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New Titles and Key Backlist

2009

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Education Policy and Politics Catalogue

New Titles & Key Backlist 2009

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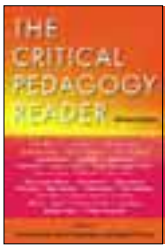

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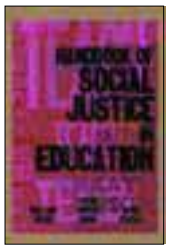

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Critical Social Thought Series

FORTHCOMING IN 2009

Controversy in the Classroom

The Democratic Power of Discussion

Diana Hess, University of Wisconsin-Madison, USA

Series: Critical Social Thought

In a conservative educational climate that is dominated by policies like No Child Left Behind, one of the most serious effects has been for educators to worry about the politics of what they are teaching and how they are teaching it. As a result, many dedicated teachers choose to avoid controversial issues altogether in preference for 'safe' knowledge and 'safe' teaching practices. Diana Hess interrupts this dangerous trend by providing readers a spirited and detailed argument for why curricula and teaching based on controversial issues are truly crucial at this time. Through rich empirical research from real classrooms throughout the nation, she demonstrates why schools have the potential to be particularly powerful sites for democratic education and why this form of education must include sustained attention to authentic and controversial political issues that animate political communities. The purposeful inclusion of controversial issues in the school curriculum, when done wisely and well, can communicate by example the essence of what makes communities democratic while simultaneously building the skills and dispositions that young people will need to live in and improve such communities.

April 2009: 229 x 152: 224pp
Hb: 978-0-415-96228-5: **£70.00**
Pb: 978-0-415-96229-2: **£17.99**

FORTHCOMING IN 2009

Race, Whiteness, and Education

Zeus Leonardo, University of California, Berkeley, USA

Series: Critical Social Thought

In the colorblind era of Post-Civil Rights America, race is often wrongly thought to be irrelevant or, at best, a problem of racist individuals rather than a systemic condition to be confronted. *Race, Whiteness, and Education* interrupts this dangerous assumption by reaffirming a critical appreciation of the central role that race and racism still play in schools and society. Author Zeus Leonardo's conceptual engagement of race and whiteness asks questions about its origins, its maintenance, and envisages its future. This book does not simply rehearse exhausted ideas on the relationship among race, class, and education, but instead offers new ways of understanding how multiple social relations interact with one another and of their impact in thinking about a more genuine sense of multiculturalism. By asking fundamental questions about whiteness in schools and society, *Race, Whiteness, and Education* goes to the heart of race relations and the common sense understandings that sustain it, thus painting a clearer picture of the changing face of racism.

April 2009: 229 x 152: 256pp
Hb: 978-0-415-99316-6: **£70.00**
Pb: 978-0-415-99317-3: **£19.99**

- **AVAILABLE AS AN INSPECTION COPY**

FORTHCOMING IN 2009

Hidden Markets

The New Education Privatization

Patricia Burch, University of Wisconsin-Madison, USA

Series: Critical Social Thought

Across the US, test publishers, software companies, and research firms are swarming to take advantage of the revenues made available by the No Child Left Behind Act. In effect, the education industry has assumed a central place in the day-to-day governance and administration of public schools - a trend that has gone largely unnoticed by policymakers or the press until now. Drawing on analytic tools, *Hidden Markets* examines specific domains that the education industry has had particular influence on-home schooling, remedial instruction, management consulting, test development, data management, and staff development. Burch's analysis demonstrates that only when we subject the education industry to systematic and in-depth critical analysis can we begin to demand more corporate accountability and organize to halt the slide of education funds into the market.

January 2009: 229 x 152: 224pp
Hb: 978-0-415-95566-9: **£70.00**
Pb: 978-0-415-95567-6: **£19.99**

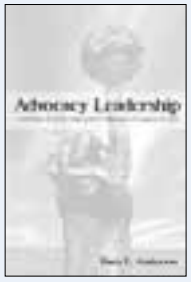
FORTHCOMING IN 2009

Advocacy Leadership

Toward an Authentic Post-Reform Agenda in Education

Gary L. Anderson, Steinhardt School of Education, New York University, USA

Series: Critical Social Thought



Educational leaders and other school professionals are experiencing a new work environment in which contracting, outsourcing, student recruitment, public relations, and an obsession with test scores are taking center stage. In this timely and important new book, Gary Anderson provides a devastating critique of why this managerial role is counterproductive, especially for improving opportunities for low-income students and students of color, and instead proposes ways of re-theorizing educational leadership to emphasize its advocacy role. *Advocacy Leadership* lays out a post-reform agenda that moves beyond the neo-liberal, competition framework to define a new accountability, a new pedagogy, and a new leadership role definition. Drawing on personal narrative, discourse analysis, and interdisciplinary scholarship, Anderson delivers a compelling argument for the need to move away from current inauthentic and inequitable approaches to school reform in order to jump-start a conversation about an alternative vision of education today.

March 2009: 256pp
Hb: 978-0-415-99427-9: **£70.00**
Pb: 978-0-415-99428-6: **£19.99**
eBook:978-0-203-88061-6

NEW

Black Literate Lives

Historical and Contemporary Perspectives

Maisha T. Fisher, Emory University, Atlanta, USA

Series: Critical Social Thought

Black Literate Lives offers an innovative approach to understanding the complex and multi-dimensional perspectives of Black literate lives in the United States. Author Maisha Fisher reinterprets historiographies of Black self-determination and self-reliance to powerfully interrupt stereotypes of African American literacy practices. The book expands the standard definitions of literacy practices to demonstrate the ways in which 'minority' groups keep their cultures and practices alive in the face of oppression, both inside and outside of schools.

This important addition to critical literacy studies:

- Demonstrates the relationship of an expanded definition of literacy to self-determination and empowerment
- Exposes unexpected sources of Black literate traditions of popular culture and memory
- Reveals how spoken word poetry, open mic events, and everyday cultural performances are vital to an understanding of Black literacy in the 21st century.

By centering the voices of students, activists, and community members whose creative labors past and present continue the long tradition of creating cultural forms that restore collective, *Black Literate Lives* ultimately uncovers memory while illuminating the literate and literary contributions of Black people in America.

October 2008: 229 x 152: 176pp
Hb: 978-0-415-95864-6: **£70.00**
Pb: 978-0-415-95865-3: **£18.99**
eBook: 978-0-203-89045-5

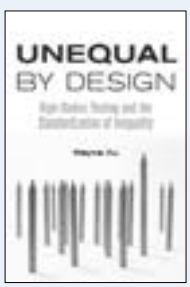
NEW

Unequal By Design

High-Stakes Testing and the Standardization of Inequality

Wayne Au, California State University, Fullerton, USA

Series: Critical Social Thought



Unequal By Design critically examines high-stakes standardized testing in order to illuminate what is really at stake for students, teachers, and communities negatively affected by such testing. This thoughtful analysis traces standardized testing's origins in the Eugenics and Social Efficiency movements of the late 19th and early 20th century through its current use as the central tool for national educational reform via No Child Left Behind. By exploring historical, social, economic, and educational aspects of testing, author Wayne Au demonstrates that these tests are not only premised on the creation of inequality, but that their structures are inextricably intertwined with social inequalities that exist outside of schools.

August 2008: 229 x 152: 216pp
Hb: 978-0-415-99070-7: **£70.00**
Pb: 978-0-415-99071-4: **£18.99**
eBook: 978-0-203-89204-6

Rightist Multiculturalism

Core Lessons on Neoconservative School Reform

Kristen L. Buras, Emory University, USA

Series: Critical Social Thought

For nearly two decades, E.D. Hirsch's book *Cultural Literacy* has provoked debate over whose knowledge should be taught in schools, embodying the culture wars in education. Initially developed to mediate against the multicultural threat, his educational vision inspired the Core Knowledge curriculum, which has garnered wide support from an array of communities, including traditionally marginalized groups. In this groundbreaking book, Kristen Buras provides the first detailed, critical examination of the Core Knowledge movement and explores the history and cultural politics underlying neoconservative initiatives in education.

Ultimately, *Rightist Multiculturalism* does more than assess the limitations and possibilities of Core Knowledge. It illuminates why troubling educational reforms initiated by neoconservatives have acquired grassroots allegiance despite criticism that their vision is culturally elitist. More importantly, Buras argues understanding that neoconservative school reform itself has become a multicultural affair is the first step toward fighting an alternative war of position that is, reclaiming multiculturalism as a radically transformative project.

June 2008: 229 x 152: 240pp
Hb: 978-0-415-96264-3: **£70.00**
Pb: 978-0-415-96265-0: **£17.99**
eBook: 978-0-203-93186-8

Market Movements

African American Involvement in School Voucher Reform

Thomas C. Pedroni, Oakland University, USA

Series: Critical Social Thought

'Thomas Pedroni's Market movements: African American Involvement in School Voucher Reform greatly assists in distilling the complexities of school choice reform within African American communities, and contributes greatly to the literature on the politics of school choice reform.'
– Janelle Scott, Education Review, August 27, 2008

Through careful ethnographic research, *Market Movements* represents community leaders, school officials, and most importantly, African American working class families who have used vouchers as a means of removing their children from public schools they deemed unacceptable. The book works to discern the overlaps and tensions between the educational visions of African American voucher families and those of powerful conservative educational forces in U.S. society which purport to be allied with them. To the extent that there are points of divergence with the educational right, and points of convergence with educational progressives, this book provides a hopeful message and a practical vision.

2007: 229 x 152: 192pp
Hb: 978-0-415-95608-6: **£70.00**
Pb: 978-0-415-95609-3: **£20.99**

FORTHCOMING IN 2009

Immigration, Diversity, and Education

Edited by **Elena L Grigorenko**,Yale University, USA and **Ruby Takanishi**

This edited volume presents an overview of research and policy issues pertaining to children aged 0 to 10 who are first- and second-generation immigrants to the U.S. Thus, this book aims at informing professionals in different disciplines about recent developments and research findings on immigration. By accessibly presenting research findings and policy considerations in the field, this collection lays the foundation for changes in child and youth services associated with the shifting ethnic, cultural, and linguistic profile of the US population.

