest that the *skilled-educator* identity of the culinary instructors is bound by the structural and socio-economic contexts of the postsecondary polytechnic, whereas the *skilled-tradesperson* identity of the culinary instructors reflects the historical and socio-cultural contexts of the instructors' lived experience as chefs. Finally, I posit that each chef's perception of meaningful professional development reflects the individual's personal sense of agency; what constitutes both a personal and shared sense of legitimacy concerning the value of professional development; and, an allegiance to one of the dual-professional identities over the other.

In the same manner that I responded to calls from Bound (2011) and Grollmann and Bauer (2008) for this study, I now invite the scholarly

community to assess whether the skilled-tradesperson/skilled-educator dichotomy is a useful heuristic for the literature on TVET professional identity. I am curious what other studies or approaches may reveal concerning the influence and impact of contextual factors on TVET professionalisation for instructors from other countries, institutions, and/or trades and occupational sectors. Have I missed any contextual factors; have I conflated any factors into too broad of a category? Whereas I have suggested the skilled-educator identity of the culinary instructor is bound to the structural and socio-economic contexts of the postsecondary polytechnic, and the skilled-tradesperson identity of the culinary instructor reflects the historical and socio-cultural contexts of the instructor's lived experience as a chef, does the same relationship hold for TVET instructors from other trades? As well, is the skilled-tradespersons/skilled-educator dichotomy applicable to postsecondary education outside the TVET sector such that, in a university setting for example, the dichotomy becomes skilled-disciplinarian/skilled-educator? These are just some of the questions that invite inquiry, emerging from my case study.

Despite whether the model translates, I posit that this research makes another original contribution to the literature: By exploring the social phenomenon of professionalisation in TVET, this research has attempted to bridge the disparate literatures of TVET, professional identity, professional development, and the political economy of skills. As I noted in Chapter Four, Chef Ivan's career path was leading him into yet

another scholarly domain, that of instructional design and curriculum development. I am curious what an ethnographic approach to the same disparate literature I describe above would reveal?

Finally, I propose that both TVET policy and practice could benefit from this case study research. Professional development policy, assuming it even exists in TVET institutional contexts, could be enhanced by avoiding limiting generalisations of a single professional identity for TVET instructors. Instead, policy should account for the contextual factors that shape each trade's professional identity in the field of technical and vocational education and training. At the micro level of TVET practice, I suggest that an ontological and epistemological awareness of contextual factors that form, inform, and reform TVET professionalisation could enhance personal agency for postsecondary TVET instructors. By this, I mean that by personally acknowledging or recognising an espoused allegiance to one side of the dual professional identity, an instructor be able to make evidence-informed choices toward planning professional development activities and maintaining high-quality practice.

A Personal Reflection

As an academic developer in the Canadian TVET and college sectors, I started my doctoral studies from a position of curiosity and reflexivity. Based primarily on anecdotal evidence and observation in my daily practice, I perceived that my TVET colleagues favoured certain professional development activities over other forms. For example,

didactic instructional-technology training resonated with the TVET instructors I served, whereas efforts to collaboratively examine philosophical foundations of adult education (Elias and Merriam 2005) drew little interest. Thus, a curious yet naïve question emerged: Why do these TVET instructors do what they do for professional development? To that end, I decided that my question should be explored through scholarly inquiry.

Soon after I started my module work within the university's professional doctoral programme, I came to appreciate the many analytical lenses I could and would wear during the course of my research. These lenses reflected and represented a variety of views and perspective available to me. For example, what exactly was I asking with respect to a research question? What assumptions had I made? How would I approach my research with respect to the type of data I would need and collect? Beyond the many methodological considerations of my research, I also faced the challenge of locating my research within the body of scholarly literature associated with the field of TVET. To that end, I made the decision to approach my research through the lens of a political economy of skills.

One of the most challenging yet transformative experiences during my postgraduate research journey concerned adopting a political economy approach as my lens of analysis. 'Context' was the most critical factor in this decision: Had I not pursued my doctorate through the

University of Nottingham and had I not been required to complete the EdD module, *The Political Economy of Education: Comparative Perspectives*, under the tutelage of Professor Simon McGrath, I truly wonder whether I would have been exposed to the literature on the political economy of skills?

Interestingly, when I initially proposed this research topic to my supervisors, Professors Simon McGrath and W. John Morgan, I was convinced the conceptual thinking tools of sociologist Pierre Bourdieu – field, habitus, and capital – would be the only lens of analysis I required to interpret the findings. However, after holding a couple of the field interviews, I came to better appreciate how contextual factors shaped both the professional identity and professional development activities of the participants. I distinctly remember the supervision session I had with Professor McGrath where I solicited his perspective on whether my research topic was transforming into a 'political economy of professional development' – unexplored territory in the scholarly literature.

As I reflect on the overall doctoral journey and my own professional identity formation, I recognise I can apply my conceptual model to describe my own professionalisation. That is to say, the conceptual model describes the mutually constitutive relationship between my own TVET professional identity and my professional development. Through the 'learning as becoming' framework (Colley et al. 2003), I had assumed the occupational identity of a 'researching

professional' in TVET. Throughout the EdD postgraduate research experience, I sought out various forms of professional development – such as short courses on ethics and the literature review process – in order to build and enhance my own competence and confidence in scholarly research. In turn, this professional development reaffirmed and reinforced my professional identity as an early career stage researcher at the doctorate level. Yet from another perspective, the case study became my own *didactique professionnelle* project toward competence development (Grangeat and Gray 2007); a process similar to what I described in the previous chapter, regarding how some of the chefs approached their professional development.

Moreover, historical, structural, socio-cultural, and political forces informed my decision to engage in this research project. For example, my allegiance to and ontological position toward the value of academic development influenced my methodological choices; my personal history with both TVET and academic development facilitated a self-directed learning approach as I educated myself with the scholarly literature on both topics; and, the 'training-for-growth and skills-for-work' assumptions toward TVET (Anderson 2008) definitely informed the political economy approach I adopted for postgraduate research study. In sum and aligned to the observations made by my research participants with respect to the significance of their own professional developments, I found my doctoral journey to be a transformative learning experience, supporting my own training-for-growth and skills-for-work.

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APPENDIX A: The Canadian Culinary Qualifications Framework

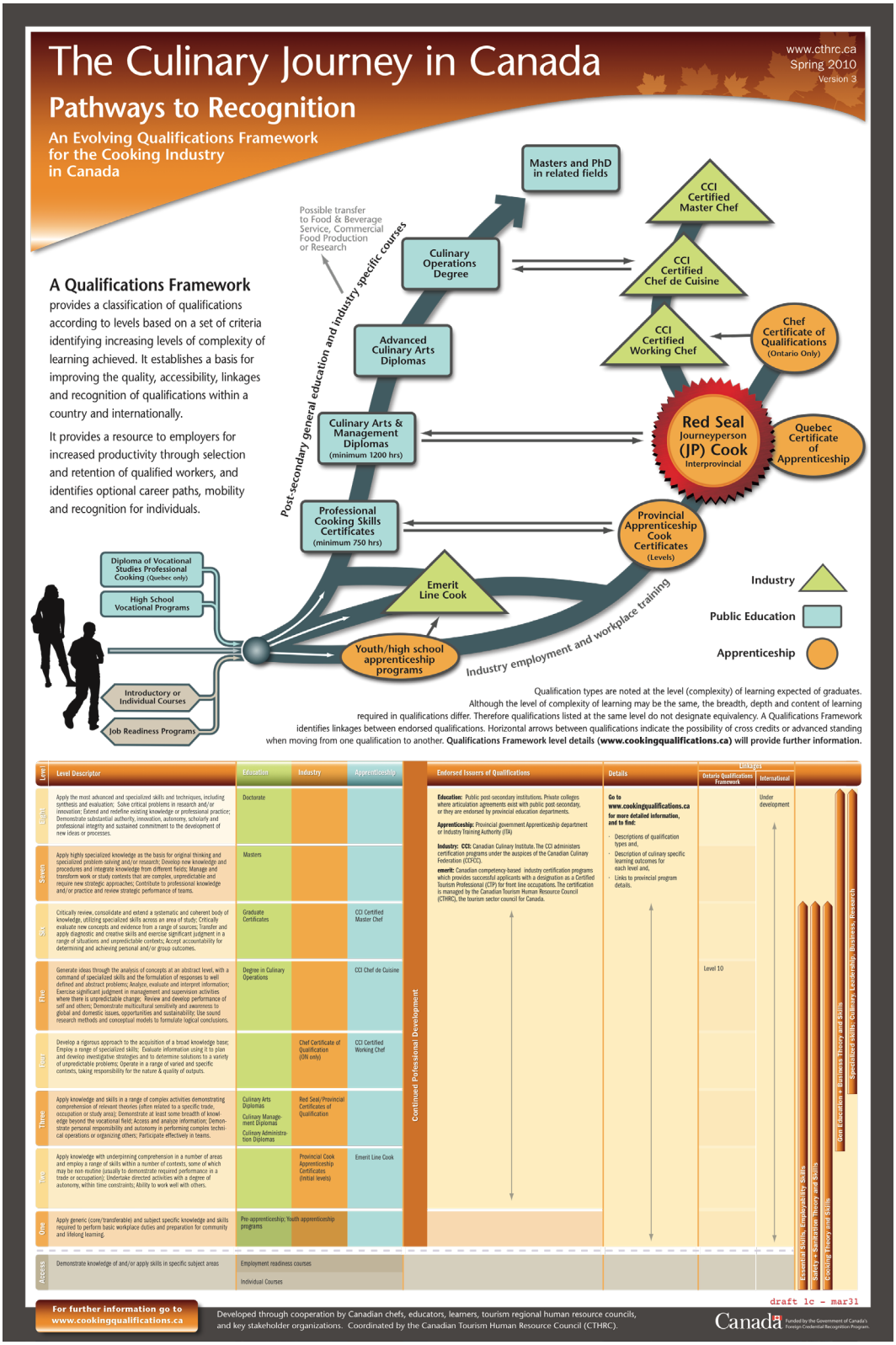


Figure 4. The Culinary Career Journey Qualifications Framework (Tourism Canada 2010)

APPENDIX B: Participant Recruitment Email

Greetings. This email comes to you in my capacity as a postgraduate research student at the University of Nottingham. I am reaching out to you, as a Western Polytechnic instructor in the Professional Cooking program, inviting you to participate in my postgraduate research study.

A bit of background: I am investigating the professional development practices of postsecondary faculty who teach in technical and vocational education. Based on my time within the academic development centre at Western Polytechnic, I came to appreciate how unique and talented the chefs are who teach in the Professional Cooking program. You may recall, I had the opportunity to engage with the chefs numerous times as part of faculty onboarding and during any educational technology training you may have engaged in. During the early portion of my postgraduate studies, which I was engaged in around the time I left Western Polytechnic in 2011, I came to realise there was something worth exploring with your group from a research perspective. To that end, I applied for and received ethics approval from Western Polytechnic's Research Ethics Board, and then contacted both your director and supervisor, seeking their permission to email you.

Please find attached two forms: 1) an information sheet, describing my research project, and 2) a consent form to sign should you agree to participate.

Once I have confirmation of participants, I will arrange for a one-hour, on-site interview with you at a time of your convenience. I am hoping to complete all interviews by early fall. There is a possibility that I will need one more hour of your time for a final focus group session.

Thank you for taking the time to consider my invitation to participate in my study. Should you agree, you may reply directly to this email, confirming that you will participate. I will collect the signed consent form from you when I conduct the interview. If you have any other questions or comments, please call me directly at xxx-xxx-xxxx.

Regards,

Tim Loblaw

Postgraduate research student - EdD Lifelong Education

University of Nottingham

APPENDIX C: Participant Information Sheet

School of Education
University of Nottingham
Nottingham, UK
NG8 1BB

14 May 2013

Participant Information Sheet

You are being invited to take part in a research study that aims to explore the professional development (PD) of instructors in postsecondary technical and vocational education. The purpose of my postgraduate research is to investigate whether the context of technical and vocational education shapes what instructors do and value with respect to PD. Specifically, I am interested in what chefs from a professional cooking program think and feel about the value of PD.

