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Empowerment Amongst  
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Duckworth, V.(2014)  
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Learners often find themselves in marginal positions. The structural inequalities many face from childhood to adulthood across the private and public domains of their lives are revealed and probed, thus challenging neo-liberalism claims of an apparently egalitarian social field. The learners' narratives expose the contradiction, complexities and ambivalences they experience in their daily lives, and how they try to make sense of them from their structural positioning as basic skills learners in a society based on inequality of opportunity and choice. Applying a feminist, qualitative, longitudinal, ethnographic and participatory approach, the book offers a critical perspective, drawing on

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Bourdieu's work as the theoretical framework, as well as using a range of feminist, sociologists of education, literature on the ethics of care and critical literacy pedagogy, including the New Literacy Studies. The author's personal position as an 'insider' with 'insider knowledge' of marginalised communities is also woven throughout the chapters and offers insights into the struggles, conformity and resistance faced by the participants in the study. The book contributes to the debate on the impact of violence on learning and its link to class, gender and basic skills as well opening up a discussion on the power of a critical curriculum to empower people across the domains of



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Readings for Reflective Teaching in Further, Adult and Vocational Education is a unique portable library of exceptional readings drawing together seminal extracts and contemporary literature from international sources from books and journals to support both initial study and extended career-long professionalism for further, adult

Online Library Learning Trajectories Violence And Empowerment education practitioners. Introductions to each reading highlight the key issues explored and explain the status of classic works. This book, along with the core text and associated website, draw upon the work of Andrew Pollard, former Director of the TLRP, and the work of many years of accumulated understanding of generations of further, adult and vocational professionals. Readings for Reflective Teaching in Further, Adult and Vocational Education, the core text, Reflective Teaching in Further, Adult and Vocational Education, and the website, provide a fully integrated set of resources promoting the expertise of further, adult and vocational

Online Library Learning Trajectories Violence And Empowerment. The associated website, [www.reflectiveteaching.co.uk](http://www.reflectiveteaching.co.uk) offers supplementary resources including reflective activities, research briefings and advice on further readings. It also features a glossary of educational terms, links to useful websites and showcases examples of excellent research and practice. This book forms part of the Reflective Teaching series, edited by Andrew Pollard and Amy Pollard, offering support for reflective practice in early, primary, secondary, further, vocational, university and adult sectors of education.

This volume makes a timely contribution to our understanding

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of literacy as a multi-faceted, complexly situated activity. Each chapter provides the reader with a fresh perspective into a different site for literate behaviour, approaches, design and relationships, and offers an exploration into the use of literacy theories to inform policy and practice, particularly in regard to curriculum. Bringing together international experts in the field, the contributing authors represent a wide variety of theoretical and research perspectives which cover literacy in various forms, including:

- transformative literacy
- survey literacy
- academic literacies
- information literacy in the workplace
- digital literacy.

Landscapes of Specific Literacies

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in Contemporary Society suggests that literacy curriculum needs to evolve from its current perspective if it is to cater for the demands of the 21st century contemporary globalised society. The book will be of key interest to researchers and academics in the fields of education, curriculum studies and the sociology of education, as well as to policy makers and literacy specialists.

This textbook gives you a broad overview of everything you will need to know to prepare for your initial teacher training and future career in the classroom. Covering practical issues including planning and assessment, and thought-provoking topics such as reflecting on your practice and



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developing critical thinking skills, this textbook provides you with an insightful exploration of the realities of teaching in primary schools. This fourth edition has been comprehensively revised and includes five new chapters on: · Teacher wellbeing · The Early Career Framework (ECF) · Digital literacy and primary schools after the pandemic · Growth mindset, dialogue and P4C · Learning outside the classroom This is essential reading for all students on primary initial teacher education courses including university-based (PGCE, BEd, BA with QTS), and schools-based (School Direct, SCITT, Teach First) routes into teaching. Hilary Cooper is Professor Emeritus of History and

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Pedagogy at the University of Cumbria. Sally Elton-Chalcraft is Professor of Social Justice in Education and also the Director of the Learning Education and Development Research centre in the Institute of Education at the University of Cumbria.