May 2009: 229 x 152: 320pp
Hb: 978-0-415-45627-2: **£70.00**

FORTHCOMING IN 2009

The Routledge International Handbook of Critical Education

Edited by **Michael W.Apple**, University of Wisconsin, USA, **Wayne Au**, California State University, Fullerton, USA and **Luis Armando Gandin**, Federal University of Rio Grande do Sul, Porto Alegre, Brazil

The Routledge International Handbook of Critical Education is the first authoritative reference work to provide an international analysis of the relationship between power, knowledge, education, and schooling. Rather than focusing solely on questions of how we teach efficiently and effectively, contributors to this volume push further to also think critically about education's relationship to economic, political, and cultural power. The various sections of this book integrate into their analyses the conceptual, political, pedagogic, and practical histories, tensions, and resources that have established critical education as one of the most vital and growing movements within the field of education, including topics such as:

- Social Movements and Pedagogic Work
- Critical Research Methods for Critical Education
- The Politics of Practice and the Recreation of Theory
- The Freirian Legacy.

With a comprehensive introduction by Michael W. Apple, Wayne Au, and Luis Armando Gandin, along with thirty five newly-commissioned pieces by some of the most prestigious education scholars in the world, this handbook provides the definitive statement on the state of critical education and on its possibilities for the future.

January 2009: 254 x 178: 560pp
Hb: 978-0-415-95861-5: **£105.00**

FORTHCOMING IN 2009

The Routledge International Companion to Multicultural Education

Edited by **James A. Banks**, University of Washington, Seattle, USA

This volume is the first authoritative reference work to provide a truly comprehensive international description and analysis of multicultural education around the world. It is organized around *key concepts* and uses *case studies* from various nations in different parts of the world to exemplify and illustrate the concepts. Case studies are from many nations, including the United States, the United Kingdom, Canada, Australia, France, Germany, Spain, Norway, Bulgaria, Russia, South Africa, Japan, China, India, New Zealand, Malaysia, Singapore, Indonesia, Brazil, and Mexico. Two chapters focus on regions- Latin America and the French-speaking nations in Africa. The book is divided into ten sections, covering theory and research pertaining to curriculum reform, immigration and citizenship, language, religion, and the education of ethnic and cultural minority groups among other topics.

With forty newly commissioned pieces written by a prestigious group of internationally renowned scholars, *The Routledge International Companion to Multicultural Education* provides the definitive statement on the state of multicultural education and on its possibilities for the future.

March 2009: 246x174mm: 544pp
Hb: 978-0-415-96230-8: **£105.00**

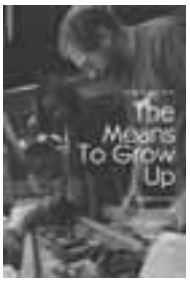
NEW

The Means to Grow Up

Reinventing Apprenticeship as a Developmental Support in Adolescence

Robert Halpern, Erikson Institute, Chicago, USA

Series: Critical Youth Series



In *The Means to Grow Up*, Robert Halpern describes the pedagogical importance of 'apprenticeship'-a growing movement based in schools, youth-serving organizations, and arts, civic, and other cultural institutions. This movement aims to re-engage youth through in-depth learning and unique experiences under the guidance of skilled professionals. Employing a 'pedagogy of apprenticeship,' these experiences combine specific, visceral, and sometimes messy work with opportunity for self-expression, increasing responsibility, and exposure to the adult world. Grounded in ethnographic studies, *The Means to Grow Up* reveals how learning alongside experienced adults can be a profoundly challenging and complex endeavor for adolescents and offers readers an exciting vision of what education can and should be about.

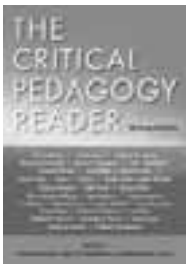
November 2008: 229 x 152: 240pp
Hb: 978-0-415-96032-8: **£75.00**
Pb: 978-0-415-96033-5: **£21.99**
eBook: 978-0-203-88597-0

NEW

2ND EDITION

The Critical Pedagogy Reader

Edited by **Antonia Darder**, University of Illinois at Urbana-Champaign, USA, **Marta P. Baltodano**, Loyola Marymount University, USA and **Rodolfo D. Torres**, University of California, Irvine, USA



Since its publication, *The Critical Pedagogy Reader* has firmly established itself as the leading collection of classic and contemporary essays by the major thinkers in the field of critical pedagogy. While retaining its comprehensive introduction, this thoroughly revised second edition includes more fully developed section introductions, updated and expanded bibliographies, and up-to-date classroom questions. The book is arranged topically around such issues as class, racism, gender/sexuality, language and literacy, and classroom issues for ease of usage and navigation. In addition, two entirely new sections focused on teacher education and critical issues beyond the classroom provide readers with the all-important tools needed to put critical pedagogical theory into practice in their own classrooms. Carefully attentive to both theory and practice, this new edition remains the definitive source for teaching and learning about critical pedagogy.

July 2008: 254 x 178: 616pp
Hb: 978-0-415-96121-9: **£85.00**
Pb: 978-0-415-96120-2: **£25.99**
• **AVAILABLE AS AN INSPECTION COPY**

NEW

Theory and Educational Research

Toward Critical Social Explanation

Jean Anyon, CUNY Graduate Center, USA

Series: Critical Youth Studies

Most empirical researchers avoid the use of theory in their studies, providing data but little or no social explanation. Theoreticians, on the other hand, rarely test their ideas with empirical projects. As this groundbreaking volume makes clear, however, neither data nor theory alone is adequate to the task of social explanation- rather they form and inform each other as the inquiry process unfolds. *Theory and Educational Research* bridges the age-old theory/research divide by demonstrating how researchers can use critical social theory to determine appropriate empirical research strategies, and extend the analytical, critical – and sometimes emancipatory – power of data gathering and interpretation.

Each chapter models a theoretically informed empiricism that places the data research yields in constant conversation with theoretical arsenals of powerful concepts. Personal reflections following each chapter chronicle the contributors' trajectories of struggle and triumph utilizing theory and its powers in research. In the end this rich collection teaches education scholars how to deliberately engage with critical social theory in research to produce work that is simultaneously theoretically inspired, politically engaged, and empirically evocative.

July 2008: 229 x 152: 216pp
Hb: 978-0-415-99041-7: **£70.00**
Pb: 978-0-415-99042-4: **£17.99**
eBook: 978-0-203-89414-9
• **AVAILABLE AS AN INSPECTION COPY**

American Indian Education

Counternarratives in Racism, Struggle, and the Law

Matthew L.M. Fletcher, Michigan State University, College of Law, USA

Series: The Critical Educator

America Indian culture and traditions have survived an unusual amount of oppressive federal and state educational policies intended to assimilate Indian people and destroy their cultures and languages. Yet, Indian culture, traditions, and people often continue to be treated as objects in the classroom and in the curriculum. Using a critical race theory framework and a unique 'counternarrative' methodology, *American Indian Education* explores a host of modern educational issues facing American Indian peoples-from the impact of Indian sports mascots on students and communities, to the uses and abuses of law that often never reach a courtroom, and the intergenerational impacts of American Indian education policy on Indian children today. By interweaving empirical research with accessible composite narratives, Matthew Fletcher breaches the gap between solid educational policy and the on-the-ground reality of Indian students, highlighting the challenges faced by American Indian students and paving the way for an honest discussion about solutions.

May 2008: 229 x 152: 240pp
Hb: 978-0-415-95734-2: **£75.00**
Pb: 978-0-415-95735-9: **£20.99**
eBook: 978-0-203-89564-1

Telling Stories to Change the World

Global Voices on the Power of Narrative to Build Community and Make Social Justice Claims

Rickie Solinger, Historian and Curator, **Madeline Fox**, The City University of New York, USA and **Kayhan Irani**, Artist and Activist

Series:Teaching/Learning Social Studies

Telling Stories to Change the World is a powerful collection of essays about community-based and interest-based projects where storytelling is used as a strategy for speaking out for justice. Contributors from locations across the globe-including Uganda, Darfur, China, Afghanistan, South Africa, New Orleans, and Chicago-describe grassroots projects in which communities use narrative as a way of exploring what a more just society might look like and what civic engagement means. These compelling accounts of resistance, hope, and vision showcase the power of the storytelling form to generate critique and collective action. Together, these projects demonstrate the contemporary power of stories to stimulate engagement, active citizenship, the pride of identity, and the humility of human connectedness.

May 2008: 229 x 152: 280pp
Hb: 978-0-415-96079-3: **£70.00**
Pb: 978-0-415-96080-9: **£18.99**
eBook: 978-0-203-92806-6

Small Schools

Public School Reform Meets the Ownership Society

Michael Klonsky, Director of the Center for Innovative Schools, USA and **Susan Klonsky**, Small Schools Workshop, USA

Series: Positions: Education, Politics, and Culture

'For all those in America and elsewhere concerned about not simply giving into the models of education that have been imposed from above by a decidedly right-wing government, this is an informative and useful book.' – *Teachers College Record, June 30, 2008*

When education activists in New York, Chicago, and other urban school districts in the 1980s began the small-schools movement, they envisioned a new kind of public school system that was fair and equitable and that encouraged new relationships between teachers and students. When that movement for school reform ran head-on into the neo-conservative takeover of the Department of Education and its No Child Left Behind strategy for school change, a new model of federal power bent on the erosion of public space and the privatization of public schooling emerged. Michael and Susan Klonsky, educators who were among the early leaders of the small-schools movement, tell the story of how a once-promising model of creating new small and charter schools has been used by the neocons to reproduce many of the old inequities. *Small Schools* is the engaging story of what happens when the small-schools movement meets the Ownership Society.

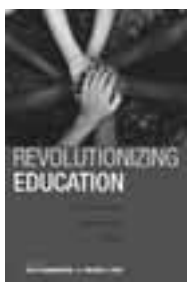
February 2008: 5 x 7.75: 224pp
Hb: 978-0-415-96122-6: **£70.00**
Pb: 978-0-415-96123-3: **£14.99**
eBook: 978-0-203-93185-1

Revolutionizing Education

Youth Participatory Action Research in Motion

Edited by **Julio Cammarota** and **Michelle Fine**, City University of New York, USA

Series: Critical Youth Studies



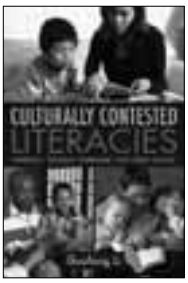
A definitive statement of YPAR as it relates to education with an informative combination of theory and practice, this edited collection addresses both the political challenges and inherent power imbalances of conducting research with young people.