Before you decide whether to participate, it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information and feel free to ask me if there is anything you do not understand.

I wish to conduct individual interviews and one focus group session to understand what professional development means to you. I will ask you about what kinds of professional development activities you engage in, the benefits you gain by participating in these activities and ask your opinion about the purpose of professional development at your institution.

I wish to reassure you that any data collected will be held anonymously and will not have any influence on your performance in your studies. You have the right to withdraw from the study at any point and without any consequence. Please review and sign the enclosed Consent form as this will indicate you agree to participate this research study under your own free and informed consent.

Thank you for your time.

Contact details

Researcher: *Tim Loblaw,* *e. ttxtjl@nottingham.ac.uk*
p. 403-463-5977

Supervisors: *Professor Simon McGrath,*
e. simon.mcgrath@nottingham.ac.uk
p. 011 44 115 951 4508
Professor John Morgan,
e. john.morgan@nottingham.ac.uk
p. 011 44 115 951 3717

[Western Polytechnic] Research Ethics Board: *[name removed for confidentially]*

School of Education Research Ethics Coordinator: educationresearchethics@nottingham.ac.uk

APPENDIX D: Participant Consent Form

PARTICIPANT CONSENT FORM

Project title: Professional development as capital: A case study in Postsecondary Technical and Vocational Education and Training

Researcher's name: Tim Loblaw

Supervisors' names: Professor Simon McGrath and Professor John Morgan

I, ……, consent to participate in this postgraduate research study conducted by Tim Loblaw. I understand the nature of this project and wish to participate. By checking the boxes and signing my name below, I agree to the following conditions and freely give my consent to participate.

- ❑ I have read the Participant Information Sheet and the nature and purpose of the research project has been explained to me. I understand and agree to take part.
- ❑ I understand the purpose of the research project and my involvement in it.
- ❑ I understand that I may withdraw from the research project at any stage and that this will not affect my status now or in the future.
- ❑ I understand that while information gained during the study may be published, I will not be identified and my personal results will remain confidential.
- ❑ I understand that I will be audiotaped during the interview.
- ❑ I understand and agree to keep confidential anything that is discussed in the focus group.
- ❑ I understand that data will be stored in a locked filing cabinet (hard copies of transcripts and audiotapes) and on a password-protected machine (electronic copies of transcripts and audio-files), and that only the researcher will have access to this data. Data will not be held longer than 2020.
- ❑ I understand that I may contact the researcher or supervisor if I require further information about the research, and that I may contact the [Western Polytechnic] Research Ethics Board, or the Research Ethics Coordinator of the School of Education, University of Nottingham, if I wish to make a complaint relating to my involvement in the research.

Signed …… (research participant)

Print name …… **Date** ……

Contact details

Researcher: *Tim Loblaw, e. ttxtjl@nottingham.ac.uk*
p. 403-463-5977

Supervisors: *Professor Simon McGrath,*
e. simon.mcgrath@nottingham.ac.uk
p. 011 44 115 951 4508
Professor John Morgan,
e. john.morgan@nottingham.ac.uk
p. 011 44 115 951 3717

[Western Polytechnic] Research Ethics Board: *[name removed for confidentially]*

School of Education Research Ethics Coordinator, University of Nottingham: educationresearchethics@nottingham.ac.uk

APPENDIX E: An Interview Transcript

Individual Interview at Western Polytechnic with Chef Mark
Date: 17 September 2013
Time: 45m

Mark: Thank you for being such an important catalyst to starting me at Western Polytechnic. No, seriously, because I'm very much…I think like so many of our students here, I'm very much a visual learner myself. So, if I can see someone, you know, excelling in their field and their discipline, then it just, it really helps me. I can read a chapter, a textbook all I want. I have no issues with that. But it really, for me, the a-ha moments come from seeing it. Right? You know, preach what you practice at the end of the day. And that's so important to actually, you know, as a new instructor.

It's intimidating starting here. It really is. This is a big daunting place with a huge reputation. And, it's…to me, it was a huge compliment to be tapped on the shoulder and asked to come join this team. And then, as I say, I guess I really need to figure out what I'm doing. I've got to teach people. It's one thing for me to have all this knowledge but how do I pass that on to everybody else? And that was the big thing. I think Western Polytechnic did a really good program with TEF. I think that was critical. It really set me up for success, and just seeing you guys doing, knowing that I was going to be doing it right after was pretty inspirational.

Researcher: Well, it's encouraging to hear that there's success in that program. Let me get the technicalities out of the way…

That being said, when I go to write up my thesis, I will, based upon that, give you a pseudonym, but if you don't want to, and with your permission, I could just easily use your first name. It's up to you.

Mark: I have no issues with that at all.

Researcher: Excellent. Thank you very kindly.

Mark: No, no, no. For sure. I really don't. So much of my career is public record right now anyway, so… [laughter]. It wouldn't take a rocket scientist to really put it all together, right?

Researcher: Now, I only want an hour of your time, so I'm going to be very mindful of that, and make sure we don't go beyond that….

I've got a series of open-ended questions…

Well, let's start with something that you've got firsthand knowledge of. Describe your role to me here.

Mark: Ahh, pretty straightforward. I'm a culinary instructor. My job, my role is to inoculate the next generation with an employable set of skills. At the end of the day, I need to be able to pass on my experience, my knowledge, my skill set to the next generation. I've always been a firm believer in circles, circuits. In order for something to be sustainable, and something to be worthwhile, ummm, it's needs to be a closed circuit. I've had a fantastic career, I've learned a lot, I've had great mentors myself. Now it's time for me to close that

circuit and share the information, the experience, the knowledge, the skills I have with the next generation. Now that being said and done, and it's kind of funny what you talk about lifelong learning, is, I've probably learned more about my craft… I came to Western Polytechnic thinking that I knew a lot, and I realised how much more I have to learn, especially doing my masters,… umm, and, I think I'm a better tradesman now for my four years here at Western Polytechnic than before when I came here. So, basically, in a nut shell, my job is an educator. My job is to prepare the next generation to be successful.

Researcher: Wonderful, thank you. You talked about your experience. Describe your professional journey that led you to being at this technical institute.

Mark: So, my father is German. Extremely German. A German's German, in fact. He terrifies most Germans. [Laughs]. Very structured. Very disciplined. And when he realised that I wasn't really destined for the world of academia, that my skill set definitely were more kind of trade orientated, ummm, he was very adamant that I did a classical form of learning: apprenticeship, journeyman, masters level, right? That was very German. And the reality is that a lot of the trades and the skills for hundreds of years, the guilds, that's how they had operated things. And, so, I started right out of high school as an apprentice. And I apprenticed under two members of

Team Canada, the national culinary team. A French chef and a Japanese chef. This would have been the early eighties. Very disciplined. Very old school. Lots of fear, lots of intimidation. Different times than today's society. And, but you know what, it was very good for me. I needed the rigour. I needed the structure. Had a fantastic classical apprenticeship. Became a journeyman. And, uhh, big thing with my career is travel. The more you can travel, umm, the more you learn, the more you develop. I've always maintained that traveling is the best classroom that there is, as far as, you know, teaching about life, yourself, everything else.

So, cooked a few places. This was, first of all, in Winnipeg. Originally born in Johannesburg, lived in Hong Kong, moved to Toronto. Finished high school in Winnipeg of all places. Did my apprenticeship in Winnipeg: [*restaurant names removed for confidentiality*]. And then I worked for the best restaurant in Winnipeg, called [*restaurant name removed*], run by an Austrian chef. Very old school, again. Very… that old school militance type of temperament. Very tight brigade. And, pretty well, I had taken that town for everything it was worth. Moved to Vancouver and became a sous chef at a very well-known restaurant, [*restaurant name removed*]. Sous chef there for two years. Chef left. I was given the head chef position at 25 years old. One of the best restaurants in Vancouver…and I was terrified to be honest. But terror is a

great motivator. And I learned a lot. My first year as a chef I developed a bleeding ulcer. This business is a tough one because you've got to give so much. It's a business of giving. Huge hours. 80 hours a week, six days a week is kinda the norm. Certainly for about 20 years, I think, that's pretty well what I maintained. And, umm, [*restaurant name removed*] was awesome. Five years as a chef there. Did very well. But got pretty burned towards the end. And returned to the hotel industry. Went up to Whistler where I was the dining room chef at the [*restaurant name removed*], which is a huge property, 800 rooms, banquets of 4000, 4 restaurants, couple bars, right. Big, big production. Very different from the fine dining, small restaurants that I had spent a bit of time in before. And ahh, after that, moved to Calgary. Was offered the position as head chef at [*restaurant name removed*], and I was at [*restaurant name removed*] for five years. Then after [*restaurant name removed*], I went to the Okanagan and I was the head chef at [*winery name removed*] in the Okanagan. The winery had been there for a while, but they had undergone a thirty-million dollar renovation. It was massive. It was like…No winery in the world as far as architecture, visitors' experience…a part of the visitors' experience was that they wanted to build a, really develop the food and beverage program that supported the whole wine program. And, ahh, I was the third chef in two years. The first two guys

couldn't get any traction. They couldn't get anything off the ground with regards to what the owner wanted who was very single minded and quality driven. And, in my time there, I opened a restaurant, developed private dining for up to 400 people, developed a culinary school, a bridal culinary garden, a line of retail preserves, lots of sales and marketing initiatives, built around food, everything else like that. So, it was a busy, busy, busy time for sure. And then, viola, here I am at Western Polytechnic teaching. Exactly. So really diverse, very exciting different experiences.

Researcher: During that journey, what were the kinds of professional development activities or even, professional development philosophy, that you had?

Mark: Ummm, the big thing with food…as far as professional development goes…there needs to be a constant sense of evolution. I think, especially at the level I was at. I was always at the very top, top level, and the restaurants I always worked always received a lot of accolades, and a lot of positive reviews, and that sort of stuff…and you cannot be complacent in that environment. It's really about pushing yourself, pushing yourself, pushing yourself, and a lot of my big philosophy was like, "it's great what I've done in the past, but what have I done recently," right? And you can never rest on your laurels. And the big thing for me is, I would do what's known as 'stage'. So, 'stage' is when you do a professional

exchange, when you go into another kitchen and you work for free, and you work for experience. And a lot of the times, young cooks will do this to get reference letters, to get the experience. It's a very common way of learning within the culinary world. 'Stage' is s-t-a-g-e.

But being a bit older and that, I would try to get into different kitchens and expose myself to as many different experiences as possible. Lot of reading, of course. Terrific amount of reading. At that level of food, it's very fashionable, it's like…you know, high fashion, what was in last spring is not in this spring. And so on and so forth. So, it was really keeping up with the trends. So, a lot of research, a lot of development. I took a bunch of courses as well, like I remember taking a real in-depth sugar class. A bunch of high level sushi classes. Things like that. But I also did my CCC when I was at [*restaurant name removed for confidentiality*]. So, that would have been 2000, 2001. I did…and that was actually here at Western Polytechnic, so when I was at [*restaurant name removed*], [*Chef's name*] was the one who kinda ran that one, so I was, I ran through that program. So, I guess that was probably one of my biggest ones as far as professional enhancement went. And then when I went to [*winery name removed*], the big thing there was wines, right. That's a massive part of it. So, I actually enrolled in a sommelier course. International Sommelier Guild. And I did my

sommelier certification through those guys. It just seemed relevant working at a winery. I needed to know almost about… certainly have a talking knowledge, the equal amount of talking knowledge of the wine as the wine maker did. Especially with my sales and marketing initiatives, being a figurehead, kind of a marketable brand within the organisation. That was really important. So, I've always, I guess…one of my favourite mantras though life is lifelong learner, right. And especially in cooking, you have to be that way. If you're going to be competitive, if you're going to be an independence, if you're going to be recognised, you need to constantly be pushing the envelope. And, I mean, there's lots of different ways it can happen. It could be as simple as talking to your friends about new techniques, new topics, you know. Like when…there's something called 'micloo' [*sp?*], which is basically a beef plasma protein. When that first hit the market, there's very little literature out there, you know, for chefs to use. A lot of it was word of mouth. You find someone who's got it, how…you know…and they in turn will teach you how to use it, and so on and so forth. And all that sort of stuff. So, it's, there's lots of different ways to do it.

