

POST-COMPULSORY

Teaching in Post-Compulsory Education

Policy, Practice and Values

EDITED BY ANTHONY COLES

A David Fulton Book

Teaching In Post Compulsory Education Practice Theory And Fento

**James Avis, Roy Fisher and Ron
Thompson**



Teaching In Post Compulsory Education Practice Theory And Fento:

Teaching in Post-Compulsory Education Anthony Coles, Karen McGrath, 2013-10-31 With an emphasis on developing higher order learning skills such as reflection critical evaluation and action research this book provides a comprehensive guide to contemporary and contextual issues within post compulsory education This book Helps students fulfill Qualified Teacher in Further Education QTFE criteria Provides information and advice on provision for the 14 19 sector Is structured specifically around the FENTO values Includes mind maps charting links to FENTO standards Provides help with assignments through reflective questions and discussion points *Mentoring Teachers in Post-Compulsory Education* Bryan Cunningham, 2012-03-12 The post compulsory sector is complex and multifaceted with highly diverse and sometimes challenging learner groups and subject to change from almost unending shifts in educational policy Effective mentoring has a crucial role in the initial training of new teachers in the post compulsory sector offering them the guidance and practical support they need to respond to these challenges This second edition has been updated to reflect the new LLUK standards current research and technological advances Describing all of the expectations responsibilities and rewards involved in mentoring the book covers What to expect as a mentor and what your mentee expects of you The skills attributes and functions that make an effective mentor Organising and conducting observations Time management What to do when things go wrong Accessible practical and supportive this book will help make mentoring an easier more enjoyable and rewarding experience for all new mentors in the post compulsory sector **The Theory & Practice of Teaching** Peter Jarvis, 2002 This text will introduce teachers to the approaches techniques theories and methods of teaching It looks in detail at the teaching techniques that can be called upon at different times and in different situations and how they can be used The Theory and Practice of Teaching Peter Jarvis, 2006-08-21 An introduction to the techniques contemporary theories and methods of teaching from facilitating problem based learning to the role of the lecture this book explores the issues that underpin interpersonal methods of teaching and offers genuine insights It will help teachers at all levels to understand the techniques that they can use in different situations and will enable them to develop more effective teaching practice This fully updated second edition contains new material on moderating teaching online and its implications for teaching theory issues surrounding discipline and teaching and the ethical dimensions of teaching Additional topics include the nature of teaching the ethics of the teaching and learning relationship the relationship between learning theory and the theory of teaching teaching methods including didactic Socratic and experiential and monitoring the issues of assessment of learning The Theory and Practice of Teaching will be of interest to anyone wanting to develop a deep understanding of the key themes and latest developments in teaching and is an ideal companion volume to The Theory and Practice of Learning *Teaching in Lifelong Learning 3e A guide to theory and practice* James Avis, Roy Fisher, Ron Thompson, 2018-11-29 Addressing the Professional Standards for Teachers and Trainers this bestselling textbook helpfully balances theory and practice introducing

key theories and concepts relating to learning and assessment as well as providing practical advice on teaching Extensively revised and updated to reflect the current educational policy environment this textbook for teaching provides thorough and extensive coverage of the topics for higher level awards in Education and Training The textbook provides a logical progression through the essential aspects of teaching such as planning and assessment it considers key related areas including teacher professionalism equality and diversity and mentoring and coaching and it presents this invaluable guidance in an accessible and readable format In outlining the challenges opportunities and debates in and around lifelong learning the editors and contributing authors draw on their extensive teaching experience as well as offering an evidence based approach with a wide range of research Teaching in Lifelong Learning A Guide to Theory and Practice is core reading for those teaching or preparing to teach in further higher and community education as well as in public sector contexts and in private training organisations including those studying for CertEd PGCE and related awards such as the Level 4 Certificate and Level 5 Diploma in Education and Training Teacher education in FE continues to be an important and unresolved issue and this book is a great asset in supporting individuals in understanding and developing their practices With a focus on developing critical inquiring practitioners the text reads like an experienced mentor sharing pointers questions and useful readings over a collegial cup of coffee Dr Tim Herrick Senior University Teacher University of Sheffield UK *Curriculum Studies in Post-compulsory and Adult Education* Mary Neary,2002 This guide to curriculum studies will help to form a better understanding of planning and development Written for experienced and student teachers seeking teaching and training qualifications it encourages the user to learn through doing *Professionalism in Post-Compulsory Education and Training* Jonathan Tummons,2020-05-18 What does professionalism mean for teachers and trainers in further education colleges or adult education centres Over the last twenty years ideas about professionalism and professional identity within the post compulsory sector have been shaped and reshaped by successive policies standards and professional bodies Yet these ideas themselves remain controversial and continue to be the focus of debate as well as research This book gathers together a series of articles published over the last ten years providing critical and research based perspectives on professionalism within post compulsory education and training The twelve chapters that are presented here explore issues such as professional standards and continuing professional development and their impact on current definitions and frameworks of professionalism as well as the policies that have shaped these processes These are issues that are of relevance and importance not only to practitioners and researchers in the post compulsory sector but to anyone who is concerned with contemporary debates about what it means to be a professional in education and training The chapters in this book were originally published as articles in Research in Post Compulsory Education Teaching in Lifelong Learning: A Guide to Theory and Practice James Avis, Roy Fisher and Ron Thompson,2014-09-01 *Leadership in Post-Compulsory Education* Jill Jameson,2013-10-18 Leadership of different kinds exists at many levels in the post compulsory sector from principles to