January 2008: 229 x 152: 256pp
Hb: 978-0-415-95615-4: **£70.00**
Pb: 978-0-415-95616-1: **£18.99**
eBook: 978-0-203-93210-0

Culturally Contested Literacies

America's 'Rainbow Underclass' and Urban Schools

Guofang Li, Michigan State University, USA



Culturally Contested Literacies examines the home and school literacy experiences of children from a uniquely socio-cultural perspective, including vivid, detailed case studies describing the lives and literacy practices of six families.

2007: 229 x 152: 224pp
Hb: 978-0-415-95564-5: **£70.00**
Pb: 978-0-415-95565-2: **£19.99**
eBook: 978-0-203-93557-6

Cosmopolitanism and the Age of School Reform

Science, Education, and Making Society by Making the Child

Thomas S. Popkewitz, University of Wisconsin-Madison, USA

In *Cosmopolitanism and the Age of School Reform*, noted educationalist Thomas Popkewitz explores turn-of-the-century and contemporary pedagogical reforms while illuminating their complex relation to cosmopolitanism. Popkewitz highlights how policies that include 'all children' and leave 'no child behind' are rooted in a philosophy of cosmopolitanism-not just in salvation themes of human agency, freedom, and empowerment, but also in the processes of abjection and the differentiation of the disadvantaged, urban, and child left behind as 'Other.' This groundbreaking text explores the dramatic history and politics of schooling in pedagogy, teacher education, and research.

2007: 229 x 152: 224pp
Hb: 978-0-415-95814-1: **£70.00**
Pb: 978-0-415-95815-8: **£17.99**
eBook: 978-0-203-93881-2

Youth Culture and Sport

Identity, Power, and Politics

Edited by **Michael D. Giardina**, University of Illinois, Urbana-Champaign, USA and **Michele K. Donnelly**, McMaster University, Canada

Series: Critical Youth Studies

Youth Culture and Sport critically interrogates and challenges contemporary articulations of race, class, gender, and sexual relations circulating throughout popular iterations of youth sporting culture in late-capitalism.

2007: 229 x 152: 224pp
Hb: 978-0-415-95580-5: **£70.00**
Pb: 978-0-415-95581-2: **£19.99**
eBook: 978-0-203-93882-9

No Child Left Behind and the Reduction of the Achievement Gap

Sociological Perspectives on Federal Educational Policy

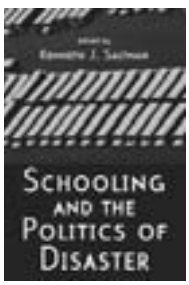
Edited by **Alan R. Sadovnik**, Rutgers University, USA, **Jennifer A. O'Day**, American Institutes for Research, USA, **George W. Bohrnstedt**, American Institutes for Research, USA and **Kathryn M. Borman**, University of South Florida, USA

This collection presents the first-ever sociological analysis of the No Child Left Behind Act. More importantly, these leading sociologists consider whether NLCB can or will accomplish its major goal: to eliminate the achievement gap by 2014.

2007: 229 x 152: 424pp
Hb: 978-0-415-95530-0: **£70.00**
Pb: 978-0-415-95531-7: **£18.99**

Schooling and the Politics of Disaster

Edited by **Kenneth J. Saltman**, DePaul University, USA



Schooling and the Politics of Disaster is the first volume to address how disaster is being used for a radical social and economic reengineering of education. This groundbreaking collection explores how education policy is being reshaped by disaster politics. Noted scholars in education and sociology tackle issues as far-ranging as No Child Left Behind, the War on Terror, Hurricane Katrina, the making of educational funding crises in the US, and the Iraq War to bring to light a disturbing new phenonmemon in educational policy.

2007: 229 x 152: 272pp
Hb: 978-0-415-95659-8: **£70.00**
Pb: 978-0-415-95660-4: **£19.99**

Right to Be Hostile

Schools, Prisons, and the Making of Public Enemies

Erica R. Meiners, Northeastern Illinois University, USA

In *Right to be Hostile*, scholar and activist Erica Meiners offers concrete examples and new insights into the 'school to prison' pipeline phenomenon, showing how disciplinary regulations, pedagogy, pop culture and more not only implicitly advance, but actually normalize an expectation of incarceration for urban youth. Analyzed through a framework of an expanding incarceration nation, Meiners demonstrates how educational practices that disproportionately target youth of color become linked directly to practices of racial profiling that are endemic in state structures.

2007: 229 x 152: 224pp
Hb: 978-0-415-95711-3: **£70.00**
Pb: 978-0-415-95712-0: **£20.99**

Youth Learning On Their Own Terms

Creative Practices and Classroom Teaching

Leif Gustavson, Arcadia University, USA

Series: Critical Youth Studies

Situated in a framework of new literacy studies, youth cultural studies, and theories of extracurricular learning, this rich ethnography explores the creative subcultural practices of three teenage boys. *Youth Learning On Their Own Terms* convincingly shows how developing a respect and understanding of the youth-initiated creative practices that occur *outside* schools can offer educators the opportunity to directly influence their teaching *in* schools by making classroom spaces personally meaningful and rigorous for both students and teachers.

2007: 229 x 152: 200pp
Hb: 978-0-415-95443-3: **£70.00**
Pb: 978-0-415-95444-0: **£19.99**

Critical Race Theory in Education

All God's Children Got a Song

Edited by **Adrienne D. Dixson**, Ohio State University, USA and **Celia K. Rousseau**, University of Memphis, USA

This volume presents a comprehensive chorus of answers to the question of how and why Critical Race Theory should be applied to educational scholarship.

2006: 229 x 152: 224pp
Hb: 978-0-415-95291-0: **£75.00**
Pb: 978-0-415-95292-7: **£19.99**

Ideology, Curriculum, and the New Sociology of Education

Revisiting the Work of Michael Apple

Edited by **Lois Weis**, University at Buffalo, SUNY, USA, **Greg Dimitriadis**, University at Buffalo, SUNY, USA and **Cameron McCarthy**, University of Illinois, Urbana-Champaign, USA

This edited collection invites several of the world's leading education scholars to reflect on the relationships between education and power and the continued impact of Apple's scholarship. Like Apple's work itself, the essays will span a range of disciplines and inequalities; emancipatory educational practices; and the linkage between the economy and race, class and gender formation in relation to schools.

2006: 229 x 152: 288pp
Hb: 978-0-415-95155-5: **£75.00**
Pb: 978-0-415-95156-2: **£18.99**

Beyond Resistance! Youth Activism and Community Change

New Democratic Possibilities for Practice and Policy for America's Youth

Edited by **Shawn Ginwright**, San Francisco State University, USA, **Pedro Noguera**, New York University, USA and **Julio Cammarota**

Series: Critical Youth Studies

Beyond Resistance! offers new insights into how to increase the effectiveness of youth development and education programs, and how to create responsive youth policies at the local, state, and federal level.

2006: 229 x 152: 400pp
Hb: 978-0-415-95250-7: **£75.00**
Pb: 978-0-415-95251-4: **£19.99**
eBook: 978-0-203-96100-1

For Goodness Sake

Religious Schools and Education for Democratic Citizenry

Walter Feinberg, University of Illinois, Urbana-Champaign, USA

While the fierce debate over religion in public schools receives ample media attention, we rarely consider the implications of religious schools on moral education and liberal democracy. In this groundbreaking work, Walter Feinberg opens up a critical new dialogue to offer a complete discussion of the important role religious schools play in the formation of a democratic citizenry. Feinberg, a leading philosopher of education, approaches the subject of religious education with a rare evenhandedness, drawing on examples from Christian, Jewish, and Muslim schools and exploring topics as disparate as sex education and creationism. *For Goodness Sake* provides a much-needed take on a controversial topic, demonstrating that the relationship between religion and schooling is not simply the exclusive concern of members of a given religious community, but a relevant and vital issue for everyone who cares about education.

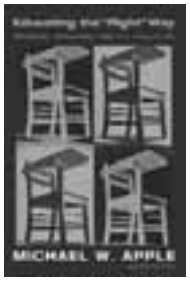
2006: 229 x 152: 272pp
Hb: 978-0-415-95378-8: **£75.00**
Pb: 978-0-415-95379-5: **£18.99**

2ND EDITION

Educating the 'Right' Way

Markets, Standards, God, and Inequality

Michael W. Apple, University of Wisconsin, USA



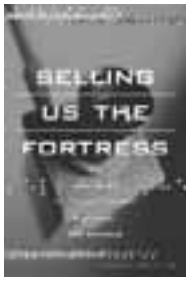
This thoroughly revised edition of Educating the 'Right' Way bring readers up to date on what are now clearly lasting transformations in the movements, ideologies, assumptions, structures, and practices of education.

2006: 229 x 152: 376pp
Hb: 978-0-415-95271-2: **£70.00**
Pb: 978-0-415-95272-9: **£17.99**
• **AVAILABLE AS AN INSPECTION COPY**

Selling Us the Fortress

The Promotion of Techno-Security Equipment for Schools

Ronnie Casella, Central Connecticut University, USA



In the wake of school shootings and the more recent threats of terrorism, schools - like many public institutions - have begun installing techno-security equipment ranging from surveillance cameras to microchip tracking systems. Is this equipment necessary and who really benefits from its use? *Selling Us the Fortress,* the first qualitative study of the relationship between the security industry and schools, analyzes how technologies once reserved primarily for war have become a common fixture in modern schools, including detailing how school personnel are 'sold' on the idea that the mass installation of techno-security is in their best interest.

2006: 229 x 152: 256pp
Hb: 978-0-415-95289-7: **£75.00**
Pb: 978-0-415-95290-3: **£16.99**

NEW

Feminism and 'The Schooling Scandal'

Christine Skelton, University of Birmingham and **Becky Francis**, Roehampton University, UK

Feminism and 'The Schooling Scandal' brings together feminist contributions from two generations of educational researchers, evaluating and celebrating the field of gender and education. The focus throughout is on the years of compulsory schooling, examining key concepts in gender and education identified and developed by international thinkers in educational feminism. Topics covered include:

- social class, ethnicity and sexuality in relation to experiences in school
- theories and methodologies for understanding gender
- pedagogy and practice in education
- the direction of educational policy and the 'problem of boys'.

