



# *Telling Tales*

*Perspectives on Guidance  
and Counselling in Learning*

*Edited by Richard Edwards,  
Roger Harrison and Alan Tait*



# Telling Tales Perspectives On Guidance And Counselling In Learning

**M Lipman**



## **Telling Tales Perspectives On Guidance And Counselling In Learning:**

Telling Tales Director of the Center for Great Plains Studies Professor of Economics Richard Edwards, Richard Edwards, Roger Harrison, Alan Tait, 2013-12-16 Guidance and counselling in the context of learning is an area that is growing rapidly and attracting a lot of interest within the field of education This reader presents a range of different perspectives those of the user practitioner professional manager policy maker and academic By offering these various tales the book aims to encourage a more beneficial interchange of dialogue between the people involved whether they be in the role of the counsellor or the counselled Written for a new module on the Open University's MA in Education E839 Telling Tales Richard Edwards, Roger Harrison, Alan Tait, 2013-12-16 Guidance and counselling in the context of learning is an area that is growing rapidly and attracting a lot of interest within the field of education This reader presents a range of different perspectives those of the user practitioner professional manager policy maker and academic By offering these various tales the book aims to encourage a more beneficial interchange of dialogue between the people involved whether they be in the role of the counsellor or the counselled Written for a new module on the Open University's MA in Education E839

**Nurturing Social Capital in Excluded Communities** Julia Preece, 2018-02-06 This title was first published in 2000 Emanating from a two year action research project aimed at devising higher education courses for excluded social groups this book examines ways in which UK higher education can be accessed and valued by adults who have previously been excluded It also explores the topical argument that education contributes to building social as well as human capital a necessary feature of citizenship and sustainable communities **Taking Issue** Megan Crawford, Richard Edwards, Lesley Kidd, 2013-10-18 The partner to Telling Tales this reader looks at a range of perspectives on a number of key issues emerging from the area of guidance and counselling in education Questions of ethics equality and impartiality and their relationship to guidance and counselling in the context of learning are explored The book also examines the trend towards group work and the role of technology in creating strategies for guidance Written for a new module on the Open University's MA in Education

**Careers Guidance in Context** Bill Gothard, Phil Mignot, Marcus Offer, Melvyn Ruff, 2001-09-04 Helping others to make occupational choices requires a combination of skill and a deep understanding of the world of work as it is today and will be in the future Unlike texts that focus only on skill Careers Guidance in Context is designed to develop understanding of the factors that shape both the labour market and careers guidance as an occupation in itself Careers Guidance in Context re-evaluates the concept of a career in the light of economic restructuring globalization and the growth of information technology It draws together up to date theories about guidance work and debates the importance of integrating theory and practice Examining the processes in which practitioners engage when working with individual clients the book also explores careers guidance within a group setting an area that has previously been neglected in the literature The book will be invaluable to students on courses in careers guidance counselling and education It will also be of great interest to

professionals who need to keep up to date with current thinking and practice      Career Development Policy & Practice: The Tony Watts Reader Tony Watts, 2016-08-23 Professor Tony Watts is a pre eminent figure in the field of career guidance He retired in late 2014 after a 50 year career in the field This single volume is dedicated to anthologising his work in a way that is accessible to students policy makers researchers and practitioners and contains Watts most enduring and key writings about career guidance Tony Watts writings comprise over 600 items which are currently scattered across journal articles books and reports with varying levels of accessibility Some of the most critical and frequently cited work is no longer in print

*Rhetoric and Educational Discourse* Richard Edwards, Kathy Nicoll, Nicky Solomon, 2004 Educational policy is often dismissed as simply rhetoric and a collection of half truths However this is to underestimate the power of rhetoric and the ways in which rhetorical strategies are integral to persuasive acts Through a series of illustrative chapters this book argues that rather than something to be dismissed rhetorical analysis offers a rich and deep arena in which to explore and examine educational issues and practices It adopts an original stance in relation to contemporary debates and will make a significant contribution to educational debates in elucidating and illustrating the pervasiveness of persuasive strategies in educational practices *Rhetoric and Educational Discourse* is a useful resource for postgraduate and research students in education and applied linguistics The book will also be of interest to academics and researchers in these fields of study and those interested in discursive approaches to research and scholarship      Whose Learning? Bullock, Kate, Wikeley, Felicity, 2004-08-01

