In classrooms and lectures we learn not only about academic topics but also about ourselves, our peers and how people and ideas interact. *Education - an Impossible Profession* extends the ways in which we might think about these processes by offering a refreshing reconsideration of key educational experiences including those of:

- being judged and assessed, both formally and informally,
- adapting to different groups for different purposes,
- struggling to think under pressure, and
- learning to recognise and adapt to the expectations of others.

This book brings psychoanalysis to new audiences, graphically illustrating its importance to understandings of teaching, learning and classrooms. Drawing on the author’s original research, it considers the classroom context, including policy demands and professional pressures, and the complexity of peer and pedagogic relationships and interactions asking how these might be being experienced and what implications such experiences might have for learners and teachers.

The discussions will be of interest not only to teachers, leading-learners and teacher-educators, but also to individuals interested in education policy, professional practice and theories of education.

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