Providing a comprehensive overview of contemporary research and theory emerging from 'second wave' feminism and assessing their impact on pupils and teachers in today's schools and classrooms, this book forms essential reading for anyone studying gender and education.

December 2008: 234 x 156: 192pp
Hb: 978-0-415-45509-1: **£75.00**
Pb: 978-0-415-45510-7: **£22.99**
eBook: 978-0-203-88433-1

NEW

Educating the Gendered Citizen

Sociological Engagements with National and Global Agendas

Madeleine Arnot, University of Cambridge, UK

Focusing on the relationship between gender, education and citizenship, this book explores, from a feminist perspective, how the concept of citizenship has been used in relation to gender, and how young people are being prepared for male and female forms of citizenship.

September 2008: 234 x 156: 272pp
Hb: 978-0-415-40805-9: **£75.00**
Pb: 978-0-415-40806-6: **£22.99**
eBook: 978-0-203-88992-3

Education and the Family

Passing Success Across the Generations

Leon Feinstein, **Kathryn Duckworth** and **Ricardo Sabates**, all at Institute of Education, University of London, UK

Series: Foundations and Futures of Education

'This book is timely given the increased interest in several countries for evidence-based policy. I believe this book will make a substantial contribution to the field of family and child policy and be a great success.' – *Edward Melhuish, Birkbeck , University of London, UK*

'**This book is needed and should attract a large core readership in the England and the USA, and potentially throughout the English speaking world and Europe. Although there are books about the influence of home background on children's educational progress, the proposed book is novel.'** – *John Brynner, Institute of Education, London, UK*

Why it is that success, deprivation or disadvantage are so often passed down intergenerationally? What part does education play?

The educational achievement of parents is often reflected in that of their children and there are many underlying causes for such a relationship. *Education and the Family* argues that government policy has an important role to play in addressing this inequality even though many of the causes lie within the home. Although each child should be supported to achieve his or her objectives, differences in the willingness or capabilities of families to take advantage of educational opportunities exacerbate social class differences and limit actual equality of opportunity for many. Understanding the causes of this transmission is key to tackling both social class inequality and to expanding the skill base of the economy.

By providing an overview of academic and policy thinking in relation to the role of the family, this book explores the educational success of children. It focuses on the education of the parents but also considers how the family - compared to wider, external influences such as schools - is a driver of differences in educational outcomes. It concludes with a consideration of what policy-makers are attempting to do about this key issue and why, and how this will impact on schools and teachers.

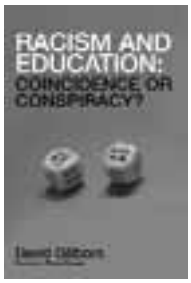
This book will interest researchers and academics in education and social policy, as well as teachers and other education and social policy practitioners.

June 2008: 216 x 138: 240pp
Hb: 978-0-415-39636-3: **£75.00**
Pb: 978-0-415-39637-0: **£23.99**
eBook: 978-0-203-89492-7

Racism and Education

Coincidence or Conspiracy?

David Gillborn, University of London, UK



'...a wonderful, rich book with a bold, audacious premise, clear writing, and a reader-friendly structure and plot line.' – *Richard Delgado, University of Pittsburgh, USA*

'This is a thorough and detailed analysis of the education system which does not just cite racism as the reason for educational inequalities but also explains in clear terms and with ample evidence exactly how white supremacy functions in the education system to maintain social disadvantage.' – *Deborah Gabriel, iamcolourful.com*

Education policy is not designed to eliminate race inequality but to sustain it at manageable levels. This is the inescapable conclusion of the first major study of the English education system using 'critical race theory'.

David Gillborn has been described as Britain's 'most influential race theorist in education'. In this book he dissects the role of racism across the education system; from national policies to school-level decisions about discipline and academic selection.

Race inequality is not accidental and things are not getting better. Despite occasional 'good news' stories about fluctuations in statistics, the reality is that race inequality is so deeply entrenched that it is effectively 'locked in' as a permanent feature of the system.

Built on a foundation of compelling evidence, from national statistics to studies of classroom life, this book shows how race inequality is shaped and legitimized across the system. The study explores a series of key issues including:

- the impact of the 'War on Terror' and how policy privileges the interests of white people
- how assessment systems produce race inequality
- exposes the 'gifted and talented' programme as a form of eugenic thinking based on discredited and racist myths about intelligence and ability
- documents the Stephen Lawrence case revealing how policy makers have betrayed earlier commitments to race equality
- shows how 'model minorities' are created and used to counter anti-racism
- how education policy is implicated in the defence of white power.

Conspiracy? Racism & Education takes critical antiracist analyses to a new level and represents a fundamental challenge to current assumptions in the field. With a preface by Richard Delgado, one of the founders of critical race theory.

March 2008: 234 x 156: 272pp
Hb: 978-0-415-41897-3: **£75.00**
Pb: 978-0-415-41898-0: **£22.99**
eBook: 978-0-203-92842-4

Education plc

Understanding Private Sector Participation in Public Sector Education

Stephen J. Ball, Institute of Education, University of London, UK

Is the privatisation of state education defendable? Did the public sector ever provide a fair education for all learners?

In *Education plc*, Stephen Ball provides a comprehensive, analytic and empirical account of the privatisation of education. He questions the kind of future we want for education and what role privatisation and the private sector may have in that future. Using policy sociology to describe and critically analyse changes in policy, policy technologies and policy regimes, he looks at the ethical and democratic impacts of these changes and raises the following questions:

- Is there a legitimacy for privatisation based on the convergence of interests between business and the 'third way' state?
- Is the extent and value of private participation in public education misunderstood?
- How is the selling of private company services linked to the remodelling of schools?
- Why have the technical and political issues of privatisation been considered but ethical issues almost totally neglected?
- What is happening here, beyond mere technical changes in the form of public service delivery?
- Is education policy being spoken by new voices?

Drawing upon extensive documentary research and interviews with senior executives from the leading 'education services industry' companies, the author challenges preconceptions about privatisation. He concludes that blanket defence of the public sector as it was, over and against the inroads of privatisation, is untenable, and that there is no going back to a past in which the public sector as a whole worked well and worked fairly in the interests of all learners, because there was no such past.

This book breaks new ground and builds on Stephen Ball's previous work on education policy. It should appeal to those researching and studying in the fields of social policy, policy analysis, sociology of education, education research and social economics.

2007: 234 x 156: 232pp
Hb: 978-0-415-39940-1: **£75.00**
Pb: 978-0-415-39941-8: **£22.99**
eBook: 978-0-203-96420-0

Education and Society

25 Years of the British Journal of Sociology of Education

Edited by **Len Barton**

Series: Education Heritage

The British Journal of Sociology of Education has established itself as the leading discipline-based publication. This collection of selected articles published since the first issue provides the reader with an informed insight and understanding of the nature, range and value of sociological thinking, its development over the last twenty-five years as well as the analysis of the relationship between society and education.

Divided into four sections, the book covers:

- social theory and education
- social inequality and education
- sociology of institutions, curriculum and pedagogy
- research practices in the sociology of education.

The intention of this form of organisation is to provide the reader with an awareness and understanding of multiple perspectives within the discipline as well as key conceptual, theoretical and empirical material, including a wealth of insights, ideas and questions. The editor's specially written introduction to each section contextualises the selection and introduces readers to the main issues and current thinking in the field.

2006: 234 x 156: 384pp
Hb: 978-0-415-40975-9: **£85.00**
eBook: 978-0-203-96424-8

Education, Philosophy and the Ethical Environment

Graham Haydon, Institute of Education, University of London, UK

Series: Foundations and Futures of Education

How much can we reasonably expect from education? This book, written by a philosopher of education, casts new light on this question by seeing values education, not as a separate activity within schools, but as an aspect of education that both reflects the surrounding climate of values and can help to change it. Graham Haydon argues that all of us – whether as teachers, parents, students or citizens – share in a responsibility for the quality of that ethical environment. He argues that we must ensure that what happens in schools will:

- enable young people to appreciate the diversity of our ethical environment
- help them find their way through its complexities
- contribute to developing a climate of values that is desirable for all.

This book shows that values education is too demanding to be left to parents and too important to be entrusted to government initiatives.

2006: 234 x 156: 176pp
Hb: 978-0-415-35661-9: **£80.00**
Pb: 978-0-415-35662-6: **£22.99**
eBook: 978-0-203-00270-4

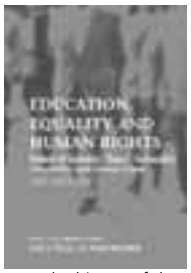
2ND EDITION

Education, Equality and Human Rights

Issues of Gender, 'Race', Sexuality, Disability and Social Class

Edited by **Mike Cole**, University of Brighton, UK

With a Foreword by **Peter McLaren**, University of California, USA



Education, Equality and Human Rights addresses the controversial and emotive issue of human rights and its relationship to education in the twenty-first century. Each of the five equality issues of gender, race, sexuality, disability and social class are covered as areas in their own right, and in relation to education. Written by experts in each particular field, the chapters trace the history of the various issues up to the present and enable readers to assess their continuing relevance in the future.

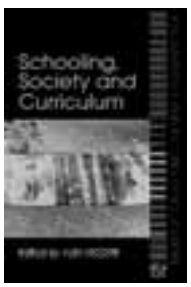
With a new preface written by leading educationist Peter McLaren, the substantially updated second edition of this comprehensive book provides an important educational perspective on world-wide equality issues for teachers and student teachers at all stages.

2006: CO: 256pp
Hb: 978-0-415-35659-6: **£80.00**
Pb: 978-0-415-35660-2: **£22.99**
eBook: 978-0-203-00269-8

Schooling, Society and Curriculum

Edited by **Alex Moore**, University of London, UK

Series: Foundations and Futures of Education



Schooling, Society and Curriculum offers a much needed reassessment and realignment of curriculum studies in the UK and international contexts. Comprising a collection of eleven original chapters by prominent, nationally and internationally known experts in the field of curriculum studies, the book leads and fosters critical, generic debates about formal education and its relationships to wider society.

