



# Rethinking Secondary Education: A Human-Centred Approach

*Scherto Gill, Garrett Thomson*

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'This is a timely, accessible and engaging book of considerable intellectual stature, bold imagination and practical wisdom. Not only does it develop penetrating, elegant analyses of what is wrong with current state controlled and alternative approaches to contemporary education, it also offers imaginative, practical suggestions for a more fulfilling, human centred alternative.'

Professor Michael Fielding, Institute of Education, University of London, UK.

'With great sensitivity and force, and in wonderfully clear prose, Scherto Gill and Garrett Thomson explore some fundamental questions about what we want from our education system and what we can expect from it. [...] It is highly recommended for all who are interested in education, whether from a more theoretical point of view or from a more practical point of view'

Professor Adrian W. Moore, Faculty of Philosophy, University of Oxford, UK.

Could we have a system of secondary education that provides alternatives to the current mainstream schooling and its emphasis on exams, learning outcomes and the delivery of a fixed curriculum?

How could such a system focus on both human and educational values?

How could secondary education combine the personal development of students with good academic standards?

In response to these questions, Gill and Thomson have written a new, cutting-edge text aimed at all those involved in the study of education or teacher training. *Rethinking Secondary Education* explores, debates and critiques new and alternative approaches to teaching young people today.

The book discusses a 'human-centred' approach to curriculum, pedagogy, assessment and the culture of schools and colleges. It is grounded in theory and empirical research, discussing the need for a curriculum for the future, bridging a gap between mainstream and alternative education. It also offers practical guidance on how these ideas can be put into practice, making it an ideal resource for trainee teachers, experienced practitioners and students of education alike.

Key features of the text:

A balanced approach, comparing and contrasting both traditional and alternative approaches to education

Strong grounding in theory and research

The inclusion of young people's perspectives and 'voices' on their education and on being an adolescent

Links to practice - showing how the theory and research can actually be put into practice to bring about change

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