*Whose Learning* explores the increasingly popular practice of academic and personal tutoring and addresses three fundamental strands of the learning process and their complex inter relationships knowing what to learn knowing how to learn and knowing yourself as a learner      EBOOK: Whose Learning? Kate Bullock, Felicity Wikeley, 2004-08-16 The traditional role of the form or class tutor has developed into that of an academic or personal tutor that is an adult who works with students to guide support and help them manage their learning Academic or personal tutoring as a practice of learning benefits many students in secondary schools and colleges It is increasingly adopted and specifically customised by a range of institutions who believe it will establish good habits of learning now and in the future *Whose Learning* explores the concept of academic and personal tutoring and brings together established theoretical arguments current activities in schools and classrooms and observations gleaned from the authors own research It recognises the important role of the personal tutor in working individually with his or her students and illuminates the processes educational relationships and learning interactions underpinning this role The book addresses three fundamental strands of the learning process and their complex inter relationships Knowing what to learn Knowing how to learn Knowing yourself as a learner Offering examples of good practice in supporting student learning *Whose Learning* is essential reading for student beginning and more experienced teachers in schools and colleges who want to reflect on and improve their own practices      **Learning Outside the Academy** Richard Edwards, Jim Gallacher, Susan Whittaker, 2006-11-22 This book weaves together different strands of research in the area of

lifelong learning that concentrates particularly on learning in alternative settings and ways such experiential learning and informal and community learning Drawing upon international research the book examines how these strands of research can contribute to each other The contributions to this book are based on material presented at a conference at the Centre for Research in Lifelong Learning UK and they focus on research into key issues of policy and practice in lifelong learning Establishing a wider framework for debate about the meaning and significance of lifelong learning this timely and thought provoking book provides practitioners in the field with a relevant and current discussion on some very important ideas about non formal education

*Career Counselling* Mary McMahon, Wendy Patton, 2006-05-02 In a changing employment climate and with the growth of demand for careers guidance at all stages of life careers guidance practice has moved from its positivist world view with the counsellor as expert and client as passive responder to more holistic constructivist approaches In essence these approaches view the career as a holistic concept in which work and personal life are inextricably intertwined and individuals are experts in their own lives actively constructing their careers The first to fully explore the constructivist approach this book provides a theoretical background to constructivism outlines a range of constructivist approaches to career counselling gives examples of the practical application of constructivism Essential for anyone involved in career guidance wishing to learn more about this vital new approach this book combines theory with practicable guidance and represents a new direction for career counselling

**Gender and Lifelong Learning** Carole Leathwood, Becky Francis, 2006-10-03 This insightful book is ideal for students researchers and policy makers wanting a sound overview of the critical issues of gender in lifelong learning Asking pertinent questions relating to discourses on policy the authors offer the reader a rare view of lifelong learning from a gender focused perspective filling a gap in the literature and moving current debate on into new areas Questions addressed include To what extent can the policy discourses and institutional contexts of lifelong learning be seen as masculinised and or feminised What are the gender implications of lifelong learning policy In what ways are learners identities constructed through lifelong learning Does lifelong learning provide opportunities to challenge or transgress gender binaries What are the implications for practice

**Foucault and a Politics of Confession in Education** Andreas Fejes, Katherine Nicoll, 2014-07-25 In liberal democratic and capitalist societies today we are increasingly invited to disclose our innermost thoughts to others We are asked to turn our gaze inwards scrutinizing ourselves our behaviours and beliefs while talking and writing about ourselves in these terms This form of disclosure of the self resonates with older forms of church confession and is now widely seen in practices of education in new ways in nurseries schools colleges universities workplaces and the wider policy arena This book brings together international scholars and researchers inspired by the work of Michel Foucault to explore in detail what happens when these practices of confession become part of our lives and ways of being in education The authors argue that they are not neutral but political and powerful in their effects in shaping and governing people they examine confession as discursive and contemporary

practice so as to provoke critical thought International in scope and pioneering in the detail of its scrutiny of such practices this book extends contemporary understanding of the exercise of power and politics of confessional practices in education and learning and offers an alternative way of thinking of them The book will be of value to educational practitioners scholars researchers and students interested in the politics of their own practices Providing Support and Supervision Hazel L. Reid, Jane Westergaard, 2013-09-13 The focus of governments across Europe and the U S in recent years has been on an agenda for social inclusion This is especially the case for some young people who for various reasons have become excluded from education training and employment This vital new guide to providing support in this changing world is ideal for those working with young people and those who provide support and supervision to youth support workers themselves This comprehensive resource can be used as a textbook on supervision courses or as a professional handbook It will help readers to understand the underlying concepts behind support and supervision and to engage with the concepts models and techniques that determine effective day to day practice In addition the book clarifies the benefits and limitations of support and supervision by drawing on the knowledge and experience of those currently involved in youth support The collection of writers bring a wealth of knowledge and experience from academic and practice based backgrounds to help practitioners their managers the organisations for which they work and those on a wide range of professional training courses

*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 The Dangerous Rise of Therapeutic Education Kathryn Ecclestone, Dennis Hayes, 2019-02-01 The *Dangerous Rise of Therapeutic Education* confronts the silent ascendancy of a therapeutic ethos across the educational system and into the workplace Controversial and compelling Kathryn Ecclestone and Dennis Hayes classic text uses a wealth of examples across the education system from primary schools to university and the workplace to show how therapeutic education is turning children young people and adults into anxious and self preoccupied individuals rather than aspiring optimistic and resilient

learners who want to know everything about the world Remaining extremely topical the chapters illuminate the powerful effects of therapeutic education including How therapeutic learning is taking shape now and in the future How therapeutic ideas from popular culture have come to govern social thought and policies How the fostering of dependence and compulsory participation in therapeutic activities that encourage the disclosing of emotions can undermine parents and teachers confidence and authority How therapeutic forms of teacher training undermine faith in the pursuit of knowledge How political initiatives in emotional literacy emotional wellbeing and positive mental health propagate a diminished view of human potential throughout the education system and the workplace The Dangerous Rise of Therapeutic Education is an eye opening read for every teacher and leader across the field of education and every parent and student who is passionate about the power of knowledge to transform people s lives It is a call for a debate about the growing impact of therapeutic education and what it means for learning now and in the future **Choosing Futures** Nicholas Fosskett, Jane