Focusing on key debates that have been present for as long as formal state education has been in existence, the contributors contextualise them within a future-orientated perspective that takes particular account of issues specific to life in the early years of the twenty-first century. These include globalisation and nationalism; poverty and wealth; what it means to be a good citizen; cultural pluralism and intolerance; and - centrally - what it is that young people need from a school curriculum in order to develop as happy, socially just adults in an uncertain and rapidly-changing world. The book is organized into four sections:

- issues and contexts
- values and learners
- school curricula in the digital age
- exploring the possible: globalisation, localisation and utopias.

2006: 234 x 156: 224pp
Hb: 978-0-415-36395-2: **£80.00**
Pb: 978-0-415-36396-9: **£22.99**
eBook: 978-0-203-01516-2

Knowledge, Power and Educational Reform

Applying the Sociology of Basil Bernstein

Edited by **Rob Moore**, **Madeleine Arnot** and **John Beck**, University of Cambridge, UK and **Harry Daniels**, University of Bath, UK

This book is made up of a selection of writings from an international team of scholars, highlighting the contribution made to the field of educational policy and educational policy research by Basil Bernstein's work on the sociology of pedagogy. These contributors explore, analyse and engage with contemporary political reforms of education, contemporary pedagogic debates and the changing nature of professional knowledge, relationships and structures. The subjects covered include:

- particular concepts such as voice research
- the significance of social class in relation to the language, schooling and home cultures
- differences between official and pedagogic recontextualising fields
- formation of different types of identities
- the construction of the learner
- formation of teacher identities and use of pedagogic discourses
- analysis of performance-based educational reforms and its impact on pedagogy.

2006: 234 x 156: 264pp
Hb: 978-0-415-37914-4: **£75.00**
eBook: 978-0-203-96504-7

NEW

Race, Gender and Educational Desire

Why Black Women Succeed and Fail

Heidi Safia Mirza, Institute of Education, University of London, UK

'This book is a great genealogy of black women's unrecognised contributions within both education and the wide social context. I think it constitutes an important piece of work that is totally missing from the existing literature' – *Diane Reay, Professor of Education, Cambridge University, UK*

Race, Gender and Educational Desire reveals the emotional and social consequences of gendered difference and racial division as experienced by black and ethnicised women teachers and students in schools and universities. It explores the intersectionality of race and gender in education, taking the topic in new, challenging directions and asking:

- How does race and gender structure the experiences of black and ethnicised women in our places of learning and teaching?
- Why, in the context of endemic race and gender inequality, is there a persistent expression of educational desire among black and ethnicised women?
- Why is black and ethnicised female empowerment important in understanding the dynamics of wider social change?

Social commentators, academics, policy makers and political activists have debated the causes of endemic gender and race inequalities in education for several decades. This important and timely book demonstrates the alternative power of a black feminist framework in illuminating the interconnections between race and gender and processes of educational inequality. Heidi Safia Mirza, a leading scholar in the field, takes us on a personal and political journey through the debates on black British feminism, genetics and the new racism, citizenship and black female cultures of resistance. Mirza addresses some of the most controversial issues that shape the black and ethnic female experience in school and higher education, such as multiculturalism, Islamophobia, diversity, race equality and equal opportunities

Race, Gender and Educational Desire makes a plea for hope and optimism, arguing that black women's educational desire for themselves and their children embodies a feminised prospectus for a successful multicultural future. This book will be of particular interest to students, academics and researchers in the field of education, sociology of education, multicultural education and social policy.

Heidi Safia Mirza is Professor of Equalities Studies in Education at the Institute of Education, University of London, and Director of the Centre for Rights, Equalities and Social Justice (CRESJ). She is also author of *Young, Female and Black* (Routledge).

November 2008: 234 x 156: 224pp
Hb: 978-0-415-44875-8: **£75.00**
Pb: 978-0-415-44876-5: **£22.99**
eBook: 978-0-203-88865-0

NEW

The Routledge International Companion to Gifted Education

Edited by **Tom Balchin**, Brunel University, UK, **Barry Hymer**, Education Consultant, UK and **Dona Matthews**, City University of New York, USA

The *Routledge International Companion to Gifted Education* is a ground-breaking collection of fully-referenced chapters written by many of the most highly-respected authorities on the subject from around the world. These fifty contributors include distinguished scholars who have produced many of the most significant advances to the field over the past few decades, like Joseph Renzulli and Robert Sternberg, alongside authorities who ask questions about the very concepts and terminology embodied in the field – scholars such as Carol Dweck and Guy Claxton.

This multi-faceted volume:

- highlights strategies to support giftedness in children, providing ideas that work and weeding out those that don't
- is written in jargon-free language in an easy-to use themed format
- is the most authoritative collection of future-focused views, ideas and reflections, practices and evaluations yet produced.
- includes chapters dealing with the major controversies and concerns in the field today, from the problems of identification to changing understandings of giftedness and creativity.

The international aspect of the *Companion*, and its juxtaposition of points of view – whereby chapters are deliberately positioned and accompanied by editorial commentary to highlight the contrasts with each other, – ensures that different views are addressed, allowing the reader to absorb and reflect upon the many perspectives on each issue.

The *Companion* is a guide to the new ideas and controversies that are informing gifted education discussion and policy-making around the world. It is a first class resource to students and researchers alike.

September 2008: 246 x 174: 400pp
Hb: 978-0-415-46136-8: **£90.00**
Pb: 978-0-415-46137-5: **£26.99**
- **AVAILABLE AS AN INSPECTION COPY**

Multimodal Pedagogies in Diverse Classrooms

Representation, Rights and Resources

Pippa Stein, University of the Witwatersrand, South Africa

Multimodal Pedagogies in Diverse Classrooms examines how the classroom can become a democratic space founded on the integration of different histories, modes of representation, feelings, languages and discourses, and is essential reading for anyone interested in the connection between multimodality, pedagogy, democracy and social justice in diverse classrooms.

2007: 234 x 156: 192pp
Hb: 978-0-415-40165-4: **£75.00**
eBook: 978-0-203-93580-4

Education for Inclusive Citizenship

Dina Jane Kiwan, Head of Secretariat to the Advisory Board for Naturalisation and Integration, UK

With foreword by **Sir Bernard Crick**

This book examines the conceptions of citizenship and the extent to which these conceptions accommodate ethnic and religious diversity in todayís schools.

The author contributes to theoretical thinking on inclusive citizenship through a focus on the policy and curriculum development process of citizenship education in the English secondary school context, and she bases her work on original first-hand account from interviews with key players involved, such as former home secretary David Blunkett, Sir Bernard Crick and other high profile policy-makers. Four main models of citizenship underpinned by political philosopy are proposed and the theoretical and practical implications for diversity of these four models are explicated.

2007: 234 x 156: 168pp
Hb: 978-0-415-42367-0: **£85.00**
Pb: 978-0-415-42368-7: **£24.99**

Teaching the Global Dimension

Key Principles and Effective Practice

Edited by **David Hicks**, Bath Spa University, UK and **Cathie Holden**, University of Exeter, UK

Teaching the Global Dimension specifically responds to concerns such as inequality, justice, environment and conflict in chapters written by leading educationalists in the field. It explores both the theory and practice of 'global education' today and provides:

- a framework for understanding global issues
- a model identifying the key elements of good practice
- insight into young peopleís concerns for the world and the future
- tried and tested strategies for handling controversial global issues more confidently in the classroom
- key concepts for planning appropriate learning experiences
- a range of case studies which demonstrate the different ways in which a global dimension can be developed.

Inspiring, thought-provoking and highly practical, this book shows how teachers at any stage in their career can effectively and successfully bring a global dimension to the taught curriculum.

2007: 234 x 156: 232pp
Hb: 978-0-415-40448-8: **£75.00**
Pb: 978-0-415-40449-5: **£19.99**
eBook: 978-0-203-96277-0
- **AVAILABLE AS AN INSPECTION COPY**

International Perspectives on Diversity and Inclusive Education

Studies from America, Europe and India

Edited by **Gajendra K. Verma**, University of Manchester, UK, **Christopher Bagley**, University of Southampton, UK and **Madan Jha**, University of Oxford, UK

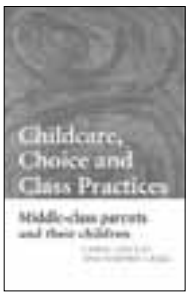
Unique in its breadth and scope, this insightful book compares approaches to the educational inclusion of diverse minorities in light of new theories of multiculturalism and globalization.

2007: 234 x 156: 232pp
Hb: 978-0-415-42777-7: **£90.00**
Pb: 978-0-415-42778-4: **£23.99**
eBook: 978-0-203-96133-9

Childcare, Choice and Class Practices

Middle Class Parents and their Children

Carol Vincent, Institute of Education, University of London, UK and **Stephen J. Ball**, Kings College London, UK



Childcare is a topic that is frequently in the media spotlight and continues to spark heated debate in the UK and around the world. This book presents an in-depth study of childcare policy and practice, examining middle class parents' choice of childcare within the wider contexts of social class and class fractions, social reproduction, gendered responsibilities and conceptions of 'good' parenting.

Drawing on the results of a qualitative empirical study of two groups of middle class parents living in two London localities, this book:

- takes into account key theoretical frameworks in childcare policy, setting them in broader social, political and economic contexts
- considers the development of the UK government's childcare strategy from its birth in 1998 to the present day
- highlights the critical debates surrounding middle class families and their choice of childcare
- explores parents' experiences of childcare and their relationships with carers.

This important study comes to a number of thought-provoking conclusions and offers valuable insights into a complex subject. It is essential reading for all those working in or studying early years provision and policy as well as students of sociology, class, gender and work.

2006: 234 x 156: 200pp
Hb: 978-0-415-36216-0: **£75.00**
Pb: 978-0-415-36217-7: **£26.99**
eBook: 978-0-203-01241-3

2ND EDITION

Beyond Quality in Early Childhood Education and Care

Languages of Evaluation

Gunilla Dahlberg, Institute of Education, Stockholm, Sweden, **Peter Moss**, Thomas Coram Research Unit, Institute of Education, UK and **Alan Pence**, University of Victoria, Canada

'[This is a] wonderfully rich text. We feel the book to be an expression of our identity too This a 'good book'. Good because it is the product of dialogue and because it offers itself not only for consent, but also for dissent and negotiation by its non-dogmatic tone. Readers will feel welcomed, listened to and respected in their opinions, even when those opinions are in opposition to the authors.' – *Carlina Rinaldi, executive Consultant for Reggio Children (taken from her preface to the 2nd edition)*

'This book would be a good reesource for practitioner s as well as academic researchers. Overall, it provides interesting insight as to the philosophical perspectives of early education ... The book accomplishes its goal of establishing itself outside the realms of dominant thought in developmental psychology.' – *NHSA Dialog, 10(3-4), 164-165; 2007*

Taking a broad approach, this second edition of *Beyond Quality in Early Childhood Education and Care* relates issues of early childhood to the sociology of childhood, philosophy, ethics, political science and other fields and to an analysis of the world we live in today. It places these issues in a global context and draws on work from Canada, Sweden and Italy, including the world famous nurseries in Reggio Emilia.