Research Methods for Social Justice and Equity in Education offers researchers a full understanding of very important concepts, showing how they can be used a means to develop practical strategies for undertaking research that makes a difference to the lives of marginalised and disadvantaged learners. It explores different conceptualisations of social justice and equity, and leads the

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Empowerment through a discussion of what their implications are for undertaking educational research that is both moral and ethical and how it can be enacted in the context of their chosen research method and a variety of others, both well-known and more innovative. The authors draw on real, practical examples from a range of educational contexts, including early childhood, special and inclusive education and adult education, and cultures located in both western and developing nations in order to exemplify how researchers can use methods which contribute to the creation of more equitable education systems. In this way, the authors provide a global perspective of the contrasting and creative ways

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in which researchers reflect on and integrate principles of social justice in their methods and their methodological decision making. It encourages the reader to think critically about their own research by asking key questions, such as: what contribution can research for equity and social justice make to new and emerging methods and methodologies? And how can researchers implement socially just research methods from a position of power? This book concludes by proposing a range of methods and methodologies which researchers can use to challenge inequality and work towards social justice, offering a springboard from which they can further their own studies.

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This book takes a critical view of masculinities through an investigation of first-in-family males transitioning to higher education. Drawing on six in-depth longitudinal case studies, the focus is on how young men from working-class backgrounds engage with complex social inequalities, as well as the various capitals they draw upon to ensure their success. Through the longitudinal approach, the work problematises the rhetoric of 'poverty of aspirations' and foregrounds how class and gender influence the lives and futures of these young men. The book demonstrates how the aspirations of these young men are influenced by a complex interplay between race/ethnicity,

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religion, masculinity and social class. Finally, the book draws connections between the lived experiences of the participants and the implications for policy and practice in higher education. Drawn from a larger research project, each case study compels the reader to think critically regarding masculinities in relation to social practices, institutional arrangements and cultural ideologies. This is essential reading for those interested in widening participation in higher education, gender theory/masculinities, longitudinal research and social justice.

Dealing with challenging behaviour is a fundamental concern of all trainee teachers

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and even more so for those who are training to work with pupils' age 14+, whether within a secondary school context or post-compulsory college context. This book will equip the practitioner with the skills required to implement change within problematic relationships and environments, and to explore a range of possible reasons as to 'why students behave in the way they do'. Understanding Behaviour 14+ challenges existing paradigms in order to break down barriers; substituting and encouraging professional responsibility for promoting positive relationships rather than the passive acceptance of unwanted behaviors, or a reliance on a culture of 'blame'. Key

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features of the book include: A brief and effective solution-focused approach Challenging existing paradigms Consideration of the process of reflection and evaluation Effective approaches to providing an inclusive classroom This essentially moves away from thinking about difficult or 'bad' students and towards thinking about difficult relationships or environments. This process of change allows the practitioner to reflect in a far more constructive and objective manner, also allowing the practitioner to acknowledge their own feelings in this process. "The effective management of the behaviour of 14+ learners has become a key issue across the school and lifelong learning



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Empowerment Ofsted Schools, Common Inspection Framework and Initial Teacher Education Framework have behaviour

management as a central focus.

The raising of the participation age (RPA) will require teachers to manage the learning of a wider range of students in an increasingly broader spectrum of institutional contexts.

Understanding Behaviour 14+ will be a welcome resource for these teachers, whether more or less experienced. The authors recognize that there are no quick fixes to deal with what are extremely complicated relations and situations and avoid a 'tips for teachers' approach to behaviour management. They emphasise the importance of

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Understanding why students behave the way they do and, with an excellent blend of theory and practice, encourage teachers to use reflection and to take solution- rather than problem-based approaches to managing behaviour. The text is highly accessible and issues are practically grounded in real life case studies.” Andy Armitage is Head of The Department of Post-Compulsory Education, Canterbury Christ Church University, UK. He recently completed a year’s secondment to Ofsted as an inspector of Initial Teacher Education

This book explores the role and importance of mentoring as a form of collaborative learning in

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higher education. While mentoring has become increasingly popular, the definition itself can remain broad and potentially nebulous, and could be applied to a variety of endeavours. The chapters engage with case studies and empirical research from across the globe that respond to concerns raised within a range of cross-disciplinary fields, providing important clarity as to the role of mentoring within higher education. Offering clarity and precision as well as robust qualitative data, this book will be of interest and value to scholars of mentoring in higher education as well as those engaged in mentoring themselves.

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This book explores the gradual evolution of Adult literacy policy from the 1970s using philosophical, sociological and economic frames of reference from a range of perspectives to highlight how priorities have changed. It also offers an alternative curriculum; a transformative model that presents a more socially just different value position.

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