programme leaders administrative staff and even caretakers Based around case studies of current leaders in post compulsory education this unique book explores a number of leadership models and styles in order to provide inspiration and guidance for the next wave of potential leaders Captures authentic voices of the leaders Includes examples of further adult community and prison education Covers all type of leadership charismatic leaders academic leaders spiritual leaders women leaders ethnic leaders ethnic leaders business leaders Presenting a wide and holistic view of leadership at different levels this book is relevant for all potential and current leaders in post compulsory education By encouraging readers to review and reflect on the models described the book will inspire leaders of the future to develop their own leadership styles and visions

Reflective Teaching in Further and Adult Education Yvonne Hillier, 2009-07-01 Hillier is a friendly guide for those new to the world of further and adult education or for those finding themselves required for the first time to work towards a formal teaching qualification Richard Sykes *Studies in the Education of Adults* This is a useful book It systematically covers the FENTO standards for teaching and supporting learning in further education Ron Kirby *Youth Policy* This second edition of the best selling textbook *Reflective Teaching in Further and Adult Education* has been extensively revised and updated throughout The book has An updated chapter on new government policy in lifelong learning Details of the changing qualifications framework foundation degrees and e learning An expanded chapter on professional practice New sections on disability awareness working with young people and new technologies Checklists examples scenarios and figures to aid learning Chapter summaries to aid navigation of the text A guide to the FENTO standards at the end of each chapter Guides for further reading and websites A glossary of unfamiliar terms This comprehensive accessibly written textbook is a practical resource which will be invaluable to teachers in further and adult education whether in training or in service **Training to Teach in Further and Adult Education** David Edward Gray, Colin Griffin, Tony Nasta, 2000 This invaluable text and reference book for all PGCE and Cert Ed course requirements and training in service **Survival Guide for College Managers and Leaders** David Collins, 2006-12-23 Serves as a guide to leading and managing a FE College for College Leaders and Senior Managers This title covers various aspects of running a College from shaping the organisation and communicating a vision to planning and marketing the programme right through to dealing with people and improving quality **Challenging Professional Learning** Sue Crowley, 2013-10-23 Teachers and trainers are dual professionals they are required to have up to date industry skills and also skills in teaching and learning The issue of professional identity and the promotion of maintaining and building pedagogic expertise in relation to their vocational work is therefore an extremely important one This book argues that quality teaching and learning is very much dependent upon teachers and trainers undergoing continuing professional development CPD engaging actively in professional learning activities generating professional learning communities and building their level of professionalism to meet increasing teaching standards Unfortunately CPD is battling a context of intensification of work pressure of time and economic restrictions The completion

of CPD under such conditions can often become tokenistic and hitherto there has been very little research or evidence base for determining what approaches to CPD are most effective and efficient Challenging Professional Learning draws on a wealth of recent research and evidence on what ingredients are necessary for effective and efficient crucial at a time of such fiscal constraints professional learning It also explores the wider implications of these findings and the concept of learning as a collective activity It argues that real professionalism cannot be achieved in isolation but instead takes place in a context that has political social and cultural influences The book brings together research from the Institute for Learning and practice around professional learning to link both individual and collective professional learning to organisational learning leadership and the management of change whilst offering practical suggestions for improving these practices It will be of great interest to teacher educators and their students at undergraduate and post graduate levels as well as anyone who works in higher education and with professional development