Hemsley-Brown, 2002-11-01 Education is becoming more competitive choice in education is now a key issue This book will help parents schools colleges universities and policy makers understand how education and training markets work Choosing Futures offers a wide ranging perspective on how young people and their parents make choices as they travel through a lifetime of education and training The authors challenge traditional views of how choices are made of primary school secondary school college university and career which assume that choices are rational and objective Instead this book reveals how choices depend upon a range of factors young people s personal experiences individual and family histories perceptions of education and careers The book compares choice for 5 to 11 year olds and for 16 and 18 year olds drawing out models of the decision making process and at the same time the consequences on schools colleges and individuals of enhanced choice 14-19 Education Jacky Lumby, Nick Fosskett, 2005-04-19 AT LAST A BOOK ABOUT THIS MOST VEXED PART OF THE CURRICULUM WHICH IS OBJECTIVE HONEST AND RESEARCH BASED These two well established authors have done what even supposedly neutral writers of official reports have been unable to do and this is because they emerge as having only one axe to grind namely what is best for the students and the country Showing only too clearly the confusions and competitions which have bedevilled provision for this age group THE AUTHORS VIEWS ARE CONVINCING AND CREDIBLE PARTLY BECAUSE UNUSUALLY THEY COME FROM NEITHER A PRO SCHOOL OR A PRO COLLEGE LOBBY Read for example the chapter on leadership to see how leaders in the two sectors but providing for the same young people can be seen being encouraged to move in different directions They rightly argue that this not the point Although like others they argue that partnerships are the way ahead they show that these so far have a poor record Their arguments all firmly based on clear analysis of the politics and resourcing of 14 19 education and constantly referenced by the experiences of young people of fourteen to nineteen years are set in a totally realistic perspective and as they conclude the price of future failure in this provision will be calamitous LEADERS IN BOTH THE SCHOOLS AND THE POST 16 SECTORS SHOULD READ

THIS BOOK AND REFLECT ON THE WHOLE PICTURE IT OFFERS OF WHAT MIGHT BE POSSIBLE FOR OUR YOUNG PEOPLE Policy makers should do the same but whether they have the will and courage to act accordingly is a matter for future debate David Middlewood The reform of the 14 19 stage of education and training in England is likely to be on the policy agenda for the next two decades but until now our understanding of 14 19 education like the stage itself has been incoherent and fragmented Lumby and Foskett provide a comprehensive authoritative and readable account of the recent history and current state of 14 19 education They challenge some of the myths and misconceptions that have grown up around it I recommend this book to all people with an interest in 14 19 education in England and in the current attempts to reform it Professor David Raffe Centre for Educational Sociology University of Edinburgh Schools and colleges are being asked to deal with fundamental changes in 14 19 education Designed to support policy makers practitioners and students of education in improving their understanding of this phase of education the authors present a discussion of the evolution of policy and practice across schools and colleges and their possible future development A range of educational institutions are discussed with specific reference to changes in government policy the curriculum support services and the advent of Learning and Skills Councils **CPD for the Career Development Professional** Siobhan Neary, Claire

Johnson, 2016-10-14 The career development sector is continually evolving in line with changes in society technology and the needs of clients Maintaining and developing the skills and knowledge to practise effectively in any part of the sector is a cornerstone of professional practice Yet in straitened times the funding and time to undertake Continuous Professional Development can be difficult to find This unique handbook contextualises CPD for the sector examines why it is important and to whom offers practical insights on practitioner research and reflective practice and then provides a wealth of information on the many ways in which CPD can be undertaken by both those who are employed and self employed With many practical activities reflection points and case studies throughout readers will be able to identify their own needs and develop CPD solutions that will support them in developing skills and knowledge to further enhance their own practice For practitioners who want to own and direct their professional development this is a must read guide **The Future of Career**

Audrey Collin, Richard A. Young, 2000-08-10 The fragmented nature of modern working life is leading to fundamental changes in our understanding of the term career Few people now expect to have a lifetime of continuous employment regardless of their qualifications or the sector they work in This book presents a kaleidoscopic view of the concept of career reviewing its past and considering its future International specialists in psychology sociology counselling education and human resource management offer a multi layered examination of career theories and practice identifying the major changes taking place in the world of work that are challenging and extending the meaning of the word career The overall aim is to redefine it in ways that are relevant to the newly emerging network society of the 21st century The chapters are wide ranging exploring topics such as the changing contexts of career individual career experiences women s careers multicultural issues and implications



for practice and policy making

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