Working with postmodern ideas, this book questions the search to define and measure quality in the early childhood field and its tendency to reduce philosophical issues of value to purely technical and managerial issues of expert knowledge and measurement.

The authors argue that there are other ways than the 'discourse of quality' for understanding and evaluating early childhood pedagogical work and relate these to alternative ways of understanding early childhood itself and the purposes of early childhood institutions.

2006: 234 x 156: 232pp
Hb: 978-0-415-41848-5: **£85.00**
Pb: 978-0-415-41849-2: **£22.50**
eBook: 978-0-203-96615-0

- **AVAILABLE AS AN INSPECTION COPY**

Policy Discourses, Gender, and Education

Constructing Women's Status

Elizabeth J. Allan, University of Maine, Orono, USA

Series: Routledge Research in Education

Despite over thirty years of activism and legislation to eliminate discrimination, parity has yet to be achieved for women in academe. Allen's findings reveal how dominant discourses of femininity, access, professionalism, race, and sexuality contribute to constructing women's status in complex and at times, contradictory ways.

2007: 229 x 152: 240pp
Hb: 978-0-415-38168-0: **£65.00**
eBook: 978-0-203-93961-1

NEW

The Journey for Inclusive Education in the Indian Sub-Continent

Mithu Alur, National Resource Centre for Inclusion, India and **Michael Bach**, University of Manitoba, Canada

Series: Routledge Research in Education

This book describes a three decade-long change initiative in India to enable children with disabilities to move from segregation and exclusion to inclusive education, and draws lessons for confronting global exclusion.

December 2008: 229 x 152: 306pp
Hb: 978-0-415-98876-6: **£60.00**

Merit Aid and the Politics of Education

Erik C. Ness, University of Pittsburgh, USA

Series: Studies in Higher Education

While a substantial number of studies have evaluated the effects of merit aid programs, there is a surprising lack of any systematic consideration of how states determine eligibility criteria for these scholarships. The selectivity of merit aid eligibility criteria can be as important as whether or not such programs are adopted. If, for example, merit aid programs have broad, easily-attained initial eligibility criteria, then a large proportion of high school graduates, including low-income and under-represented students, will gain eligibility. On the other hand, if the criteria are more rigorous, then a smaller proportion of students, likely those already planning to attend and with the means to afford college, will be eligible. Thus, this innovative book – the first to deepen the descriptive and conceptual understanding of the process by which states determine merit aid scholarship criteria – is crucial to understanding merit aid's success and failures at fulfilling the promise of education.

2007: 229 x 152: 206pp
Hb: 978-0-415-96100-4: **£60.00**
eBook: 978-0-203-93368-8

Education and the Labour Government

An Evaluation of Two Terms

Edited by **Geoffrey Walford**, University of Oxford, UK

This book presents a valuable and authoritative evaluation of the real impact Labour's two terms have had on the British education system.

On the 1st May 1997 the British electorate witnessed a watershed moment. After an eighteen year Conservative rule, a New Labour government took office. When asked what his top three priorities were for the first term, Tony Blair stated that they would be 'education, education, education.' This book questions the extent to which the policy has met the rhetoric; examining Labour's education policy, practice and achievements during Blair's two terms in office.

This selection of writings by highly respected academics in this field charts and evaluates the effects of policy changes on the various sectors of the educational system and on the major indicators of inequality.

This book was previously published as a special issue of the *Oxford Review of Education*.

December 2007: 234 x 156: 256pp
Pb: 978-0-415-46412-3: **£20.00**

The University and Public Education

The Contribution of Oxford

Edited by **Harry Judge**

This book examines an important aspect of the relationship between higher education and the public - especially secondary - system of schooling in Britain.

Higher education has influenced secondary schools in a number of ways, and not least in the development of school examinations. The contributors to this book – each of them experts in their fields analyse the contributions made by some university luminaries, most of them still household names. These personalities have contributed in a variety of ways such as:

- becoming Ministers of Education
- contributing powerfully to successive reform movements
- using their status as members of that mysterious class called 'the great and the good' to mould public policy and to chair prestigious commissions
- choosing to centre their own research and scholarship on matters related to schooling.

Using Oxford University as its chosen case study, this book places these studies in the wider context of the role of Oxford in public and political life, and in an international context. It examines critically the overall contribution of one university to the formulation of national policies, questions the extent to which that contribution has been unique and beneficent, and offers explanations of the contemporary decline in that influence.

This book was previously published as a special issue of the *Oxford Review of Education*.

December 2007: 234 x 156: 256pp
Pb: 978-0-415-46413-0: **£20.00**

FORTHCOMING IN 2009

Researching Violence, Democracy and the Rights of People

John F. Schostak, Manchester Metropolitan University, UK and **Jill Schostak**, University of East Anglia, UK

Violence, democracy and rights are issues that are not fully addressed in research methodology literatures. Yet violence is of vital interest in substantive and theoretical debates across the social sciences, education, philosophy, politics and cultural studies. Methodology needs to be informed by and be relevant to the debates and practices within and across these perspectives on the worlds of everyday life.

Research is fundamentally entwined with the political, the ethical and the legal. When it presumes the neutrality of method and ignores its radical roots of inquiry it is in danger of being politically co-opted and ethically naïve. Research that reveals what is at stake, politically, ethically and legally is typically open to accusations of being partisan and therefore political. It cannot, however, avoid being political in the broadest sense of the word. Hence the researcher cannot escape – through some mystical notion of being 'objective' – the political, ethical and legal consequences of undertaking research.

Researching Violence, Democracy and the Rights of People explores what is at stake methodologically (both theoretically and practically) for researchers seeking to expand opportunities for people to become visible upon the public stages of debate, decision making and action, thus making audible their experiences of wrongs and injustices, and engage democratically in processes of change.

May 2009: 234 x 156: 224pp
Hb: 978-0-415-47877-9: **£75.00**
Pb: 978-0-415-47878-6: **£22.99**

Cyber-Bullying

Issues and Solutions for the School, the Classroom and the Home

Shaheen Shariff, McGill University, Canada

This book looks in depth at the emerging issue of cyber-bullying. In this increasingly digital world cyber-bullying has emerged as an electronic form of bullying that is difficult to monitor or supervise because it often occurs outside the physical school setting and outside school hours on home computers and personal phones. These web-based and mobile technologies are providing young people with what has been described as: 'an arsenal of weapons for social cruelty'.

These emerging issues have created an urgent need for a practical book grounded in comprehensive scholarship that addresses the policy-vacuum and provides practical educational responses to cyber-bullying. Written by one of the few experts on the topic *Cyber-Bullying* develops guidelines for teachers, head teachers and administrators regarding the extent of their obligations to prevent and reduce cyber-bullying. The book also highlights ways in which schools can network with parents, police, technology providers and community organizations to provide support systems for victims (and perpetrators) of cyber-bullying.

May 2008: 234 x 156: 328pp
Hb: 978-0-415-42490-5: **£75.00**
Pb: 978-0-415-42491-2: **£19.99**
eBook: 978-0-203-92883-7

- **AVAILABLE AS AN INSPECTION COPY**

The Dangerous Rise of Therapeutic Education

Kathryn Ecclestone and **Dennis Hayes**, both at Oxford Brookes University, UK

The silent ascendancy of a therapeutic ethos across the education system and into the workplace demands a book that serves as a wake up call to everyone. Kathryn Ecclestone and Dennis Hayes' controversial and compelling book uses a wealth of examples across the education system, from primary schools to university, and the workplace to show how therapeutic education is turning children, young people and adults into anxious and self-preoccupied individuals rather than aspiring, optimistic and resilient learners who want to know everything about the world.

The chapters address a variety of thought-provoking themes, including

- how therapeutic ideas from popular culture dominate social thought and social policies and offer a diminished view of human potential
- how schools undermine parental confidence and authority by fostering dependence and compulsory participation in therapeutic activities based on disclosing emotions to others
- how higher education has adopted therapeutic forms of teacher training because many academics have lost faith in the pursuit of knowledge
- how such developments are propelled by a deluge of political initiatives in areas such as emotional literacy, emotional well-being and the 'soft outcomes' of learning.

The Dangerous Rise of Therapeutic Education is eye-opening reading for every teacher, student teacher and parent who retains any belief in the power of knowledge to transform people's lives. Its insistent call for a serious public debate about the emotional state of education should also be at the forefront of the minds of every agent of change in society... from parent to policy maker.

June 2008: 234 x 156: 200pp
Hb: 978-0-415-39700-1: **£75.00**
Pb: 978-0-415-39701-8: **£16.99**

Democracy, Lifelong Learning and the Learning Society

Active Citizenship in a Late Modern Age

Peter Jarvis, University of Surrey, UK

Series: Lifelong Learning and the Learning Society

This is a book with a difference: it produces a completely new perspective on lifelong learning and the learning society and locates them within humanity itself. Five themes run through this book:

- Humankind has always been aware of the imperfections of human society: as a consequence, it has looked back to a mythological past and forward to a utopian future that might be religious, political, economic or even educational to find something better
- Lifelong learning as we currently see it is like two sides of the same coin: we learn in order to be workers who produce, and learn we have a need to consume. We then devour the commodities we have produced, whilst others take the profits!
- One of the greatest paradoxes of the human condition has been the place of the individual in the group/community, or conversely how the groups allow the individual to exist rather than stifle individuality
- Modernity is flawed and the type of society that we currently have, which we in the West call a learning society, is in need of an ethical overhaul in this late modern age
- There is a need to bring a different perspective – both political and ethical – on lifelong learning and the learning society in order to try to understand what the good society and the good life might become.

In *Democracy, Lifelong Learning and the Learning Society*, the third volume of his trilogy on lifelong learning, Professor Jarvis expertly addresses the issues that arise from the vision of the learning society. The book concludes that since human beings continue to learn, so the learning society must be a process within the incomplete project of humanity.

