

## **SECOND CALL FOR PAPERS FOR EDITED COLLECTION**

### **From school to retirement: exploring Life Transitions in the 21st Century**

**Editorial team:** Dr Katherine Ashman (La Trobe University), Dr Paulina Billett (La Trobe University), Dr Kristina Turner (Swinburne University) and Dr Dona Martin (Adjunct La Trobe University).

**Due date for Abstracts** - April 19, 2020

**Publisher** - we are envisaging targeting Palgrave Macmillan or similar.

In this book, we aim to explore the complexities of life transitions. Transitioning has occupied research for some time now and continues to evolve from episodes of how those involved independently traversed transitions to literature that shares expertise around the meaningful nature of transitioning across and within different communities. Our focus is to tap into and share a broad range of these collectively focused outcomes. We are interested in providing a broad set of understandings about how transitions are managed by individuals and institutions during the life course. Areas of interest include issues relating to how individuals navigate identity and build agency through the life course, the evolving political interest or investment in having a workforce readily adaptable to career transitions and the impact on the individual transitions, changes and challenges, both political and economic to the idea of 'retirement', and individuals adapt to and build meaning and resilience during this time in their life.

We are looking for chapter contributions across national contexts, along the following themes: Youth transitions; Transitioning from novice to professional; Career transitions; and transitioning into, and during, retirement (more information on each of these themes can be found below). We are interested in work that spans age, ability, career, as well as community (including rural and remote). We are interested in challenges to the notion of transition as well as work which critically engages with the perceived economic and social benefits (for example training and work career development). Contributions are sought from researchers in, but not limited to, the Humanities, Social Sciences, Education, Business, Law, Media and Communications, and Health.

#### **Themes:**

##### ***Youth transitions***

Young people's transitions into adulthood have been commonly understood as uncomplicated linear progressions through the achievement of key milestones closely linked to age-related stages ending with the achievement of 'adulthood'. The interest in understanding and in structuring transitions for young people emerged during the 20th century in response to the failure of many young people to achieve 'traditional' markers of adulthood, such as the successful transition from school to work. The failure to achieve these transitions, has come to be understood in policy and governmental sectors from an individualistic perspective, resulting from personal flaws (such as lack of motivation), and almost always constructed to personalise the risk to

the individual's future (Kelly, 2001). However, youth theorists have sought a more complete explanation for the difficulties young people face in achieving markers of adulthood. A critical approach to studying youth transitions has demonstrated that the distribution of young people across different trajectories is strongly correlated to, and influenced by social class, gender and ethnicity and affected by social and economic shifts, particularly in the 21st century.

*Under this theme we invite manuscripts which seek to examine the complexities inherent in the notions of transition during youth. In particular we are interested in papers which examine one or more of the following challenges to current understanding of youth transitions;*

- *Challenges to the notion of youth transitions as a linear process.*
- *Challenges to western understandings of youth transitions*
- *The challenges posed by the ongoing transformation of young people's lives in the 21<sup>st</sup> century and how this impacts youth transitions and informs young people's biographies.*
- *Changes to the transition from school to work*
- *Transition pathways for NEETS and other marginalised groups*

### ***Transitioning from post-secondary education - from novice to professional***

Students are constantly transitioning throughout their post-secondary education experience. Initially, they are transitioning into young adulthood in first year post-secondary studies, many living away from home for the first time, others developing their independence from the family unit. As quickly as students adjust to this significant transition during their first-year they soon find they are reaching the half-way point of their course where there are often opportunities for work integrated learning (if not embedded within their course) at which point students commence their transition towards their future career.