Researcher: Fantastic. You're providing me a nice segue into the topic of professional development. And I'm going to transition by reading a quote, which says, "The need for continuing professional development to maintain high quality practice is

widely identified as an implicit responsibility of professionals"… such as yourself.

Mark: I agree a hundred percent. Absolutely. You have to. It's almost…in order to have a sense of integrity that has to be the way. If that makes sense?

Researcher: Well, let's stay very specific. Last year, what did you do for professional development?

Mark: Hmmm, what did I do? To be honest. Last year, I did nothing for professional development, and the reason was that because I was enrolled to start my CMC [*certified master chef*] program. Through Humber College, which is overseen by the Canadian Culinary Institute. They had a lot of challenges in getting the second class off the ground. And literally, I waited eighteen months. Actually, that being said and done, there was some prerequisites I had to do. I had to do…umm, become fully HACCP certified [*Hazard Analysis and Critical Control Point*]. So, I did level three HACCP certification, which was an online program. And, I also had to redo my food safe handling certificate as well. Those were two very direct…prerequisites in order to enrol in the CMC program. So, yeah, I suppose those two courses would count.

Researcher: So, you saw those as a thread into the credential that you wanted?

Mark: Absolutely. It was mandatory as part of your application to have that, which was, I guess, they didn't want to teach that as part of the program [*laughs*].

I would have been working on my CMC as well. That being said and done, it did like I said, it took eighteen months to get that actually rolling and the second class out. They had a lot of hiccups with the new program, which I suppose is understandable, and then in May of this year, I started my CMC.

Researcher: Wonderful. Well fair enough as far as condensing it to just last year. Let's look at your entire career here at Western Polytechnic. What have you done over that time that you felt was particularly meaningful or significant?

Mark: You know what, I would have to say, believe it or not, that HACCP program was huge. I had had a fairly light and fluffy comprehension of HACCP, never having worked in a program or an institution where HACCP was a mandatory thing. I had a good talking knowledge of it, and that was it. This course really went into a great deal of depth, lot of detail, a lot of using material from the CFIA, and using a lot of federal bodies as that type of set-up. So that was definitely a big one.

Umm, I developed a course for Baking and Pastry Arts as well, and I had to take the course, ummm, and how to learn how to develop a course. It alludes my name. Sorry, I can't

remember what it was called. Do you remember what it was called?

Researcher: Curriculum Excellence?

Mark: Yes, thank you. Thank you very much. So, I took Curriculum Excellence, which was…you know, to be honest, at first, I was kind of, you know, 'I think I know what I'm doing as far as developing the course,' but what I really liked about that course is the structure it gave me. It really showed, you know, if all instructors are developing courses based on a predefined set of structure, then the success of these classes and courses are going to be great, far higher. And there'll be a lot less of a random factor involved in that. So that was pretty interesting course, ultimately. [coughs]

Researcher: And HACCP, what was the focus of that?

Mark: Really highly specialized food safety. It was about…HACCP is a program that was developed by NASA to ensure that astronauts didn't get sick. Can you imagine, half way to the moon and food borne illness, right? So, it is very detailed, very precise, ummm, series of systems and measures to ensure… Basically, it identifies where the most vulnerable within your food production system, and how to put steps in place to prevent any catastrophes or hazards from occurring. Basically, it's designed to keep people safe.

Researcher: So, what was the catalyst for doing that?

Mark: It was a prerequisite for my CMC.

Researcher: Oh, okay.

Mark: Yeah. Absolutely. Three years ago, probably into my second year at Western Polytechnic, my supervisor and I spoke about doing the CMC program. It had just started. And, so, I spent my second year here at Western Polytechnic working on my prerequisites to get ready for that, which would have been my section 23, which is food handling permit for this province and also getting my HACCP certification as well.

Researcher: You know, in light of that quote that I gave you, and then given that you've engaged in your CMC, your HACCP, even this 'developing a course,' what does professional development mean for you here at a technical institute?

Mark: Umm, that's a great question. Ultimately, professional development is about making yourself a better teacher, a better tradesman, and ultimately, to a certain degree, a better person as well. It's about expanding your knowledge. You see, the scary thing with knowledge is, the more you know, the more you realise you need to know. And, I don't think…it doesn't matter what train of thought or discipline or a concept, there's never a finish line, and it always keeps…especially in this society we live in, there's this constant state of evolution. There's always a sense of growth. So, for me, it's about growing, developing, becoming better, and ultimately, at the end of the day, [pause] The better I am

at teaching, the better I am at developing people, the more successful I feel I am as a person and as an educator.

Researcher: So how does that conception of professional development compare to what PD meant to you when you were in the industry?

Mark: It's a lot more relevant. You see, PD before was kinda more about expanding my skills. It was more about making me a better tradesman. Now, my PD is more about making me a better educator. Which is really funny, because everything I'm learning about makes me a better tradesman as well. So, I almost regard myself more as an educator versus a tradesman, now, ultimately. 'Cuz it's a given that I am a tradesman, but the thing with being a tradesman is that you never arrive, especially in cooking. Like, there's a never a day when, you like, 'That's it. I know everything. I know everything there is.' There's just such a constant sense of evolution, and there's always…

[interruption as Chef Arthur drops off some food]

Arthur: I just can't resist that.

Researcher: Thank you.

Mark: Cheers. Thank you.

Arthur: How are you?

Researcher: Good to see.

Mark: That looks awesome. Ummm…if that makes sense?

Researcher: Yeah. You've referred to that. So… that's… a couple times, a tradesman. So that's your definition of, or your conception of what a tradesman is? Or as an educator?

Mark: I'm a tradesman that educates.

Researcher: Okay.

Mark: Thus, making me an educator. [*laughs*] Because, if I wasn't a tradesman, I couldn't be an educator because I'd have nothing to talk about, and I'd have nothing to teach. It's kinda like a Catch-22. What came first: the educator or the tradesman? Right? Ultimately, at the end of the day, because, I can't be an educator if I'm not a tradesman. And if I'm not a tradesman, I can't be an educator. [*laughs*]

So the two are really synonymous with each other.

Researcher: Do those two roles, then, come into play when it comes to your professional development? … Does one take priority over the other?

Mark: I think at the end of the day, you know what, I'm very fortunate because I love what I do. I've been cooking for almost thirty years and there's never a day that I ever regretted not being a cook. And there isn't a day that I ever regretted, you know, like 'I made a bad choice. I wasted my life or my time.' And, ummm, for me, professional development, if I can become a better cook, I'm a happy person at the end of the day. If I have a greater understanding of my craft and my trade, I'm a better tradesman to begin

with, but I think have, it helps fuel my passion for teaching. Because, something I learned about teaching is, if you don't care about it, your students sure as hell won't care about it. Right? So, it's important that you have a lot of passion. And you're watertight. I think that's one of the biggest things with teaching. You need to be watertight about your subject matter. If you're not, like if there's any sort of cracks or any sort of vulnerability, you know, you lose all credibility with your, with your learners. 100 percent. So, even in the times when, maybe if I do have some cracks, [*laughs*] I never show. [*laughs*]

You can never do that, right. You can never let on whatsoever. It's kinda like dogs smelling fear. [*laughs*].

They'll be all over you. And you lose your credibility as an educator, right, and that's something that's like very important to me. And I think my students respect the fact that I'm doing my CMC. They ask about it all the time. They want to know what I'm working on. They want to know what I'm developing. And that sort of thing. And some of them even come to some of my practices and want to see what I'm doing. So, it's kind of inspirational seeing them engaged in what I'm doing at the same time. Right? And I think it just, once again, gives me some kind of credibility in their eyes. And at the end of the day, everything we do should be about our learners. Pure and simple, right?

Researcher: Wonderful. Thank you. So how do you got about planning, selecting the type of professional development you do?

Mark: Hmmm. I think, first and foremost, it has to be relevant. There's no point in me going out and taking a basket weaving course if it's not going to help me, ultimately, with what I do.

Researcher: So what sets that relevance?

Mark: Well, the CMC seemed very relevant to me. Because, I pretty well made the decision, and I mean I never say never, but right now my life goal is, I like teaching. I'm in my mid-forties. Cooking is a young man's game. Those big gruelling hours. Young family, everything else like that. So, I've made a conscious decision to switch careers, take a trade and create a new trade, or a new craft. And, so, by making that change, I think whatever I choose to develop myself, it needs to be relevant to my ultimate goal to being an educator. And if I'm going to be a subject matter expert, you know, of my craft, what's a better way of expressing that than becoming a certified master of that craft, ultimately, right. So, that's something that just seems very relevance to me. You know, when we talked about a lot of options, because I had a lot of options. Like, do I get my teaching diploma? Maybe go do a bachelor's in education. I mean, Western Polytechnic 's very supportive. There's a lot of options I can use for my professional development, right. And ultimately, knowing myself, knowing my career, knowing my love of cooking, the

CMC just made the most sense. Everything else is relevant, but for me and my passions and also, just, ultimately, what the supervisor, my supervisor and director wanted for the school as well, we all agreed that was the best course of action for me at the end of the day.

Researcher: Well thanks for bringing up the supervisor and the director. When you are planning, when you are selecting, is it based upon your own individual aspirations or are there any external inputs, drivers?

Mark: Well, it started with, you know, the PPR [*performance planning and review*] and 'what am I going to do?,' and, you know, being at Western Polytechnic for a year, it's like, we have all these great options, and Western Polytechnic is really supportive in developing their people, and there's resources for development. And basically, the conversation was like 'how do you want to develop?' How are you…what are you going to bring to the table, ultimately, to make this a better place? Which to me seems very sustainable. And very realistic, and it's a great investment. I love it because it's Western Polytechnic investing back into the people, ultimately, which is important. So, we looked at the different options and, umm, the concept, once again, just the concept of doing the master chef certification versus, you know, getting a degree in education or, you know, a teaching certificate, or, you know, all the different options that are out there. This

one just for me just seemed like a no-brainer. Out of all of them, it was the shiniest and the most relevant, ultimately, because I'm teaching a trade. I'm teaching a craft, you know. It's an assumption. I like to think that my passion carries a lot in the classroom, and Western Polytechnic has given me a lot of great learning sta…teaching strategies to get that through. And at the end of the day, the majority, and I'm going to generalise here, the majority of my students are visual learners. So, if they can watch someone who really knows what they're doing, I think there's a greater sense of efficiency and a greater sense of success. And a great experience, and a greater transfer, ultimately, of the knowledge, because really that is what it is, pure and simple. It's a straight transfer of knowledge. From one person to another, right.

Researcher: And that's what you see as the process here?

Mark: Yep, well, certainly professional development. Professional development is making me better. And if I'm better, then, if I'm a better tradesman, and if I'm a better person, and a better craftsman, then in turn I become a better educator. And if I'm a better educator, then we have better gradates. The school, obviously, has a better reputation. Our number one, you know, client or partner is industry, of course, Industry has a higher regard for the school. So on and so forth. It's, once again, going back to a complete circuit.

Researcher: So just so that I'm clear, and I'm not going to misinterpret this, it's PD as a transfer of knowledge with the goal of making you a better tradesperson, a better educator?

Mark: I think it's a development of knowledge.

Researcher: A development of knowledge.

Mark: Yeah, I think a development of knowledge is a bit more, yeah, relevant, for sure, absolutely.

Researcher: And your knowledge that's important, that's relevant, is related to your craft?

Mark: Absolutely. The two go hand in hand. Absolutely.

Researcher: So how does that link to what your students do out in the industry? That professional development?