June 2008: 234 x 156: 256pp
Hb: 978-0-415-35544-5: **£75.00**
Pb: 978-0-415-35545-2: **£22.99**
eBook: 978-0-203-00170-7

- **AVAILABLE AS AN INSPECTION COPY**

How We Learn

Learning and Non-Learning in School and Beyond

Knud Illeris, Danish University of Education, Denmark

'This is a book which I will return to and come to value for its ability to provoke reassessments of my understanding of learning.' – *Teaching and Learning Update*

'*How We Learn* is quite excellent- very well designed and very readable' – *British Journal of Educational Technology*

How We Learn, deals with the fundamental issues of the processes of learning, critically assessing different types of learning and obstacles to learning. It also considers a broad range of other important questions in relation to learning such as:

- modern research into learning and brain functions
- self-perception, motivation and competence development
- teaching, intelligence and learning style
- learning in relation to gender and life age.

The book provides a comprehensive introduction to both traditional learning theory and the newest international research into learning processes, while at the same time being an innovative contribution to a new and more holistic understanding of learning including discussion on school-based learning, net-based learning, workplace learning and educational politics.

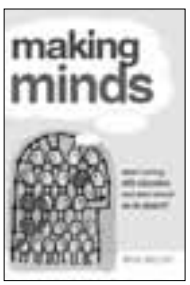
2007: 234 x 156: 304pp
Hb: 978-0-415-43846-9: **£75.00**
Pb: 978-0-415-43847-6: **£19.99**
eBook: 978-0-203-93989-5

- **AVAILABLE AS AN INSPECTION COPY**

Making Minds

What's Wrong With Education - And What Should We Do About It?

Paul Kelley, Headteacher, Monkseaton Language College, UK



Making Minds is a controversial critique of our education systems. The author is a school leader 'at the forefront of scientific and technological advancement in schools' who, as an American, 'felt comfortable taking on the British establishment' (*The Times Educational Supplement*).

The book examines the underlying limitations that have been accepted in education over the past two thousand years. The author challenges common assumptions about education through evidence-based, political, ethical, and emotional arguments, as well as examining case studies such as university admissions and the autism 'epidemic'.

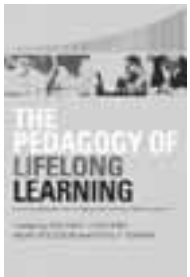
Making Minds describes a more productive scientific approach to learning, drawing on recent research findings, particularly in the US and UK. The author illustrates how new research methods, new technologies, and very recent discoveries in neuroscience that will, in the end, allow us to make minds.

2007: 234 x 156: 200pp
Hb: 978-0-415-41410-4: **£80.00**
Pb: 978-0-415-41411-1: **£18.99**
eBook: 978-0-203-94680-0

The Pedagogy of Lifelong Learning

Understanding Effective Teaching and Learning in Diverse Contexts

Edited by **Michael Osborne**, University of Glasgow, UK, **Muir Houston**, University of Stirling, UK and **Nuala Toman**, Glasgow Caledonian University, UK



Presenting a snapshot of contemporary international research into the pedagogy of lifelong learning and teaching, this book focuses on a wide range of issues related to lifelong learning, including higher education, community-based learning and literacy practices in continuing education. It highlights the fact that the wide-ranging conclusions they draw have vital implications for this rapidly changing field.

The book reviews the emerging issues from researching teaching and learning in different post-school contexts - an issue which has grown in research importance around the world in recent years - with the concern both to widen participation and improve student attainment. Examining empirically, methodologically and theoretically contemporary research in teaching and learning in diverse contexts, it focuses on three main areas: learning careers and identities; pedagogy and learning cultures and learning beyond institutions.

2007: 234 x 156: 248pp
Hb: 978-0-415-42494-3: **£80.00**
Pb: 978-0-415-42495-0: **£23.99**
eBook: 978-0-203-94529-2

Reconceptualising Lifelong Learning

Feminist Interventions

Sue Jackson, University of London, UK and **Penny Jane Burke**, University of London, UK

Arising from work by the Gender and Lifelong Learning Group of the Gender and Education Association, this book presents reconceptualisations of lifelong learning. It argues that the current field of lifelong learning is based on certain hidden values and assumptions and examines the mechanisms by which exclusionary discourses and practices are reproduced and maintained.

The book opens up ways of conceptualising learning that takes into account multiple and shifting formations of learners from different social contexts. The authors broaden what counts as learning and who counts as a learner, offering different understandings of lifelong learning that are able to include currently marginalised values and principles.

Organised in four sections the book looks at:

- reclaiming - it draws on feminist and post-structural conceptual frameworks to create a critical analysis
- retelling - it tells the tales of different multi-positions
- revisioning - it moves from narrative to analysis and the authors present their revisioning of learning
- reconstructing - it furthers the discussion to outline new approaches to and practices in lifelong learning.

2007: 234 x 156: 248pp
Hb: 978-0-415-37614-3: **£80.00**
Pb: 978-0-415-37615-0: **£22.99**
eBook: 978-0-203-94745-6

Included or Excluded?

The Challenge of the Mainstream for Some SEN Children

Edited by **Ruth Cigman**, Birkbeck College, UK

In a pamphlet published in 2005 Mary Warnock expressed concerns about some of the concepts that she had helped to introduce in the field of special education almost three decades earlier. She argued that the role of special schools was unclear and the pursuit of inclusion had become too ideological.

This highly topical book suggests that distinctions should be made between kinds of special needs and the possibility addressed that some SEN children might be happier and more effective as learners within non-mainstream settings. Her call for a government review to investigate these problems raised its media profile, fuelling the debate. This book pulls together contributions from all sides of the argument.

An essential read for anyone involved in special education as well as the philosophy and ethics of education this book truly breaks new ground.

2006: 234 x 156: 224pp
Hb: 978-0-415-40119-7: **£80.00**
Pb: 978-0-415-40118-0: **£23.99**
eBook: 978-0-203-96606-8

Gender and Lifelong Learning

Critical Feminist Engagements

Edited by **Carole Leathwood**, London Metropolitan University, UK and **Becky Francis**, Roehampton University, UK

This insightful book is ideal for students, researchers and policy makers wanting a sound overview of the critical issues of gender in lifelong learning. Asking pertinent questions relating to discourses on policy, the authors offer the reader a rare view of lifelong learning from a gender-focused perspective, filling a gap in the literature and moving current debate on into new areas.

Questions addressed include:

- To what extent can the policy discourses and institutional contexts of lifelong learning be seen as masculinised and/or feminised?
- What are the gender implications of lifelong learning policy?
- In what ways are learners' identities constructed through lifelong learning?
- Does lifelong learning provide opportunities to challenge or transgress gender binaries?
- What are the implications for practice?

2006: 234 x 156: 232pp
Hb: 978-0-415-37484-2: **£80.00**
Pb: 978-0-415-37485-9: **£23.99**
eBook: 978-0-203-96953-3

Improving Learning Series

Improving Workplace Learning

Karen Evans, Institute of Education, London, UK, **Phil Hodkinson**, **Helen Rainbird** and **Lorna Unwin**

Series: Improving Learning

'*Improving Workplace Learning* certainly improves the level of debate around work based learning at a time when the debate is about to take centre stage. It contributes extensively to this under-researched area, it provides a very useful framework within which such design can be informed.' – *Keith Pond, Loughborough University, UK and International Journal of Management Education*

Across the western world, there is a growing awareness of the importance of workplace learning, seen at the level of national and international policy, as well as in the developing practices of employers, training providers and Trades Unions. Authoritative, accessible, and appealing, it presents key findings on work-based learning, bringing together conclusions and investigating a variety of workplace contexts to show how such learning can be improved. An extensive practical treatment, brought to life with illustrations from both the public and private sectors, this book has a unique combination of breadth of coverage and depth of understanding.

Grounded in rich and detailed empirical studies, this volume challenges conventional thinking. An important new addition to the *Improving Learning* series, it focuses on guidelines for improving learning by marrying the very best theory and practice to provide an accessible and authoritative guide to workplace learning. Practitioners, policy makers, students and academics with an interest in learning at work will find this an invaluable addition to their bookshelves.

2006: 216 x 138: 224pp
Hb: 978-0-415-37119-3: **£80.00**
Pb: 978-0-415-37120-9: **£22.99**

Improving Literacy by Teaching Morphemes

Terezinha Nunes, Oxford Brookes University, UK and **Peter Bryant**, Oxford Brookes University, UK

Series: Improving Learning

With reports from several studies showing the benefits of teaching young children about morphemes, this book is essential reading for anyone concerned with helping children to read and write.

By breaking words down into chunks of meaning that can be analyzed as complete units rather than as strings of individual letters, children are better able to make sense of the often contradictory spelling and reading rules of English. As a result, their enjoyment of learning about words increases, and their literacy skills improve. Written by leading researchers for trainee teachers, practising teachers and interested parents, this highly accessible and innovative book provides sound, evidence-based advice and materials that can be used to help teach children about morphemes, and highlights the beneficial effects of this approach.

2006: 216 x 138: 224pp
Hb: 978-0-415-38312-7: **£80.00**
Pb: 978-0-415-38313-4: **£22.99**

Improving Schools, Developing Inclusion

Mel Ainscow, University of Manchester, UK, **Tony Booth**, Canterbury Christ Church University College, UK and **Alan Dyson**, University of Manchester, UK

Series: Improving Learning

While many books explore the possibilities for developing inclusive practices in schools, and 'inclusion' is widely regarded as a desirable goal, much of the literature on the subject has been narrowly concerned with the inclusion of pupils with special educational needs. This book however, takes the view that marginalisation, exclusion and underachievement take many forms and affect many different kinds of child. As such, a definition of inclusion should also touch upon issues of equity, participation, community, entitlement, compassion, respect for diversity and sustainability.

Here the highly regarded authors focus on:

- barriers to participation and learning experienced by pupils
- the practices that can overcome these barriers
- the extent to which such practices facilitate improved learning outcomes
- how such practices can be encouraged and sustained within schools and LEAs.

The book is part of the *Improving Learning* series, published in partnership with the Teaching and Learning Research Project.