*Under this theme we invite manuscripts which seek to examine the transition from student to professional across a variety of disciplines and cultures. In particular we are interested in papers which examine one or more of the following student to professional transitions;*

- *The transition from post-secondary education to professional employment and how processes such as sexism and ageism may complicate this.*
- *The job market's role in successful transition from post-secondary education to the workplace*
- *The ways in which students are set up by institutions, such as TAFE or university, for successful transition from student to 'professional'*
- *Exploration of different students in different cultures and their transition from student to professional. For example, western interpretation compared with Asian or Subcontinent.*

### ***Career transition***

Career transitions are becoming increasingly common. Contributing factors include changes in the workplace landscape due to technological innovation, automation and globalisation. In addition, individuals are often seeking an improved work-life balance, greater meaning in their work, or a more challenging or rewarding career. As a result, contemporary work pathways have become less linear, and career transition through choice, or necessity has become increasingly common. Career transition affects adults of all ages and often involves a transitioning of identity as well as career. This section aims to explore and analyse the complexity of career transition, the reasons for career transition and the skills needed to navigate a successful career transition.

*Under this theme we invite manuscripts which seek to examine the complexities inherent in the notions of career transitioning. In particular we are interested in papers which examine one or more of the following challenges;*

- Transitioning from industry to academia
- Casual work to ongoing work or vice versa
- Transitioning into a new career
- The significance of transferrable skills such as problem solving, critical and creative thinking, independent learning and interpersonal skills required in successful career transition.

### **Transitioning into retirement**

In the 21<sup>st</sup> century the institution as much as the notion of retirement as a socially constructed process has changed significantly. So too has the retirement populace, due to a variety of issues, such as many workers in the 21<sup>st</sup> century workforce facing and living with earlier than anticipated or imposed retirement or those facing increased retirement ages well into their 70's. The papers in this section deal with research around the experiences of those who see and seek retirement as a social right, through to those retirees embarking on earlier than planned work departures. The different themes of retirement such as agency, lifespan, social support, direction/s, finance, physical and or health status and identity, are open for exploration or examination.

*Under this theme we invite manuscripts which seek to examine the complexities inherent in the notions of transitioning to and engaging with retirement. In particular we are interested in papers which examine one or more of the following challenges;*

- *Challenges to the idea of retirement and or Gendered experienced retirement.*
- *Challenges of retirement in the 21st century*
- *The impact of retirement on life satisfaction and wellbeing*

### **Further information:**

All contributions must be written in English.

Final chapters are to range between 4 000 to 7 000 words with final chapters due December 2020.

The editorial team will be targeting Palgrave MacMillan or similar.

**Authors will be notified whether their proposal has been accepted or declined May 30, 2020.**

**Chapters are due for review August 31, 2020.**

Authors need to address the following:

**Provide the following to Dr Katherine Ashman**  
**[k.ashman@latrobe.edu.au](mailto:k.ashman@latrobe.edu.au) by April 19, 2020:**

- **300 to 500 word abstract**
- **150 word author biography** for yourself and each co-author using the format below:

Name:

Job title:  
Affiliations:  
Work address:  
Work telephone number:  
E-mail address:  
Short Biography (100 -150 word)

- **address the following questions now and be alert that you will need to address further answers, as outlined here in detail prior to publication:**

**Is your work based on your PhD/PhD research? No [ ] Yes [ ]**

If yes, is your thesis available electronically anywhere, e.g. an institutional repository? Please provide details.

If your proposal stems from a specific research project please provide details of the project and the relevant funding bodies.

**Do you intend to include third party material? No [ ] Yes [ ]**

If yes: Has any of your work been published previously? Either in entirety or in significant sections - journal articles, working papers, chapters in edited collections, etc, if so please note that as we require the ability to publish and sell the work in print and digital formats, we need to ensure that all relevant permissions are cleared in order to proceed with publication.

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**Does your work include interviews carried out by you? No [ ] Yes [ ]**

If yes, please give details.

**For formatting detail:** Please indicate whether you envisage including any of the following and, if so, approximately how many.

Tables	[ ]	Graphs/charts	[ ]	Line	
diagrams	[ ]	Photographs	[ ]	Plate section	[ ]
Other	[ ]				

**Are you interested, if opportunity arises, in providing a peer review of another contributor's work? No [ ] Yes [ ]**

If approached to peer review, the editors undertake to ensure you are supported in the peer review process, as needed, and will provide feedback suitable for use in future work accreditation documentation.