

WIDER PROFESSIONAL PRACTICE in EDUCATION and TRAINING



This informative and accessible text will be welcomed by teachers, trainers and – most of all – trainee teachers in the further education sector, for whom it offers a wealth of information and support.

Susan Wallace, Emeritus Professor of Education, Nottingham Trent University

Few textbooks are both practical and insightful, well researched and relevant to the immediate concerns of practitioners, combine the critical with the constructive and are written to make policy personal. This book is all of these things and is a tremendous resource for teacher educators and will be much appreciated and enjoyed by trainee teachers during their studies.'

Stephen Ball, Karl Mannheim Professor of Sociology of Education, UCL Institute of Education

Developing an understanding of professional practice is essential for anyone training to teach in the further education and skills sector. This go-to guide will give you a clear understanding of the major topics covered in the mandatory Wider Professional Practice and Development unit of the Level 5 Diploma in Education and Training, and PGCE for the post-compulsory sector, and more broadly explores the value of professionalism in all aspects of further education.

Key coverage includes:

- · Understanding learners and attitudes to learning
- How to do action research.
- Professional observation and development
- Making sense of education policy
- Teacher expectations
- Challenges to equality and diversity
- The inclusive curriculum

This is essential for anyone studying the Diploma in Education and Training, and recommended reading for related courses in the further education and skills sector.

Sasha Pleasance is a teacher education lecturer in further education.

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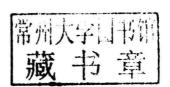
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LIST OF ABBREVIATIONS

AoC Association of Colleges

ALI Adult Learning Inspectorate

ATL Association of Teachers and Lecturers

BAME Black, Asian or Minority Ethnic

BERA British Educational Research Association

BIS Department for Business, Innovation and Skills BTEC Business and Technology Education Council

CBI Confederation of British Industry
CIF Common Inspection Framework

CPD Continuing Professional Development

DCSF Department for Children, Schools and Families

DfE Department for Education

DfES Department for Education and Skills
ESD Education for Sustainable Development
ESOL English for Speakers of Other Languages

ETF Education and Training Foundation

FE Further Education

FEFC Further Education Funding Council

FELTAG Further Education Learning Technology Action Group

FSM Free school meals

GCSE General Certificate of Secondary Education

HE Higher Education
IfL Institute for Learning

IPPR Institute for Public Policy Research

ITE Initial Teacher Education
LEAs Local Education Authorities
LSC Learning and Skills Council

LSIS Learning and Skills Improvement Service
NCFE National Council of Further Education
NEET Not in Education, Employment or Training
NFER National Foundation for Educational Research

NIACE National Institute of Adult Continuing Education

OECD Organisation for Economic Co-operation and Development Ofsted Office for Standards in Education, Children's Services and Skills

ONS Office for National Statistics

QTLS Qualified Teaching and Learning Status QCA Qualification and Curriculum Authority

SFA Skills Funding Agency

UTCs University Technical Colleges

FOREWORD

Professional practice in the further education (FE) sector operates within a constantly changing landscape of shifting sands, as acknowledged by many writers and researchers, including James Avis, Ann-Marie Bathmaker, Norman Lucas and Kevin Orr. This book represents an oasis in those shifting sands by providing a strong foundation of research, debates and discussions around key themes in professional practice, and uses this foundation to pose practical questions and include activities and case studies for the readers that can be used in both initial teacher education and continuing professional development (CPD). These combine well to provide an engaging platform which should make a major contribution to helping teaching practitioners understand and develop their own practice.

The selected focus on wider professional practice, rather than on the broad range of teaching and learning themes which tend to feature in other textbooks, has made it possible to go deeper into the field, and this is most welcome. Room is found for debates and competing discourses from an impressive range of sources and the reader is challenged to engage in these debates and to think critically about their own practice.

The overriding philosophy of the book represents teachers as the humane contributors to social justice, which most of us have always believed that we are rather than the over-managed and restrictive professionals which various forces inside and outside of the sector have sought to produce. It also seeks to offer strategies and solutions for actively working towards a more democratic professional future.

As would be hoped for in a book for teachers, there is an important focus on the centrality of learners and the learner voice. There is a very interesting review of research and debates on teachers' expectations, and how factors such as ethnicity, social class, assessment practices and cultural capital can all contribute towards establishing a 'self-fulfilling prophecy' about some learners which can seriously affect their own capacity to achieve and can also affect teacher approaches to them in a number of negative ways. This underlines the importance of fostering high expectations as a crucial part of the contribution that teachers can make to equality and social justice.

It is still relatively unusual to find the inclusion of Education for Sustainable Development as a theme in course books for initial teacher education (ITE) programmes, but the author provides a strong engagement with the 'transformative' dimensions of education as represented in the Education for Sustainable Development (ESD) principles of working to build 'a strong, healthy and just society'. This is reinforced by a series of useful case studies which bring the ideas to life.

The approach which runs throughout this extremely well-researched, scholarly and well-written book is an emphasis on the socially constructed aspects of teaching and learning related to the life cycle in a refreshingly human way.

The reader is left in no doubt about the challenges that teachers face to establish a more positive and democratic environment where positive professional practice can flourish, but the book provides a very positive framework to move in that direction.

Dr Jim Crawley Bath Spa University

ABOUT THE AUTHOR

Sasha Pleasance has worked in further education for almost twenty years. She first taught English, and then moved into teaching Adult Literacy and English to Speakers of Other Languages (ESOL). This led to an opportunity to work in prisons as part of a pilot project called 'Storybook Dads', now a national scheme.

She has also undertaken teaching projects involving family learning, refugee centres and community projects for people with learning difficulties and disabilities. She has latterly taught a range of social science subjects on Access pathways and Foundation degrees, and modules for the BA Hons in Childcare in Education, and continues to supervise dissertations for degree programmes.

For the past 10 years she has been a teacher educator in further education. She is passionately committed to the transformative power of education through dialogic teaching and sees the exposure of education to market forces, within further education and throughout the UK school system, as a serious threat both to this fundamental principle and to the values of social justice which guide her own practice and which lie at the heart of further education.

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Second, to all the extraordinary teachers that I have had the privilege to work with over the years, whose dedication and inner spirit is a constant source of inspiration, and sustain my belief that what we do in FE matters. I would like to offer an individual thank you to Stephen Ball and Susan Wallace who generously endorsed this book and to Jim Crawley for his support, and agreeing to write the foreword.

I would also like to acknowledge the contribution that my doctoral studies on the EdD programme at Plymouth University have made to some of the content in this book.

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