



Pedagogy and Practice: Culture and Identities

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This book foregrounds pedagogy in a way that challenges readers to reflect on themselves as teachers and learners, and to be reflexive about their own practices and contexts. Learning involves a transformation of identity which occurs through negotiation and repositioning, through new ways of relating, and through different ways of participating in practices. This book examines the meaning and implications for pedagogy in educational and workplace settings, and the role of the teacher in this sociocultural view of learning. By illustrating the mediated nature of agency and identity, the chapters (re)conceptualise the teacher and the learner and show different ways of supporting learning and being a teacher.

The settings represented range from nursery to university and from out-of-school to institutionally-based and work place situations. Curricular aspects represented include popular culture, critical literacy, multimodality, the arts, and new technologies. Teachers and student teachers, as learners, are also represented in the accounts assembled.

The book takes a sociocultural view of learning and considers the pedagogical implications of this view. It explores different meanings of pedagogy and considers notions of cultural bridging and the process of transforming identities.

The contributions challenge ways of thinking about practice, both teaching and assessment, and argue for practices that bridge between learners' worlds, their communities and educational institutions.

Drawing on the international literature, this book will be essential reading for students of curriculum learning and assessment in all sectors from pre-primary to further and higher education. It is suitable as a core text for masters and taught doctorate programmes. It will also be of interest to a wide range of professionals involved with curriculum, learning and the practice of teaching and assessment.

This book is relevant to those in work-based and professional education and training, and in informal educational settings, as well as traditional educational institutions at all levels. A unique collection in a field that is underrepresented, it will also be of interest to an academic audience.

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