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Soggetti	Educational sociology Education and state Sociology Social groups School management and organization Macroeconomics Sociology of Education Educational Policy and Politics Sociology of Family, Youth and Aging Organization and Leadership Macroeconomics and Monetary Economics
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Nota di contenuto	Cover; Educating Generation Next; Contents; Acknowledgements; About the Author; Introduction; The structure of this book; A brief note about data; Defining young people; Use of the term 'soft skills'; A final note about context; Part I: Navigating Seas of Uncertainty: The Impact of the GFC and Beyond on Young People; 1: Young People, Precarity and a Workforce in Transition; The aftermath of the GFC: 2008 to present; Declining full-time work; Increasing part-time and casual work; Unemployment; Underemployment, underutilisation and involuntary part-time work; Conclusion 2: The Big Four: Structural Marginalisation, Globalisation, Demographic

Change and TechnologyIntroduction; Who is most at risk of marginalisation?; Socio-economic and geographic factors; Indigenous young people; The impact of globalisation; Global flows of work; Demographic change; Young people in the Asian century; Technology; Political change; Financescapes; Conclusion; 3: Neoliberal Policy and Precarity; Introduction; Preparing for precarity; Policy responses to precarity; A brief overview of neoliberalism; Neoliberal responses to young Australians in and out of work

A view from business: employer perceptions of young peopleThe preparedness of young people to participate in a changing workforce; Conclusion; Part II: Young People, Teaching and Schooling in Transition; 4: Adversity Capital; Introduction; A return to foundational and soft skills; Soft skills in the Australian Curriculum; Adversity capital; Adversity capital, neoliberalism and resilience; Conclusion; 5: Teachers in Transition: Current Challenges; Introduction; Teaching at front and centre; The current policy environment; Initial teacher education; Professional learning and collaboration Teaching for diversityCurriculum; Insecurity in the teaching workforce; Conclusion; 6: Beyond the School Gates: Are Our Education Institutions Obsolete?; Reappraising where learning takes place; Opening the school gates; The vertical misalignment of policy and practice; Opening up the business of schooling; The third sector; Parents; Getting young people more involved; Mobility, demography and technological access in the 21st century; Conclusion; Conclusion: Where to for Young People?; Perception 1: schools are the default sites for learning; Perception 2: young people are reluctant to work Perception 3: secure work is available if young people want itPerception 4: young people should just go to where the work is; Perception 5: getting young people into a job - any job - will improve their prospects; Perception 6: Work for the Dole improves young people's chances of finding work; Perception 7: working life becomes more stable and secure as one gets older; Perception 8: responding to the challenges of the contemporary workforce is a matter of individual choice; Perception 9: the market can solve some key problems in youth transitions Perception 10: young people are optimistic about the future

Sommario/riassunto

Is the current industrial model of schooling capable of preparing young people for modern working life? This book provides an unsettling picture of the challenges young people face following the uncertainty of the Global Financial Crisis. It asks whether teachers and schooling are able to provide the skills needed in a contemporary global economy.