Mark: It's interesting because, you know, a lot of my student, there's a lot of diversity of students. We get, you know, within the restaurant industry, there's a lot of different styles of restaurants, and, I think, ultimately, I'd like to think it's about motivation. And, if my actions, if my gestures, if my teachings can motivate and inspire… It's one thing to have the information but it's about motivating and inspiring, and if I can demonstrate things at an extremely high level… I remember when I was an apprentice, when I was a commis, a young cook, when I saw people who were more experienced than me, when they were just masterful in their skills, it was incredibly motivating to see that skill. And it made me, it inspired me to do better, and to reach that level as well, right.

At the end of the day, talk is cheap. It's about deeds, and it's about actions, and it's about doing, right. So if I can bring a really high skill set, because, let's be honest, the CMC is not a cake walk. They don't hand it out. Right now, the current stat for Canada is one out of twelve is successful, right. Which is huge, which keeps me awake at night, I'm not going to lie to you [laughs]. Fear of failing is very real for me. But at the same time, that's a huge motivator as well. You know, if you've got a few demons pushing you, it's a great way to get through something. Yeah, for sure. I don't know if I answered that.

Researcher: Oh, absolutely. Thank you. There's a slight, let's call it 'economic' slant to this next question. Do you feel you gain anything when you engage in professional development?

Mark: Hmmm. I like to think so because as your skill set increases, in theory, so should your net worth. The two should go hand in hand. You never pay someone who's got two years' experience the same as someone who's got twenty years' experience. Right? So, absolutely, there's definitely a net worth based in your experience and your development. And, you know, to the point where Western Polytechnic recognises that, if you have degrees for instance, guess what? You get paid more. You know, so that's definitely a fact.

Researcher: Important to you, then, from a financial gain?

Mark: To be honest, finance, the financial gain is secondary in this. And that's just because of my obsessive nature. I'm very obsessive with everything I do. I mean, I still came to this day I never worked a day in my life. Trust me, I've worked a lot. [*laugh*]. If you were to prorate all my hours throughout my career, I should have retired a long time ago. It's just the reality with all those 80-hour work weeks over two decades. Ummm. So, for me, it's great that I'm going to get recognised with a raise through this. But that's not my primary reason because if I was doing…the thing with this trade, if you do it for the money you'd go mental. You have to do it for the love, you have to do it for the work, ultimately, right?

Researcher: What about the institution? Is there a gain for it?

Mark: Ahh, I'd like to think so. There's a bit of prestige. Right? I'm sure, you know, an organisation, a brand, an institution always puts their best foot forward. And if you've got people within your faculty that have very high certification or accolades or certification and recognition, why would that not be marketed? That just, seems irrelevant. I think if I was a young person trying to figure out what I was going to do, which cooking school I was going to, and I found out that this cooking school had, like, certified master chefs versus schools that didn't, which one would I want to go to at the end of the day? Right? So, it's funny because there's a lot of controversy within my trade about accreditation. There's a lot of cooks, a

lot of chefs out there that don't have their papers. That are not journeymen, CCCs or any type of certification, And they mock and they laugh, and they say I don't need a piece of paper to tell me what I can do. Right? So, and then there's a bunch of us who feel, you know what, education is never a waste, first and foremost, right, and there's nothing wrong with having what you know actually documented. And, you know, and having some accreditation, ultimately, for what you have. So, I'd say, the industry, I don't want to use the word divided, but there's definitely different camps out there with that regard. And it's funny, the people that don't have accreditation, a lot of them are exceptional at what they do, and it's amazing how they defend the fact that they don't have any accreditation, which I don't understand, personally, but that's just clear what you can't buy men. [*laughs*]

Researcher: Interesting. The professional development that you've engaged in over your career, what do you value about it?

Mark: The fact that I know something. Ultimately. For me it's always about the knowledge versus the accreditation. The accreditation is great to have. And for me, the accreditation at the end of the day belongs on my resume, pure and simple. Right? At the end of the day, it's about the knowledge versus the accreditation. The knowledge that comes with that. Like for instance, when I did my CCC, there was a lot of work, I was working a lot of hours, and the thing I valued most about

that is…I probably knew 75, 80 percent of it already, but it was all fragmented. So, in order to go through the program that was in a structured format that kinda pieced everything together and put it into a logical frame, gave me a great sense of relief and value and confidence, I guess, ultimately. That, 'Wait-a-minute, I guess I do know something' versus a lot of time in this business, when you're learning stuff, it's hands-on. You're learning a little here, a little bit there. You know, this place, that place, so on and so forth. But to have something kinda laid out in a structured format really kinda validates the fact that, well, maybe I do know something, but it also fills in the blank areas and the things that you don't know, ultimately. And it just, once again, it gives you that confidence so that, yeah okay, maybe I do understand this, ultimately.

Researcher: So the link here, what you value about professional development is the knowledge that you gain. Do you see it then as an investment when you engage in professional development?

Mark: Uh-um. 100 percent.

Researcher: How so?

Mark: It's an investment in myself, investment in my craft, investment in my skills. Ummm. Here's the thing. I've committed so much of my life to this trade. Why wouldn't I commit to learning it and validating what I know in a

structured format, ultimately, right? And that's something that's very important to me. I guess it takes care of all loose ends, ultimately. So, yeah, there's definitely lot of value in that.

Researcher: So if it's an investment and you perceive it as that — and I don't want to put words into your mouth — do you ever see a return on that?

Mark: Absolutely, 100 percent.

Researcher: How so?

Mark: For instance, there's no way I would have ever got my position at [*winery name removed*] without being a CCC. That was just a prerequisite which the owner had at the time. He wanted a chef that had a reputation but also a chef that had accreditation as well. He wanted more than just the reputation. He wanted to, you know, in his peace of mind, knowing that I had, at the time, Canada's highest certification for my craft. That was something that was very important to him. So, there's no way I…

Honestly, that kitchen, that position is one of, I'd say, one of the top twenty positions in Western Canada. One of probably the top fifty in Canada. If you think about how many restaurants are out there [*laughs*], those are some pretty big numbers. And that's a pretty bold statement that I'm proud to defend as well. And, yeah, without that accreditation, I

wouldn't even have been a contender. I wouldn't even have got that first interview.

Researcher: A pretty clear link as an investment in industry. What about in an educational setting, where do you get the return on your PD investment?

Mark: Going back to the CCC, in our school now, that's almost…I think their ultimate goal is to make sure every instructor is a CCC, right. So it sets a bar, it sets a minimum standard as far as what faculty has, ultimately, right. So, yeah, I think so. [pause] I don't know if I answered that.

Researcher: As I say, there are no wrong answers.

Mark: Fair enough.

Researcher: Mark, you've given me lots to think about. Based upon the questions I've asked and some of the answer you've provided, is there anything else that comes to the top of your mind with relation to your own professional development, your own reasons for choosing it, what you perceive the value of it as?

Mark: It's funny, you know what. Something, certainly, the last three months or four months have taught me is that, it's not easy, first and foremost. It's great to grow, it's great to expand, but it does require time, and it does take commitment. I think that's probably one of the biggest challenges is the commitment because I'm terrified of failure. I'm terrified because first and foremost Western Polytechnic is paying for this, right, so I do not want to mess up. I do not want…I want

to be able to hold my head high and have the respect for my peers, and the respect of my family, and the respect of my friends, ultimately, you know, with regards to this. It's not easy. It's very challenging. I mean, I'm putting about 20 hours a week into this, in addition to teaching, in addition to, you know, being married and having two kids, and double life that goes with all of that. Umm, so it's made for a very very busy lifestyle. That being said and done, it's a choice and it's a choice that I've made. I've made this choice to make myself a better person, a better educator and a better craftsman, ultimately, at the end of the day. And, umm, to look at the whole project is way too daunting. Like I feel, I get very anxious if I look at the whole project. And literally I've had to, like, break it down into small pieces and literally deal with it component by component.

Researcher: You know, I've asked a lot of questions that were about you. Yet, you're also one instructor, one chef within the program. What do you see as professional development for the group of you?

Mark: You know, that's a great question. Every spring we do something called a forage. And, that's when probably about fifteen of us hire a professional wild forager and we go out into the foothills, and we look for wild food that is growing in our own proverbial backyard per say. And when we're out there together as peers learning in that environment, we're, obviously, we're gaining the knowledge, but we're gaining a

huge sense of camaraderie as a group, as a family, as a working cogwheel. Although we're all very, I don't want to us the word siloed, but we all work very individually. Having us all together in that environment is very powerful. And it'd be great to have more of that because there's a huge sense of benefit from that, ultimately.

Researcher: Well, that's it. Those are my questions. Thank you.

APPENDIX F: The Focus Group Transcript

Focus Group Interview at Western Polytechnic
Date: 19 December 2013
Time: 1h 25m

Researcher: *Just a reminder: what I'm exploring in my research is the professional development practices of instructors in postsecondary education. Specifically, postsecondary education that's focused on career programs. Career-focused vocational education and training. I'm very much interested, as I did with your first round of interviews, what you have done individually and what it meant to you and the value that it brought. Now what I'd like to do is get your perspectives on how it serves the institution. But also, collectively as a group. I specifically chose the chefs from this program because I felt there is an identity, a uniqueness. And that's what I want to explore today. So, let's start with your role as instructors in this program. If you step up a level and look at it higher, what do you see as the purpose of your role.*

Arthur: I guess it's to provide the training to our students. Prepare them for industry. At a fundamental level if you were looking down from a supervisor or director role, the faculty's role is to train students to be industry ready. We had an interesting meeting yesterday. [The Senior Academic Officer] had a discussion with some of the faculty about teaching excellence. There are two sides: students, recruiting our students, but also faculty. How do you keep them motivated

and inspired and passionate about teaching? A lot of it is through PD activities and going to conferences and things like that. That was an interesting thing that came up in that discussion: engaging the faculty and keeping them motivated.

Adam: For me, With the courses I have taught -- I've dealt with second-year students in the courses I've taught -- really aren't core cooking items. So for me, the way that I've always attacked my courses: my goal is to get them to think for themselves. It goes with hand and hand with preparing them for industry. It's my attitude, "You've done one full year of school. You done your internship. You're in your second year, so you know how to cook. So now it's cook."

I'll walk around and go, "is that the best pot to use?", and they'll just stop and look at me. "How much does your recipe make? Oh, your recipe makes one litre. Okay, that pot holds how much? Oh, it holds 20 litres." So it's the question, "Do you think this is the best pot for your application?" It's not a matter of me saying, "change the pot." I want them to start thinking, "Okay, what's next?" Once you're in industry, your chef wants you to make those decisions. They don't want to be walking around going, "What are you doing? Use this, use that." They want our students to be able to put one and one together.

Researcher: *We have this idea that your role is educating, preparing a particular group of students for the workforce. Based on what inputs? Adam, you mentioned thinking skills. Where does those come from?*

Donald: The students' thinking skills?

Researcher: *What's the driver for the types of skills that they need?*

Donald: The industry

Jackson: I know for my class, I've been lucky the last five years. I know the [School's dining room's] goal is to help the students get industry-ready as well, and I think it's the classroom that helps us get the real environment, to create a real-life environment. Mind you, we have 15 students for 60 guests and that's not realistic and we recognize that. But at the same time, students are looking at the clock and having those specific short deadlines that they have to master or else we are not going to ready for service and I think that goes with your thinking. I think the environment encourages that critical thinking. Your recipe doesn't have green onions, but think about the best alternatives: maybe chives and maybe they grow in the garden, whatever. I agree with the pots and pans. The students have to think, "a brand-new station today. This is what I have to do to tackle this." They need that critical thinking. I think some classes are better suited to give that, but I also think as instructors our role is to share that's why we're are here. And I tell the stories of

my chef yelling at me that I'm not fast enough on the line-- we all begin there. I think students miss that. My Dad, when I was a kid, you know you don't really associate that he was a kid, maybe he was born when he was 18 when he had me, and I know for students sometimes there's that disconnect. I think we're responsible to share that with the students sometimes they're too nervous to ask, or uncomfortable and since we only get those students for such a short period of time, maybe we don't get the opportunity to build those relationships, so I think as instructors it's our role to pass that on.

Researcher: *Is that sharing, built into your role, your identity as chefs? Is that what chefs do?*

Jackson: I think so, it should be.

