

**Book Review**

**Educating the deliberate professional:  
Preparing for future practices**

Franziska Trede & Celina McEwen (eds.)  
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*Educating the Deliberate Professional: Preparing for Future Practices* edited by Franziska Trede and Celina McEwen is Volume 17 of a Springer series on Professional and Practice-based Learning. The series explores what constitutes professional practice and how it is enacted in different contexts. This volume brings together international research that concentrates on the purposeful and ‘deliberate’ (p.v) application of professional practice. Trede and McEwen’s motivation for this edition arose from identified challenges with the nature and practice of higher education in the 21st century in preparing job ready professional practitioners in times of uncertainty and disruption. They express this clearly: ‘Chapters connect university education and the future role of students in society and provide a critique of current practices and the narrow views of university education that predominantly

emphasise graduate employability.’ (p.10). This volume makes a timely and significant addition to the series and to an enhancement of our understanding of professional practice and educating for professional practice that is thoughtful, responsive, deliberate and informed.

There is an impressive global collection of authors in this edition from Norway, Sweden, New Zealand, Canada, the United Kingdom, Austria, South Africa and Australia who present a plethora of research, critical perspectives and new ideas and practices in this book that will stretch the reader’s understanding of professional practice. A snapshot of the 15 chapters is warranted, with a more detailed review of two chapters.

The chapters are arranged in four parts. Chapters one to three in Part I establish the context and begin conceptualising the deliberate professional. In chapters one and two, Trede and McEwen define the deliberate professional and a pedagogy of deliberateness. They critique the current social context of university education and explore notions of professional practice. Solbrekke, Englund, Karseth and Beck’s chapter involves a critique of critical thinking, and they present a model of communication for developing collective rather than individual professional judgement and practice.

Chapters four to eight in Part II focus on reconceptualising the definitions and roles of professionals with reference to examples from a range of contexts. The first chapter in this set by Jonathan Roberge provides a critique of universities and the implications of their current market-driven, business model on learning and the development of students’ thinking and professional practice. He situates his discussion of the deliberate professional across and within cultural, technological, political and economic perspectives. Rick Flowers in chapter five provides insights into strategies for developing professionalism in the work of environmental activists and Andrew Vann in chapter six engages the reader with compelling critical reflections on his leadership in university management. He explores his leadership practice through the lens of Joseph Campbell’s ‘mythic structure of the hero’s journey’. In chapter seven, David A Nicholls applies a Foucauldian lens to exploring the practices of the artisan with reference to health care workers and health care education programs in the university. The final chapter in this set by Lesley Cooper and Janice Orrell focuses on university-community partnerships and the role of professional education and

practice for university students through engagement in work experience.

Part III comprises chapters nine to 13 and explores ‘course, curriculum and pedagogical designs in university education’ (p.12) and through examples how these contribute to educating the deliberate professional. In chapter nine, Monika Nerland draws on examples of using inquiry-based activities to induct students into professional cultures of law, engineering and teaching in a Norwegian university. Monica McLean and Melanie Walker (chapter 10) present an 18-month research project in South Africa with three universities resulting in the development of a ‘Public-Good Professional Capabilities Index’. They provide insights into the application of two elements of the index as they contribute to ‘the public-good professional’ and ‘deliberate professional’ (p.142). In Chapter 11, David Boud critiques and explores course design in universities. He proposes ‘a more deliberate focus on practice’ (p.12) but also for academics ‘... to become deliberate professionals in their own practice of teaching and learning ...’ (p.158). Tony Harland in chapter 12 critiques the pace of scholarly work and practice; the ‘[f]ast activities’ (p.175) and paucity of time for academics and students. He proposes a ‘slow scholarship’ (p.181) to enable ‘deliberative thinking and deliberate action’ (p.175). The final chapter in this set (chapter 13) by Joy Higgs presents her research on ‘professional practice and professional wisdom’ to develop an argument for own [your] own practice model and professional practice.