Teacher Education in Lifelong Learning

Alison Iredale, 2018-01-13 This book promotes the idea that professionalism among teachers should be marked by democratic relations rather than by managerialism and performance management It provides a thorough investigation of issues around the participation of trainee teachers in the Lifelong Learning Sector by reflecting on their experiences and questioning how well initial teacher education prepares teachers as professional practitioners in the sector The reflexive nature of the book promotes a deep discussion of the nature of professionalism drawing upon the works of John Dewey Michel Foucault and Pierre Bourdieu and places initial teacher education in the Lifelong Learning Sector firmly within the policy and ideological context of regulation audit and control It also illuminates pertinent discussions around teacher agency through a consideration of confidence excellence and routinised practices Finally the book takes us through the looking glass to reveal the tensions within the teacher education curriculum as it prepares trainee teachers for a ready made world whilst at the same time attempting to encourage principles of social justice inclusive practice and education as a democratic endeavour It will be compelling reading for students and researchers working in Education and Sociology particularly those with an interest in lifelong learning and teacher training

Creativity in Education Anna Craft, Bob Jeffrey, Mike Leibling, 2001-04-01

A rounded comprehensive guide to issues of practice pedagogy and policy concerned with creative education

Social and Professional Applications of Actor-Network Theory for Technology Development Tatnall, Arthur, 2012-10-31 The latest advances in technology development have been particularly useful to actor network theory as a structure for much of its research With a socio technical approach to the understanding of information systems and applications the actor network theory aims to bring support for social influence on technological innovations Social and Professional Applications of Actor Network Theory for Technology Development presents a platform for the approaches and implementations on the actor network theory and its relationship with technology development This book provides researchers and practitioners with a better understanding of the usefulness of the social and technical connection

Representations of the Academic

Jean

McNiff,2023-03-31 This thoughtful volume challenges widely accepted traditionalist scientific notions of the academic prevalent in higher education institutions globally in order to promote best practice and redefine the field as accessible inclusive and forward thinking This book situates itself away from the dominant discourse on academia and eschews the common tropes that have proved prohibitive to furthering the field and research within By releasing the academic from the restrictive narrow boundaries typically imposed Representations of the Academic opens up a form of public sphere where the contributors bring together their innovative views to propose a new normative form Chapters explore examples of good practice that demonstrate alternative ways of thinking and in doing so the book continues an emergent tradition of investigating the origins nature and purposes of academic work at a time when critical values are under threat The book will be of interest to students academics and researchers in the fields of education educational research and higher and professional education more broadly Those involved with interdisciplinary and intercultural studies ethics and values in research will also benefit from this volume Leading Professional Practice in Education Christine Wise, Marion

Cartwright, Pete Bradshaw, 2012-09-05 This volume provides an overview of key contemporary themes in educational leadership It focuses on developing professional capacity organisation improvement and the implementation of change looking at theoretical frameworks and concepts recent research studies and case examples of effective practice The book covers leading learning and learner leadership change processes and distributed leadership leading professional development for educational contexts Designed to encourage critical analysis and debate this volume will be a useful resource for postgraduate and professional development courses in educational leadership and for practitioners It is a companion to Educational Leadership Context Strategy and Collaboration also published by Sage *Education Studies* Will

Curtis, Stephen Ward, John Sharp, Les Hankin, 2013-12-06 Education Studies continues to grow as a popular undergraduate area of study This core text addresses themes common to all Education Studies courses It benefits from a large list of chapters from key contributors at key institutions This third edition has been completely revised and updated with the addition of seven new chapters Themes newly explored include gender research the power of money and status and alternatives to schooling This fully comprehensive text is accessibly written with learning features throughout to encourage students to approach issues critically Fully up to date and covering a huge range of themes for Education Studies students

Teaching Young Adults Trevor Dawn, Joe Harkin, Gill Turner, 2013-07-04 Further and Higher Education in the UK has expanded greatly in recent years bringing into education large numbers of young people who present teachers with new challenges At the same time there is an immense pressure to improve the quality of learning and teaching and to encourage students to be active participants in the process This book is aimed at teachers aspiring teachers and other professionals in upper secondary schools further education colleges and universities who wish to increase learner motivation and to create opportunities for greater learner autonomy It will relate learning theory to practice provide practical help for teachers to

understand how they tend to interact with students suggest how they may build a repertoire of teaching styles that foster sharing of responsibility with learners for more effective learning

Unveiling the Magic of Words: A Report on "**Teaching In Post Compulsory Education Practice Theory And Fento**"

In a world defined by information and interconnectivity, the enchanting power of words has acquired unparalleled significance. Their capability to kindle emotions, provoke contemplation, and ignite transformative change is really awe-inspiring. Enter the realm of "**Teaching In Post Compulsory Education Practice Theory And Fento**," a mesmerizing literary masterpiece penned with a distinguished author, guiding readers on a profound journey to unravel the secrets and potential hidden within every word. In this critique, we shall delve to the book is central themes, examine its distinctive writing style, and assess its profound impact on the souls of its readers.

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