Adam: I don't think so I think some part still goes on where you're doing what you know and you have to look to the person on your left, and show your opportunity to rise. Step in and say, "Hey chef I'd like to do that job." So you know we can talk to about sharing, and that may be what we try to do, but I think a lot of times we're managing people so they start learning the basics and if you have a stellar students that's when you get the opportunities to say, "hey try this, try this, ever thought of that?"

Jackson: I think for students though, there is that sharing you have to pass on. If I'm doing chicken station today and you're doing

chicken station, “You want to have these pans, I made the mistake of olive oil instead of canola oil, and I found that out on the first order.” and I think there is that sharing, to make our team as best as it can be and share that information to make ourselves worth more than the individual parts. There’s a balance of course, how many times have I ever gone to Donald and said, “I want to do this dish, and what’s your experience?”, and he shares that information with me. I agree with your contribution to.

Donald: Sometimes students don’t want to, they’re, scared that they are too intimidated to share. They don’t see themselves as a peer yet, once they come back in second year you see it a lot more, but in first year they don’t have it at all-- they’re so green. I feel that they don’t understand, and in most cases, that’s right, but once they go and they get work experience then they come back, they treat the instructors very differently. It’s because of their first time in the kitchen.

Henry: My situation is a little bit different from you guys just because I’m a teaching apprentice, they’re already in industry. Sometimes it’s coming from a fine dining, some guys coming from a camp site, so it’s totally different. We stay focused on the passion on the cooking, as an apprentice they don’t have to create some dishes. We are more showing or sharing about the idea about lots of different way of approaching cooking. For example, roasting, a different style

or different presentation. The apprentice program is different.

Researcher: *You are all chefs, you are all chefs you've all got credentials you're also instructors. To some extent you are stewards then to the disciple. Preparing the next group that will come along. What are the qualities the dispositions that you collectively share?*

Donald: The industry builds a certain inherent tutelage or mentorship, because like Jackson was saying, every time you go to a new job you're always training something. You work one thing one day, the next guy comes in, your job is to train them for the job that you were trained for yesterday. And that's the way it is, it's inherent to our position to train people. I don't think life skills, I think that comes on later--being more retrospective or broad minded in terms of mentorship, but in terms of direct instruction, everybody has done it. Everybody. If you're the person taking out the garbage, which is a key role someone starts the day after you you're showing them what to do.

Arthur: The qualities too. It's patience, its openness to learning. If you start the next day and you're training that person you have to be able to explain things clearly and explain things. Some of those stellar students that come along have some of those qualities that you recognize right away they're open to learning, they're open to criticism, and feedback.

Donald: Self-driven

Arthur: Yeah, and committed to what they are doing.

Researcher: Is there anything else that somewhat sets you apart from other groups at the intuition?

Jackson: I don't know if this is right or not, but always felt this way, and I'm going to share. In some ways, we might be very. I think everyone is very good at volunteering their time, local charities, all sorts of things, but I think within the other parts of our school, like construction, and within those are those something that they share or within their skill set are they able to do the same? I just always felt that chefs were nurturers-- that we share things. I think part of all of us--not saying yes or no-- but I've always been voluntold to do things, and sometimes I wish that was in public safety, but I know I'm more kind of curious, but we all kind of are.

Adam: We all like things a certain way there are a lot of things that have to be, that have to happen to make sure food goes out safe, you're not letting your businesses close, that you're making money. You always have many balls in the air making sure nothing drops. That you're focused on everything.

Arthur: As I think as Donald said, it's inherent in our upbringing in the kitchen-- that teamwork and working together. Looking around at different departments we have a pretty strong identity in terms of teamwork and working together.

Adam: I think get scheduling class base things or food orders if there's any sort of concern and instead of going to the supervisors and going, "Ok well look at this, what are you going to do about this", I need this solved now. There a lot of just "what can we do" we take care of things ourselves work it out and go.

Arthur: Negotiate it, yeah.

Researcher: Is there anything else in your day to day practice that sets you apart?

Donald: That we are working when everyone else is playing.

Researcher: Expand on that.

Donald: There's nothing else. That is our industry, right, that is our industry 100%, yeah. We work when everyone else doesn't work.

Researcher: Then is that something that you grow within the students or expose them to?

Donald: Jade them towards? Yes.

Arthur: It's a realization that they have to come to at some point. Those that have some experience coming into the program at least they know, the apprentices are further ahead on that side. But, the super green ones that come out of school they don't have any work and watch food network and decide they want to be a chef, and all of a sudden, they are in their internship and they're like, "wait a second,

Donald: I can't work on weekends. My friends are going out."

Researcher: So, what drives somebody into the program?

Donald: It's a place that often if you don't fit other places you often fit here. Seriously it is the last bastion for the misfits just like the French Foreign Legion for society. You'll meet the strangest weirdest freaks you'll ever meet.

Adam: And you'll find that they are just like you.

Donald: You'll see those people that are great talk well and then they present well and everything is great, but it's just a shiny surface over top of everything else.

Adam: We are really accepting, if you think about people with drug problems or alcoholics, we don't care as long as you're beside me and you're doing your thing that's all we care about, we're here together and supportive. We know you're a little hung or something like that, but there's a high expectation that you can hold your own. Everybody is aware of that.

Arthur: I think kitchens can be a place where people can get away from some of that in their life. It's an escape that you can dive into the food.

Donald: It's very focused and very pointed.

Adam: Every day, you have job satisfaction every day you've accomplished something whether it's putting out 50 plates or 100 plates or mise en place at the end of the day. You can say you've done something.

Arthur: People are happy about pleasing the customer.

Donald: It's not virtual, it's tactile.

Henry: Plus, working internationally, it's very easy just like music, food the same people share there's no borders. Easy to go around the world.

Researcher: Do the students come out of the program whether it's Professional Cooking or the apprenticeship with a fairly strong identity of who they are?

Adam: I think the all-stars do but I think most are still trying to find themselves. Most of them are late, that's age.

Donald: I think that's like anything you know, whether you go and get a BComm or working towards an apprenticeship. If you're 18 you're 18.

Henry: Let's say if they are working at a chain restaurant, but after they came to first year, second year, third year they get more passion about food. More students go out of the country or more fine dining restaurant. It's a wake-up feeling.

Donald: The discovery feeling.

Henry: Wow. You know, I want to go there.

Donald: That doesn't come from a can.

Jackson: I find to-- and as I student, I came through as an apprentice-- I think students can come in with the wrong perspective. I remember thinking this isn't something that people are making in industry, or this isn't something I'm going to have to make again in my life. It was an old instructor of mine that said, "Yeah but if you can pan fry or sauté this piece of trout

or salmon. If you don't want to add the almonds maybe make it maple or different nuts, or didn't want to use lemon you can use blood orange." It was that aha moment. That I was like, "oh yeah. It's not the recipe I'm learning it's the process". And students kind of anchor themselves to the recipe. Another one was Scott, I remember he showed us mashed potatoes and I got upset in class. In the three years that I've been here there's been 10 ways that I've been shown mashed potatoes. Just show me the right way? And that's not the case. You might like to steam it, but I like to put it in water. And in your restaurant, you don't have a steamer so I need to adapt so that I know I can get the same quality product. I think students as far as perspective need to learn that, that aha moment. You get doubt sometimes. Some get it. I was that student.

Arthur: It's trying to reinforce the process of cooking. Look past the recipe but focus on processes, how do you make it? finish that back and then you can travel and go anywhere. You've got a bag of knives and the skills, and your knowledge and thinking ability, and you can just follow the process of cooking, yeah that aha moment.

Jackson: And it's funny with garde manger, that was the class I ended up hating the most, but I ended up being the class I love teaching so much. And I share with the students that I came into class. No one makes pates no one makes forest meats.

This is a waste of time, but with this I can make meatloaf or sausages and caviars.

Adam: No one makes forest meat, ever have a hotdog.

Jackson: Even [local restaurant] is recognized as one of the top ten restaurants the last two years. that's what they embrace, and foods go in and out of fashion. I'm going to be here for 30 years it's going to come back. Cold food 1: Learning how to butter bread, and going, "this is such a joke", well look at the poor kids to make lunch for I don't want them to be soggy like mine, but I understand the value of butter gets is going to spread and it's funny that every time I do it, they can see it, and it helps with the big picture.

Researcher: What's the lifespan of retention of students once they go through this, do they stay with the industry.

Donald: Those are two different things. Life span is one. Retention is another.

Researcher: Do they stick with the career generally?

Jackson: I understand that it is 20 percent after 3 years.

Donald: 80 percent

Jackson: 20.

Donald: Culled.

Jackson: 80 percent gone, yeah.

Adam: Usually within the first year.

Donald: All right, so you can go to hard facts with that. Life span in the industry we are burying people here that did it their whole life, right. 100%

Researcher: Those people that stick with it, it's a smaller number that entered the industry, is that correct?

Donald: I'm surprised the number of times I'll be out somewhere at a tradeshow or a craft market or representing the school, or come up to me because I'm wearing whites, and they'll say, "yeah I cooked for 15 years and now I'm doing this". They wear it, they can be proud to say that they did it.

Adam: One thing to realize is there's a huge attrition rate with students for our industry, but the things that they learning in the program. The organizational skills, the necessity for speed, the ability to have a couple things in the air, those are things they go into different industries and they excel. They're used to a different pace; they are used to a lot of different things at once.

Donald: 10 years ago, when IT was the big things and they started the fast-track program here and everything and a lot of cooks went to IT and did very well in it because I remember talking to one girl, and she went into IT and I only talked to her once. Computers, fixing and programming computers. Out of her internship they hired her right to Shaw. So she was sitting at her desk, and it was Christmas time, and people were crying and breaking down at their desk, and she

couldn't stay awake just because she was used to peaks and valleys and stress. And she couldn't stay awake and people were having breakdowns and their desk because it was too stressful. "The busiest time of year, I don't know how we're going to get through it", and she was like, "oh my god".

Researcher: *Jackson, you mentioned the job market, very interesting. Is that a motivator for students coming into your program?*

Donald: I don't think they know the job market, that's why they are coming into the program.

Jackson: I find it interesting. This year time when we had open house was the first time I talked to the parents and stuff. You know when you're up in the Highwood and people walk through, and now that I've got my kids you know life is different. I found it interesting sharing with the parents because I want to be very honest and upfront. You're about to give us your son or daughter and we're going to go with it for two years. I wanted to share all the red flags of our industry, do you know realistically what he/she are going to be making when they get out in industry? If that student is taking out a student loan at about 12000 loan plus everything else and they make 13-15 dollars an hour. I think they should do more research into what's going on and I take my role very seriously so that if there are those harsh realizations-- that if you're looking to travel you should probably work in a hotel and if you work in a hotel you'll probably be working

Christmas and New Year's and Valentines and Mother's Day and Thanksgiving and Easter, but I don't think students recognize. It's kind of like junior high grade 9 you're on top of the world, but going to High school in grade 10 and now you're at the bottom of the barrel. I think that's good I think life is all highs and lows and how you deal with it but I don't think.

Adam: Coming out of high school they're still thinking they are in high school. I think it's an opportunity for us as instructors to get over is, "No. there are real expectations here." This isn't just something that you sit down and you listen to you actually have to do something because we have people coming here that are expecting that you've done your little bit to contribute to their meal.

Researcher: You certainly focused on the educational purpose of your role. Have you ever thought about the economic purpose of your role?

Arthur: You hear the numbers that the hospitality industry is the second largest industry behind oil and gas in [the province] and we definitely contribute people into that industry. And I still think that there's a stereotype of our industry that it's a transient business that there's high attrition that there's tons of turnover.

Donald: Tons of tattoos.

Arthur: And people don't respect it as a true profession.

Adam: But they do and they don't because you go to a party and everyone wants to talk to the chef, "oh I did this", everybody wants to talk to you, but they don't know what the job is the only knowledge of it is the Food Network.