Two chapters complete Part IV titled Panoptic Musings. Chapter 14 by Rainer Winter presents a compelling critique of professional practice in the digital age regarding Marcuse’s (1991) *One-Dimensional Man: Studies in the Ideology of Advanced Industrial Society*. Winter argues ‘The “one dimensional man” of the present is not capable of imagining any other alternatives’ (p.208). He explores practices that will support the deliberate professional to engage in and use media in ways that question and challenge one-dimensionality. Chapter 15 provides a summary and conclusion emphasising the need for ‘embedding the pedagogy of deliberateness in university professional courses ... to make a difference for morally-informed sustainable future professional practices’ (p.228).

Key insights to two chapters: Trede and McEwen’s chapter 2 ‘Carving out the territory for education the deliberate professional’; and

‘Deliberately owning my practice model: Realising my professional practice’ by Joy Higgs.

Trede and McEwen’s (2016) opening sentence goes to the very heart of their work on professional practice and the deliberate professional as it ‘builds on a long history of well-established ideas of critical pedagogy and deliberative democracy; it is foregrounded by ideas of awareness raising, critical thinking and autonomous learning that engage with social and moral contexts of professional practice’ (p.15). They argue for a ‘pedagogy of deliberateness’ that engenders different perspectives and enables change in times of heightened uncertainty and disruption, and 2020-2021 with COVID-19 has brought this into clear focus. Their critique of the current context of university education acknowledges the competing demands and agendas in developing an education that ‘produces technical experts’ instead of ‘an education that nurtures socially responsible thinkers’ (p.17). In this chapter, Trede and McEwen explore the conceptions of professional practice with reference to Schatzki (2002, 2012), Bourdieu (1984,1994), Kemmis and Grotenboer (2008). They include an examination of power in their discussions of professional practice; how it ‘shapes, contains, constrains and enables professional practices’ (p.20). The final section of their chapter introduces the reader to the four key dimensions of a ‘pedagogy of deliberateness’:

- (1) *Deliberating on the complexity of practice and workplace cultures and environments;*
- (2) *understanding what is probable, possible and impossible in relation to existing practices, others in practice and to change practice;*
- (3) *making a deliberate stance in positioning oneself in practice as well as making technical decisions;*
- and (4) *being aware of and responsible for the consequences of actions taken or actions not taken in relation to the doing, saying, knowing and relating in practice (p.23).*

Trede and McEwen’s pedagogy of deliberateness involves a shift in thinking and practice in educating professionals and equipping them to deal with contemporary society, issues, workplaces and professions.

Joy Higgs, in chapter 13, draws on the research of professional practice and practice wisdom and presents findings of her research throughout the chapter and add further texture to the challenges of owning

your own practice and being a deliberate professional. A statement that captures attention in the first paragraph of the chapter is her description of deliberate professionals' practices that are 'pursued deliberately, knowingly and informedly' (p.189). Higgs explores goals and challenges of professional practice with reference to the work of Kemmis and McTaggart (2000), Green (2009) and Schatzki (2012) and she emphasises (drawing on her previous work with Titchen in 2001), the embodied nature of professional practice involving 'doing, knowing, being and becoming' (p.191). In response to the challenges universities face in educating future professionals, Higgs shares her model of education as a social practice which she developed as an Australian Learning and Teaching Council Fellow. It comprises eight dimensions: 'practice and higher goals'; 'a pedagogical frame'; 'education in context'; 'understanding (the) practice'; 'socialisation'; 'engaging in relationships'; 'authenticity and relevance'; and 'reflecting standards, values and ethics' (pp.194-195). Brief descriptions of each of these dimensions are provided in the chapter. Further insights into the layered conceptions of professional practice are revealed in her discussion of expertise, artistry, practice wisdom and good practice. table 13.1 provides an interesting overview (p.199). This chapter offers much to critically reflect on and to embrace. It also offers readers an opportunity to reflect on their own practice model and to (re)consider their own professional practice.

Trede and NcEwen's (2016) edited book makes a very welcome and compelling contribution to the field of professional practice and educating the professional practitioner. Its relevance in 2016 has only continued to develop and has much to offer readers in current times of uncertainty, risk and disruption. It is ideal for academics, researchers, research students and individual practitioners wanting to understand deliberate professional practice and how to educate deliberate professional practitioners.