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Nota di contenuto	Cover; Contents; Acknowledgements; Chapter 1 Introduction; Chapter 2 Fordism, post-Fordism and beyond; Chapter 3 Work-based learning and social justice: 'Learning to Labour' and the new vocationalism; Chapter 4 Learner dispositions: continuity and change; Chapter 5 Teachers and the transformation of practice; Chapter 6 Knowledge, curriculum and power; Chapter 7 Social justice, post-compulsory education and practice; Chapter 8 Conclusion; References; Index
Sommario/riassunto	James Avis develops an important argument in this wide-ranging book, in which questions of social justice play a central role. He explores the socio-economic and policy context of education in advanced capitalist societies, and indicates the manner in which the rhetoric of policy-makers distorts the way in which skill is marshalled in the economy. The result is that oppressive and exploitative features of paid labour are underplayed in this rhetoric. He examines the lived experiences of teachers and students in post-compulsory education and explores their contradictory positions. If questions