Arthur: I sure we all went through the cynicism that we work 15 hours a day for peanuts. If we put that much energy into being in oil and gas, a doctor or a lawyer we'd make 10x the money but why do we do it, we do it because we love food, the action, the pace, the creativity the camaraderie all that stuff you get addicted to the industry that way.

Jackson: I also find, I don't know if it's a generalization but people that I know so many are unhappy with their careers or their jobs. It's like the family that we have at work, whether that be here or at [local restaurant]. I just think that it's just that we're family.

Arthur: And people love what they're doing.

Donald: My dad was a doctor for 40 years. He said he stopped learning after he left university. He said you learn about people once you become a doctor and you learn about people all the rest of it he says you might as well have been a plumber. He says, "I'm no different than a plumber. It's just a system, it's a system you go through and these are things you check and these are the things you do. He grew and learned about new drugs and different things, but basically he just talked to people that's what he did for 40 years.

Researcher: *Do you see yourself as similar or different?*

Donald: Different, very different. We talk to people but it seems every second when you turn around our industry is changing. whereas in medicine the role of the doctor you are fixing the same thing but all your doing all it's not even in a different manner once in a while you might get a new piece of equipment. What your role is that the government dictates that you play in that position so. Whether you're working on your own as an independent or whether you're working for a hospital or whatever you're doing you're getting paid. Whereas our industry is changing constantly. The ideas of what we do are often being turned on its head.

Researcher: *Let's shift focus. Your program is in this technical institute. Have you ever had to explain to somebody what the purpose is of this institute?*

Donald: It seems to be on the radio and everywhere all the time they seem to be screaming about Western Polytechnic and the trades in Canada all the time. To me it seems very clear that we're training hands on workers that will be in the workforce, but very quickly not in 5 years or 4 years. In lot of cases in one year people will be in the workforce. That's what I see as our role is we are supplying the workforce.

Adam: On the other side of that, it's bizarre because that I'd say is the impression of every instructor we have here, but the motto of the school is "follow your passion." Just because

you're passionate about something doesn't mean you're good at it. At that point it actually builds in the whole thought that, yes we're going to teach you something that you can get out there and get a job but you might not like it as a job but as long as you love it for yourself it's OK to come here. Which is two very different things if you're passionate about something, take a night-course. Take an introductory to food. We even call our program Professional Cooking; the apprenticeship program is for people that are professionals in their industry already. There's this little, the school is selling one thing and there's a perception that we're actually doing something else.

Researcher: *How do you reconcile that difference?*

Adam: I don't bother with the school, we're focused on trades. We can call ourselves a college, a polytechnic, a trades school at the end of the day the government is giving us money to…

Donald: Teach proficiencies.

Adam: Exactly. So, that people can go out and actually get a job. I think the goal is to give people as much as they can take so they can get out there and succeed in their job so that when they are in the job space they've got the skills that when it comes to getting a raise that will give them an advantage over somebody else.

Donald: That's funny that whole idea of passion. People say, "oh they're very passionate about their job." There's

proficiencies in your job and then there's your passions and I always find there's a real divide between the two, right, sometimes they get close to each other. Some of the strongest people that I've ever seen in the industry have that are very successful in the industry have passions that are very outside of cooking is, some of the skills that they have in cooking mirror what their passion is, but a lot of the time it's not the same thing. Passion it's a funny word for me. Passionate about their job.

Researcher: *Polytechnic is about teaching proficiencies how is that different about other postsecondaries in the landscape that we're in here in western Canada.*

Donald: Like Medicine or Law?

Researcher: *Universities, the colleges that exist: what distinguishes this technical institute from other.*

Jackson: Shorter time that you're in school. If you're in university, it's an automatic 4 years to get your degree where here the longest program is 2 years.

Donald: Apprenticeship is 3 years-- that you don't need. I think we're the only trade where you don't have to have your journeyman certificate to be a chef, or a butcher or anything, you can't go wire a house unless you have your journeyman electrician with papers and registered within the union. Period

Arthur: It's not a recognized trade like plumbing or electricians.

Donald: All those things.

Jackson: What kills me with our program, is the grade ten requirement to get in here. Which might be another reason why we're not respected in the industry. I understand why that is but at the same time...

Adam: Because we're essentially doing the trades. We're not intellectual that would be the big thing university is the ivory tower. Whereas if you go to a Polytechnic you're going to have a trade, you're blue collar, you're not as smart but one has nothing to do with the other. When it comes down to money, especially these days, you could walk out with your journeyman's and make just as much as a lawyer or a doctor--charge 300 bucks before that plumber gets to your door. There's that whole perception and some of the things I've read, it's almost cyclical. For years, years and years you've got to go to university. And we've done that for years and now we have nobody in trades, we've got to have plumbers, we need welders, we need electricians we need chefs. This that and the other, "oh you should go get a trade", start marketing that and once we have those positions filled. Then all of a sudden you have to go to university, it's cyclical. Education is cheap here in Canada but you don't have to commit to anything.

Arthur: An applied skill as opposed to the theoretical side to it. You can go get a Bachelors in come out and work in a restaurant

as a server-- most do-- and they can't apply what they've learned at the job. Whereas a polytechnic, you're trained specifically for that job, and you may not stay in it long term, but you can build toward something else. You started off in that industry and you've seen opportunities that along.

Adam: I went to university, I have friends who are like, "Man you've got it made once you graduate, you've done co-op engineering the entire time here, you've got it made", then you graduate, and well, I've got a job at the bank. It makes no sense. Students here know what they're doing.

Donald: Prerequisites for the BA. They won't even look at you unless you have a bachelor degree in whatever.

Researcher: *Consensus about that the role of the program the institution teaching the proficiencies the application of skills directly into industry. Now I want to talk about your proficiencies and what you're doing in professional development. Has that culture of proficiencies shaped how you approach professional development? What do you see as the purpose of professional development in your role here?*

Arthur: I think there's two sides to that. I mean there is furthering our proficiency or mastering of our trade. The other side of it is pursuing how to be a better educator. It's maintaining your skills but more on how to be better educators. Developing programs. You're in the middle of wrapping up a whole new program.

Adam: I think what differs from you guys to a certain extent. Everything that I've done I have zero background in, so...

Donald: It's like cooking.

Adam: I'm doing professional development I've got to learn this stuff so that myself or another instructor can actually give this course in class. So, it's very different that way. My course does apply with cooking, but I don't care about the cooking, I'd rather they think, and figure things out, and learn how to apply things they learned over the year to the knowledge that I have to get over, because that's what's important. Like canning, it's one of the things that I do in my course, like what do you need to concern yourself with so that they realize that they know how to do something in one way doesn't mean it always applies simply in other circumstances, like what do you have to do to make sure that this works? That's the kind of stuff that I'm doing. It ties in because they are talking about we're training people for jobs that don't even exist now. Because you don't really think of them as a cook.

Donald: There are future job we're training them for?

Adam: Exactly. That aren't there that haven't been created. Just because we've been working in hotels and restaurants, and catering companies doesn't mean that they're going to go into so we're giving them different tools to pursue something else. I'll go back to the whole canning thing:

you've got [the province] that has a lot of agricultural at that point you have people who are putting in money to how can we add value to these products, and sell them out there and give our students, "I can do this over here, and I can make something completely different lifestyle so I don't have to work weekends."

Donald: Working with other industries. It's funny you say that when I first started it was all about how are you going to go out and work in a hotel. And now it's one of the last places one wants to work unless it's the [prestigious local hotel] -- that offer a lot of different things, offers a large shiny thing on your resume, but most people aren't looking at the hotels. They are looking at restaurants.

Researcher: So how do those industry dynamics shape what you do for professional development?

Donald: They dictate it quite a bit. I think, it's funny that each of us get interested in an area and go work on it really hard but then you start to talk to people that have been around here a long time in the college and you realize that a lot of we are reinventing a lot of things that have been done in the past. Or a lot of ideas that have been chased in the past.

Adam: That might be a generational thing to, I think historically we don't build on others' shoulders.

Donald: Sharing yeah.

Adam: Your age groups, where instructors before us out in industry my recipe this is my secret ingredient. Now it's how do you get this done-- we share a lot more and we bump each other up a lot more.

Donald: That might be the availability of technology and being able to share a lot of things. Internet.

Researcher: You were talking about sharing stories and sharing ideas, does that happen with your professional development?

Adam: It does, but it's up to the individual instructor to take advantage of it. The instructors that will go to conferences and tour places that the shared computer drive here, that everyone has access to. They'll put up the information. They'll send an email. I did this, if you want more information I've got it stored right here. So, it's up to the individual.

Arthur: I say the better way to do that. I've talked about this yesterday in this meeting. Instead of just dumping a trip report into a drive. It's to come into a classroom like this and just deliver it. Tell your stories…

Adam: That would be cool.

Arthur: ...and get some dialogue going. It's one thing to read it. If you can actually tell the story and get some conversation. I think of Chef Scott who just got back from the world of flavours from [restaurant name] in California. It's a mind-blowing conference. And unless you go and sit with him, on a piece of

paper, it doesn't mean anything. In terms of sharing, I think there's a better way to share those experiences.

Researcher: *Arthur, you've mentioned a two-fold way of pursuing professional development. Pursuing proficiencies but also a better educator, any other perspectives on that?*

Arthur: I know there's the instructor's diploma program, some people are pursuing masters and things like that.

Jackson: I know for myself I'm in kind of a unique situation. I know in my life I've always had a 2, 3, 5 year, 10-year goal. And this is the first time in my life I don't have one just because I just know I want to be here until I retire and I don't want to go anywhere else. I just want to build here. It was neat talking to Ted, because one of the programs that I know that they have at Western Polytechnic, but I've never seen it in our school is the 4 for 5, and when I had my meeting with Ted, that would be something I'd be very interested in because that would give me that 5 year plan where I'd go do charcuitere for the meat program for one year and the years after that be able to do the patisserie. I would like to be more well-rounded than I already am. I don't know down the road, you see this Masterchef. I've got my CCC and right now, it's not realistic with my family, but once they're all old enough and in university maybe it is something I'd be interested in. So, I'm very happy that Western Polytechnic is giving me the

opportunity to explore this. It will be interesting to see what it's like.

Researcher: *Can it be captured as that? That it's serving two purposes you as chefs and you as educators or is there more?*

Jackson: What I'm hoping to get out of it is that what it's like to be a student. I was never a very good student; I was always 5 days of the week to figure out what to do for the last two. Start taking things more seriously working at Western Polytechnic. I don't know to understand what it's like to understand the pressures of students. I'm hoping for myself it's what I can get out of it as an instructor and what I'm hoping to contribute as well.

Donald: Money is a reason for me to, for sure. To make more money. Personal development is fine if it will help me climb the money ladder here faster, then I'll do it for sure. As a self-satisfying thing, completely self-driven. To make more money then I'll do it for sure.

Researcher: *And engaging in professional development helps you to achieve?*

Donald: Correct. Without a doubt.

Researcher: *Does one path, coming back to this dual path: Your proficiencies your identities as chefs, and the other one being the identity as educators does one path have more value over the other. Or more opportunities?*

Donald: You always follow the path that is the most easy, people always fall back to it. If I was to challenge myself, do something out of the ordinary, it would be for me to take a course like Ivan is doing right now that is totally out of the comfort zone that would be a huge challenge for me.

Adam: What's he doing?

Donald: He's doing an adult learning through computers and distance learning and stuff like that which is something I'm not a fan of whatsoever, but that would be a major challenge for me and it would be a benefit for the school to have more people involved in that, because that's the way education is going to a certain degree. I'll never go that way because that's not where my skill set lay. It's not where my comfort is I'll follow a different route. Like the MasterChef even though it would be a huge challenge for me in life, it would be a tough road. It's a bit self-serving I guess.

Arthur: Evaluating one's career, if I look at professional development, what path will put me up the salary ladder? I think it's more about pursuing education, like getting education free, or like what Ivan is doing in adult end and masters. Instead of adding to skill set I think adding to my education is going to put me further ahead. Jackson, I don't plan on leaving this role to go back into industry but you put your time in, you're done you're beaten up your tired and this is the way to share all the experiences we've gained in

our careers. But I'm not interested in going back into that role. So, I see pursuing more education PD as a way to get further ahead in the institution.

Adam: It's weird because usually when we think of PD it has to really directly relate to what we're doing. But PD it's usually about how you can spin it. Seriously though. Why not go to the art college and take some art classes well how does that apply to what you do. Composition.

Donald: Colour, Texture.

Adam: Contrast. Putting things together. It's not about, "ok, I'm going to take an art." That's not professional development. But it's about the spin too.

Donald: That's where, back to your passions outside of cooking relate to what you do.

Adam: That's exactly it. Professional development isn't always about becoming a better instructor, how do you become a better instructor, you become a better person. More well-rounded person. And if learning how to do something that you're really passionate about, fills something a little bit more in you then your students will see that also.

Jackson: Finding that balance, it's huge.

Researcher: Do you feel that you are in control of what you do for professional development or do you think there are any direct or indirect drivers, say down this path or down that path?

Jackson: It's pretty open, personally speaking.

Donald: No one is affecting the direction of my PD except myself.

Adam: I'm completely directed. Because I'm developing what I have to do. And that's the role I've fallen into a couple times now. I need to have this and I need to have this in place so I have to take this course, no ifs ands or buts.

Donald: To that then, Ken is going to New York with a bunch of students, baking pastry arts students. What's stopping me from saying hey I want to go on that trip with the BPA program?

Adam: Absolutely nothing as far as I'm concerned.

Donald: That could be spectacular because you're walking in the back doors of some amazing places.

Adam: Like what? CBGBs?

Donald: Never mind. But you know for me that is the ability that I think would be great where someone says, "well the closest I'm going to be to becoming a baker is across the hall in a meat shop. But for me going to see those things, I would pull things and relate it back.

Arthur: It's just the politics.

Donald: You'd have to sell it.

Arthur: You'd be denied just because. We can pursue what we want but...

Donald: Kiss Arthur's ass long enough so that I get to go to fucking Cuba (laughs).

Researcher: *Have you seen in your experience that one type of professional development or any types of professional development have more value over others?*

Adam: I don't think so.

Arthur: I think again, in terms of climbing the salary ladder, pursuing the instructor's diploma program was often encouraged when I started, every year on the performance review, "OK are you going to do your diploma program and get your teaching certificate. That seemed to be the emphasis.

Researcher: *What do you think the driver was behind encouraging so many people to go through that diploma instructor program?*

Arthur: I think we come in as subject matter experts, but we don't know how to teach.

Donald: So it's always being able to deliver.

Adam: I think it's also accreditation too. When you talk about it, you have to have your grade 10 to become a cook, you know. Even a lot of our senior instructors they started in the trades in Europe as young kids so they don't have a background in education as a result. They decided that's what they are going to be, and that's what they became. More people are coming in now, they don't necessarily have a real education background but they have tons of experience in industry. We've got people who know industry and know what you need and all that, but they also have an educational

background. When you take a look at it, this is a good school because they've got the right people in the right place.

Arthur: As the whole institution moves to more degree granting programs then I think the pressure is going to become stronger that as a faculty we're going to need to have people that have Master's degrees, Bachelor's degrees so it gives accreditation to the program.

Jackson: On the opposite side of that. I question that if you're going to do all those programs how much of a difference you're going to see that in your 3-week class.

Adam: 100%. I agree with you.

Jackson: I know you want to move up the salary ladder and I get it but I also wonder how much you'll see it. And I know this is your passion and I know that'll you'll geek out and I'm hooking you right now. For me, that's for when I talked to Edward he would always be on the professional instructor side. I agree but I remember how hard it was to do my CCC. And, what I have outside in my life it was very hard to juggle. The reason I'm here is to find that happy balance for myself. I remember seeing you guys do it and how challenging that was. Whether or not I'm ready to jump into that pool again I don't know.

Donald: I think there's a big benefit to education, actually. My feeling is that the college is pushing towards having more education. Is that the person that we're educating is changing quite a bit. When we went through our education it

was, " well, this is how you do it and you learn how to do it faster and there you go. Now what we're doing. I wasn't an instructed very much on why you do this and why you do this and what happens when you do this, and I think that's our goal of the student now, "well why does this happen. You're telling me to do it this way, but what happens when I do it another way what's going to happen". That's what they want, and they want fairness, they don't want, well that's just the way it is. They want equity they want certain relevance in all this stuff. I think the idea of giving education, while your educating your able to offer that to students as well.

Jackson: Wouldn't it be better if… I think of Western Polytechnic's 'introduction to teaching' workshop. I think the reason that we're all here with you in this room is because of what you did with us at the workshop. Able to see that as more of an opportunity to get everyone on a better page than to take these huge courses. I enjoyed those classes and the time frame is appropriate for the way I learn and how I manage my time.

Donald: The whole idea of modifying adult education to more directed things.

Jackson: I'd take the teaching workshop every year. And if I got to work with different instructors, how good would that make us as instructors. I'd see that in my classroom more.

Adam: I think models for education change, over time you think of, it used to be reading, and writing and arithmetic those are the things you had to learn. And even down in the states—I can't remember the proper name that they gave it—they have all the core education stuff. It's not about writing anymore it's about keyboarding and they've got multiplication tables.

Donald: Instead of spelling, it's comprehension.

Adam: What's happening now is that after that was adopted a lot of the states have gone back and said, "You know what, we do need to teach them how to write, because that's how we can tell if they are literate or not." They do need to learn multiplication tables, finding out there are reasons for these things. So, going out and grabbing that diploma or degree in education. Yes, it maybe it's a great thing, but it's only a great thing if you continue to learn what is out there and learn and adapt. With what Jackson was saying, the teaching workshop was amazing, the other thing that I thought was amazing was that we never do is we never talk about best practices. These are the people we're getting in. What worked for you, so I'm having a hell of a time. Even at our staff Christmas party, I sat down with one of the instructors in BPA and he told me about a marking system that he heard at a conference he went to that he's going to start implementing. He calls it the point system. A point out of 4.

Professionalism: Get a mark out of 4. Process: Get a mark out of 4 of how the student actually goes through the Final product. And I can't remember the 4th category. It's just like professionalism I gave you a 3 out of 4 because you know what you're late everyday. No student is going to argue with that. Three out of 4 because you're late. 3 out of 4 is 75 percent. Now if I gave you 75% for professionalism, "what do you mean I'm hear every day". I've got my name tag on and they're going to argue with me about it. So it's having an opportunity to sit down with each other and talk about best practices maybe something that makes it easier for you and for a student to understand cause 75% sounds kind of arbitrary, 3 out of 4 I can actually defend. When we talk about Category, product process. Did you follow the recipe? Because we're all recipe driven. Okay. You can give them a mark, 4 out of 4 whatever. Recipe worked, you're clean and all that 4 out of 4. The final product. Yeah, it's edible but still not perfect. 3 out of 4. It completely didn't work out, I don't know what you did.

Donald: I guess it gets you away from the 82 or the 84 at the end of the class. Older instructors will tell me, "you tell me the difference between an 82 and an 84 when you're marking so many times." You're point is, conversations never happen.

Researcher: Whether collectively as a group with a shared identity, you share that same approach toward professional development,

and you value the same things. What is it that you value, what is it that drives you to engage in a specific type of professional development. And that really what this research is all about. Any comments?

Arthur: I think it's the instant satisfaction, or instant applicability of it. I agree maybe the teaching workshop, the short programs, and maybe it's just that but as opposed to doing a 2 to 4-year education degree. To get that relevant stuff, those best practices that we can implement right away and see results. What's the benefit yeah of if I go off and do a 2 or a 4-year program, am I going to see results in a 3-week cycle of how our blocks move? Whereas the teaching workshop you can instantly apply.

Researcher: How much of that is also shaped by the fact that this polytechnic is about earning immediately relevant applicable skills?

Donald: As an instructor or as a student?

Researcher: As a student, so here's my logic: The polytechnic emphasizes career ready, applicable, relevant skills. You yourselves talked about this: Two years, 3 year apprenticeships boom you're ready. Does that perception shape what you do for professional development?

Arthur: Since I started here, I had my performance review and do the instructor's diploma program, pursue a master's in the last couple years. I think about that, but when push comes to

shove, I just don't have the time or commitment to pursue something, but if it's short...

Donald: How can you put everything else down to do that, I find. How do you put other commitments down or other responsibilities? The longer you stay here, how do you put things down to move into something like that? I feel it's like turning your back. A lot of the time I agree with you 100% sure there's lots of things that I'm every interested in doing. I'll never do them here, just because of the simple fact in my personal life and in my professional life here the responsibility is that they won't allow me. I can't turn my back on them because there's really no one to take it over.

Researcher: Are you investing in any particular form of PD because you see a more immediate return on investment?

Donald: It's interesting, Henry in five years may be teaching my course, and he might want to go and take some different courses and things he's interested in doing. He'll take the direction of the course might deviate a little bit where directed by the government, but in terms of the emphasis of the course may change because someone else maybe have a different idea or passion about or feeling about how it should go.

Adam: That's one of the interesting things about our program to, because every instructor can change their class. I may have to teach, this course I don't like this, this or this, so I'm not

going to bother teaching it. And there is no, and no one is going to come in and say, "well why didn't you teach this?" Which is kind of bizarre.

Donald: There is no check in place.

Adam: We are a grant-funded program that has to be approved by the government. Then it's like, "well if you feel like changing go for it." And that is kind of bizarre.

Jackson: What do you mean change it. I never felt like I was given room to move away from the objectives. I can add stuff in if I have the time but I thought objectives were like rules.

Adam: Are you doing gelatin and all that downtown?

Arthur: We talk about it, we don't do a full demo of it. When I was in the Professional Cooking program it was like, how to build sandwiches, jelly molds. It all sounds bizarre and antiquated, but you go out there, people still do that stuff, and they're making great money at it.

Donald: Look at the [prestigious hotel].

Adam: And at the end of the day, if we're talking about putting out people who are trained they have to be able to execute these things because to make money and be successful in their industry. I think about Ivan. He was working out in industry and a chef asked him for fois gras chocolate cake. You know, you wanted fois gras to look like chocolate cake, "well how the hell do I do that?" I can use things that are not necessarily-- that start floating away, and caring about doing

things are two different things. We teach what we are comfortable with and what we feel strongest.

Arthur: I think we can adapt, the dishes the recipes to a different style. The objectives the core curriculum we can teach, but then we can apply it though different applications, different dishes. Change it that way. The outline still stays the same, how we deliver it in practical setting.

Adam: It's not standardized. I'm not talking about the recipe. I'm talking about what we actually give the students because—this is the whole thing with rotations if we rotate courses every two years you start the year introducing yourself to the course, the second year, you're still getting your ankle deep now instead of neck deep. You're still figuring your way around it but by your last course. "I've got a really good grasp of this". So many instructors they pull down the thing, PowerPoint one: Blah, blah, blah. PowerPoint two: Blah, blah, blah, blah. Which is not what education is about. We talk about the person that does all the work does all the learning, sitting there how fast that you can say it, they're not learning anything. You're completely disengaging the student. They're thinking when can I get back and do something. as opposed to say "Today we're talking about jam, why doesn't jam go bad?" As them the question, start to get that dialog going. I think we're a little weak on things like that.

Donald: But that's a double-edged sword you want to engage them as much as you can, but you have to deliver objectives so how do you do that in that timeframe, so how do you do that? 50 minutes a day, so minus two exams I have what? Twelve, 10 500 minutes in three weeks.

Researcher: Are there any final thoughts that you had? Again, the central theme here is what drives you and motivates you to engage in professional development, and is that shaped or do you shape it collectively as a group?

Donald: I think there's always a competition, if there are a lot of people involved and going and seeing new things that they have even a small chance even to share it then people realize that even if there isn't an opportunity that they will do it themselves.

Researcher: It's interesting that I heard in some of your interviews that competition is imbedded in your industry.

Donald: Competitiveness, yeah.

Adam: Christmas trees, yesterday.

Researcher: I'm curious if that shaped how you approach professional development.

Donald: I think we can sit and say that we're not really you know it is more about me, but I think there is always a little bit of it there. Even if you say it isn't I would be, I think you'd be hard pressed to find someone that doesn't feel pressure by it, even a little bit. Some of the old instructors that aren't doing

much and it's blatant that they must feel some form of pressure --that must be uncomfortable for them-- by a lot of people doing a lot of other things.

Arthur: I always wonder too if a little bit of jealousy plays into it.

Donald: Cuba?

Arthur: I see Scott go to this conference in California. Ken going to New York.

Adam: Like how do I get suckered into Cuba all these times?

Arthur: The grass is always greener. You always want to know what someone else is doing. I think that drives it too a little bit.

Donald: That speaks a lot to the professionalism that we all offer, that someone is able to take something and make it look greener on the other side.

Adam: You make the opportunity to do the things you want to do

Arthur: And you've got the freedom to do that.

Adam: If Donald really wanted to go to Cuba, he'd take the steps to make sure that opportunity opened up the door. I think that's big right there. It's like everything. Well the grass is greener over there, but if you're not willing to open the gate and walk into the pasture well, then stop your whining, or cowboy up.

Researcher: Is that perception of freedom is that driven by freedom that you would enjoy as a chef out in industry. Or is that freedom that's been instilled here?

Donald: Instilled here, I think. You learn things. You're interested in something because you don't know about it. Then you start to learn about it, and the more you learn it draws you deeper in. Like quicksand. You want out in industry that present themselves in front of you if you're interested in something. I think that here, for me to be able to say, "geez it would be neat to walk around the back alleys of New York with Ken." I'd go into some of these bakeries and check them out. It isn't a big interest of mine, but it would be a lot of fun and it would probably be able to relate back in some way shape or form.

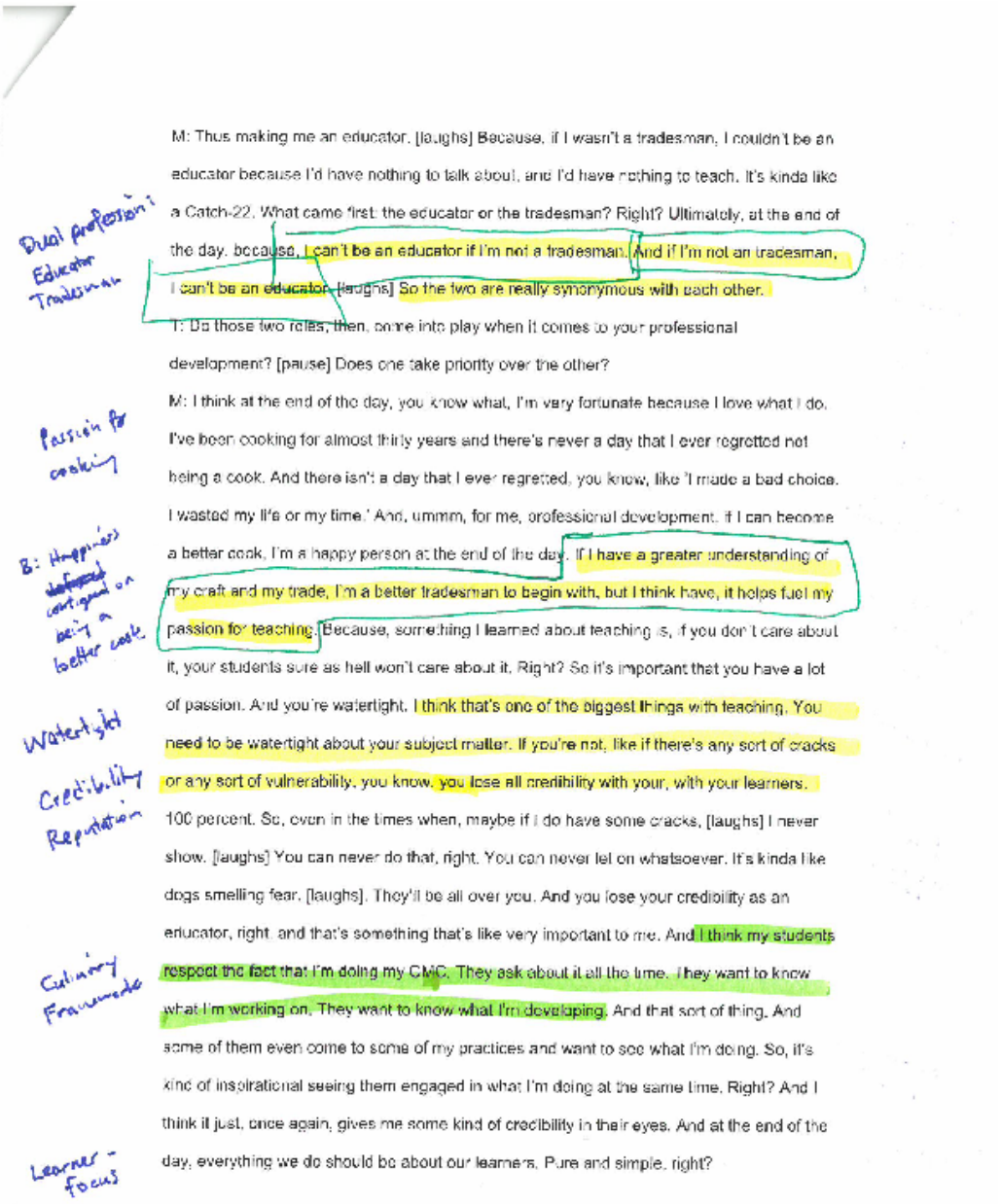
Arthur: I think Ted has certainly allowed us the ability to pursue those things. I think if was a director that wasn't open would just shut down any PD idea if it was off the wall, like they wanted to go do an art class.

Adam: He'd laugh but then he'd listen and completely consider it.

Donald: And that's what Vivian did. Vivian introduced that class on colour perception and paint that the students had to do. I feel it's very open here. It's very, very open.

Researcher: Thank you. All of you, for your time. Just to close this up, and to debrief the process as well, I will share the transcript of this focus group, so you have a record of it. I can't help but express my gratitude for the time you've given me.

APPENDIX G: Samples of Coded Transcript



M: Thus making me an educator. [laughs] Because, if I wasn't a tradesman, I couldn't be an educator because I'd have nothing to talk about, and I'd have nothing to teach. It's kinda like a Catch-22. What came first: the educator or the tradesman? Right? Ultimately, at the end of the day, because, I can't be an educator if I'm not a tradesman. And if I'm not an tradesman, I can't be an educator. [laughs] So the two are really synonymous with each other.

I: Do those two roles, then, come into play when it comes to your professional development? [pause] Does one take priority over the other?

M: I think at the end of the day, you know what, I'm very fortunate because I love what I do. I've been cooking for almost thirty years and there's never a day that I ever regretted not being a cook. And there isn't a day that I ever regretted, you know, like 'I made a bad choice. I wasted my life or my time.' And, ummm, for me, professional development, if I can become a better cook, I'm a happy person at the end of the day. If I have a greater understanding of my craft and my trade, I'm a better tradesman to begin with, but I think have, it helps fuel my passion for teaching. Because, something I learned about teaching is, if you don't care about it, your students sure as hell won't care about it. Right? So it's important that you have a lot of passion. And you're watertight. I think that's one of the biggest things with teaching. You need to be watertight about your subject matter. If you're not, like if there's any sort of cracks or any sort of vulnerability, you know, you lose all credibility with your, with your learners. 100 percent. So, even in the times when, maybe if I do have some cracks, [laughs] I never show. [laughs] You can never do that, right. You can never let on whatsoever. It's kinda like dogs smelling fear, [laughs]. They'll be all over you. And you lose your credibility as an educator, right, and that's something that's like very important to me. And I think my students respect the fact that I'm doing my CMC. They ask about it all the time. They want to know what I'm working on. They want to know what I'm developing. And that sort of thing. And some of them even come to some of my practices and want to see what I'm doing. So, it's kind of inspirational seeing them engaged in what I'm doing at the same time. Right? And I think it just, once again, gives me some kind of credibility in their eyes. And at the end of the day, everything we do should be about our learners. Pure and simple, right?

Figure 5. Sample of coded text from Chef Mark's interview

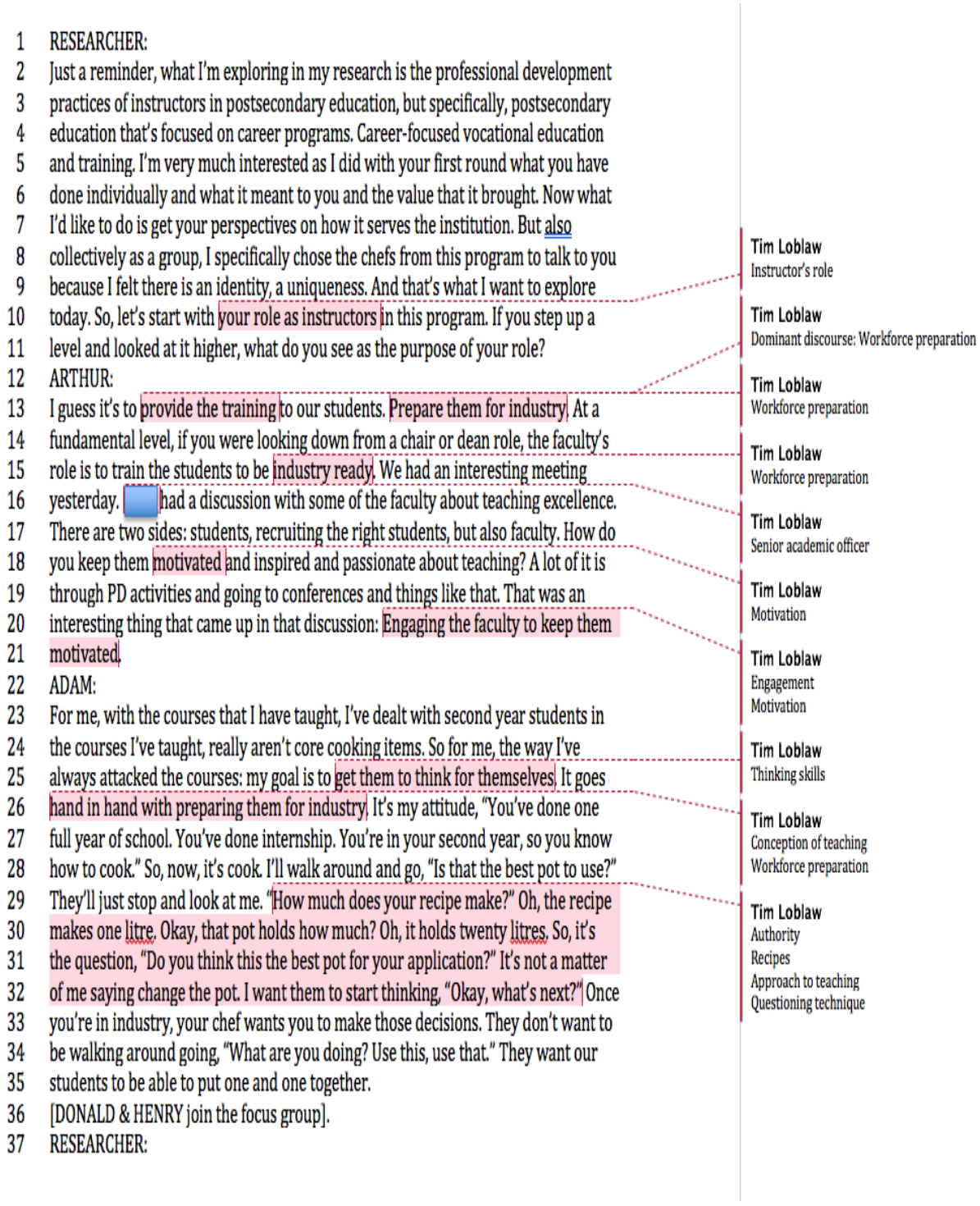


Figure 6. Sample of coded text from the Focus Group