2006: 216 x 138: 232pp
Hb: 978-0-415-37236-7: **£80.00**
Pb: 978-0-415-37279-4: **£22.99**

Improving Subject Teaching

Lessons from Research in Science Education

Robin Millar, University of York, UK, **John Leach**, University of Leeds, UK, **Jonathan Osborne**, King's College University of London, UK and **Mary Ratcliffe**, University of Southampton, UK

Series: Improving Learning

In many countries, questions are being raised about the quality and value of educational research. This book explores the relationship between research and practice in education. It looks at the extent to which current practice could be said to be informed by knowledge or ideas generated by research and at the extent to which the use of current practices or the adoption of new ones are, or could be, supported by research evidence. Science education is used as a case study but the issues considered apply to the teaching and learning of any curriculum subject.

The book draws on the findings of four inter-related research studies and considers:

- how research might be used to establish greater consensus about curriculum
- how research can inform the design of assessment tools and teaching interventions
- teachers' and other science educators' perceptions of the influence of research on their teaching practices and their students' learning
- the extent to which evidence can show that an educational practice 'works'.

2006: 216 x 138: 224pp
Hb: 978-0-415-36209-2: **£80.00**
Pb: 978-0-415-36210-8: **£22.99**

Improving Learning How to Learn

Classrooms, Schools and Networks

Richard Procter, **Sue Swaffield**, **Patrick Carmichael**, **Mary-Jane Drummond**, **John MacBeath** and **David Pedder**, all at University of Cambridge, **Dylan Wiliam**, **Robert McCormick** and **Alison Fox**, all at The Open University, UK, **Paul Black** and **Bethan Marshall**, both at King's College, London, UK, **Mary James**, University of London, UK, and **Joanna Swann**, University of Brighton, UK

Series: Improving Learning

Learning how to learn is an essential preparation for lifelong learning. Whilst this is widely acknowledged by teachers, they have lacked a rich professional knowledge base from which they can teach their pupils how to learn.

This book makes a major contribution to the creation of such a professional knowledge base for teachers by building on previous work associated with 'formative assessment' or 'assessment for learning' which has a strong evidence base, and is now being promoted nationally and internationally. However, it adds an important new dimension by reporting the conditions within schools, and across networks of schools, that are conducive to the promotion, in classrooms, of learning how to learn as an extension of assessment for learning.

There is a companion book, *Learning How to Learn in Classrooms: Tools for schools* (also available from Routledge), which provides practical resources for those teachers looking to put into practice the principles covered in this book.

2007: 216 x 138: 264pp
Hb: 978-0-415-40426-6: **£75.00**
Pb: 978-0-415-40427-3: **£22.99**

Improving Learning Cultures in Further Education

David James, University of the West of England, Bristol, UK and **Gert Biesta**, University of Exeter, UK

Series: Improving Learning

Through its unique theoretical framework - a cultural understanding of teaching and learning – this book develops a new way of understanding educational improvement, one which focuses on the formation and transformation of the practices through which students learn. Based on detailed ethnographic research of seventeen learning sites in further education colleges, this book generates a unique insight into a wide variety of practices of teaching and learning. Illustrated by case studies, it is structured around three key questions:

- what do learning cultures in FE look like and how do they transform over time?
- how do learning cultures transform people?
- how can people (tutors, managers, policy makers, but also students) transform learning cultures for the better?

Through a combination of theory and analysis, *Improving Learning Cultures in Further Education* makes a strong case for the importance of a cultural approach to the improvement of teaching and learning in further education, and provides practical guidance for researchers, policymakers and practitioners for implementing change for the better.

2007: 216 x 138: 224pp
Hb: 978-0-415-42735-7: **£80.00**
Pb: 978-0-415-42736-4: **£22.99**

NEW

Improving Classroom Learning with ICT

Rosamund Sutherland, University of Bristol, UK, **Susan Robertson**, University of Bristol, UK and **Peter John**, Thames Valley University, UK

Series: Improving Learning

Takes a holistic approach to using ICTs to enhance teaching and learning in the classroom. It weaves together evidence of teachers' and learners' experiences of ICT outside school, how policy and management issues impact on learning, and what actually happens when ICT is fully integrated into teaching and learning.

Improving Classroom Learning with ICT examines the ways in which ICT can be used in the classroom to enhance teaching and learning in different settings and across different subjects.

Weaving together evidence of teachers' and learners' experiences of ICT, the authors:

- explain why the process of integrating ICT is not straightforward
- discuss whether hardware and infrastructure alone are sufficient to ensure full integration and exploitation of ICT investment
- emphasise the pivotal role that teachers play in supporting learning with ICT across the curriculum
- argue that teachers need a greater understanding of how to put ICT to use in teaching and learning
- highlight that out-of-school use of ICT has an impact on in-school learning
- consider what kinds of professional development are most effective in supporting teachers to use technologies creatively and productively.

Case studies are used to illustrate key issues and to elaborate a range of theoretical ideas that can be used in the classroom.

This book will be of interest to all those concerned with maximising the benefits of ICT in the classroom.

November 2008: 216 x 138: 224pp
Hb: 978-0-415-46173-3: **£75.00**
Pb: 978-0-415-46174-0: **£22.99**

FORTHCOMING IN 2009

Improving What is Learned at University

An exploration of the social and organisational diversity of university education

John Brennan, **Rob Edmunds**, and **Michael Osborne**, all at The Open University, UK, **Muir Houston**, University of Stirling, UK, **David Jary**, **Yann Lebeau**, University of East Anglia, and **John Richardson**, University of Glasgow, UK

Series: Improving Learning

What is learned in universities today? Is it what students expect to learn? Is it what universities say they learn? How far do the answers to questions such as these differ according to what, where and how one studies?

As higher education has expanded, it has diversified both in terms of its institutional forms and in the characteristics of its students. A key question posed by this book is the extent to which it had also diversified in terms of 'what is learned'. The question is answered predominantly through the voices of higher education students. Students from fifteen different courses across three subject areas – bioscience, business studies, sociology – were asked over a two year period about their experiences, their lives, their hopes and aspirations through a series of interviews and questionnaires. The perspectives of their teachers and the official views of their universities were also collected. A wider survey of students enabled answers to be generalised more widely across higher education.

This book provides a unique insight into 'what is really learned at university' and how much it differs between students and between the universities they attend. It challenges notions of 'best' or 'top' universities and demonstrates both diversities and commonalities in the experience of being a student today. It poses important questions for higher education institutions about the kind of institution they are and want to be, about the kinds of experiences they seek to provide for their students and the kinds of consequences for their graduates and society. With new empirical data and some novel conceptualisations of higher education, the book provides answers to these questions in ways which do not always follow conventional lines of thought about diversity and difference in UK higher education.

April 2009: 216 x 138: 176pp
Hb: 978-0-415-48015-4: **£75.00**
Pb: 978-0-415-48016-1: **£21.99**

FORTHCOMING IN 2009

Improving Learning in College

Rethinking Literacies Across the Curriculum

Roz Ivanic, Lancaster University, UK, **Buddug Hughes**, **Richard Edwards**, University of Stirling, UK, **David Barton**, **Zoe Fowler**, **Greg Mannion**, **Kate Miller**, **Marilyn Martin-Jones**, **June Smith** and **Candice Satchwell**

Series: Improving Learning

What's the problem with literacy at college? How might everyday literacy be harnessed for educational ends?

Based on the first major study of literacy practices in colleges in the UK, this book explores the reading and writing associated with learning subjects across the college curriculum. It investigates literacy practices in which students engage outside of college, and teaching and learning strategies through which these can help support the curriculum. With insightful analyses of innovative practices, it considers ways of changing teaching practices to enable students to draw upon their full potential.

Recent research work has challenged the myth of individual student deficit, arguing cogently that people have 'funds of knowledge' from diverse and vibrant cultural roots, and that these have been misguidedly disqualified by the education system. It has claimed that different 'ways with words' can provide valuable resources for learning. However, the empirical exploration of this claim has lagged far behind the theoretical debate. Improving Learning in College resolves this by showing the integrity and richness of the literacy practices of a significant population, not previously the focus of such research: those who take vocational and academic college courses in colleges. It addresses an issue which has not until now been developed within this research tradition: that of how these practices can not only be valued and validated, but mobilised and harnessed to enhance learning in educational settings.

This book will interest all teachers, teacher-educators and researchers concerned with post-compulsory education and vocational education in compulsory schooling.

May 2009: 216 x 138: 192pp
Hb: 978-0-415-46911-1: **£75.00**
Pb: 978-0-415-46912-8: **£21.99**

Improving Learning, Skills and Inclusion

The Impact of Policy on Post-Compulsory Education

Frank Coffield, University of Newcastle Upon Tyne, UK, **Sheila Edward**, **Ian Finlay**, **Ann Hodgson**, University of London, UK, **Ken Spours**, University of London, UK and **Richard Steer**

Series: Improving Learning

How can opportunities for teaching and learning be improved to ensure that many more people participate, gain qualifications and obtain decent jobs? Will government policies enable us to achieve these goals? What new ideas do we need to ensure a more inclusive, equitable and efficient learning system? These are some of the main concerns which underlie this thought-provoking book coming from a major research project looking at how policies affect learners, tutors, managers and institutional leaders in Further Education Colleges, Adult and Community Learning centres and in Work Based Learning sites.

Post compulsory education in the UK has been constantly restructured by the New Labour government and has been subject to considerable policy turbulence over the last few years. This book attempts to understand this important but poorly understood sector by both talking to students and front-line staff and by interviewing the officials responsible for managing post-compulsory education and lifelong learning.

By examining the sector simultaneously from the 'bottom up' and from 'top down', the authors show how recent policy is affecting three disadvantaged groups - 16-19 year olds who have fared poorly in official tests at school; unemployed adults learning basic skills; and employees at work learning basic skills. The authors conclude that there are serious failings and suggest principles and features of a more equitable and effective learning system.

March 2008: 216 x 138: 248pp
Hb: 978-0-415-46180-1: **£75.00**
Pb: 978-0-415-46181-8: **£21.99**
eBook: 978-0-203-92899-8

Improving Learning in Later Life

Alexandra Withnall, University of Warwick, UK

Series: Improving Learning

Previous books on the complex theme of lifelong learning invariably fail to take older people's learning experiences and aspirations into account. This new book examines current debates in the light of fresh evidence about these experiences, derived from and illustrated by rigorous empirical research. Political, social and educational policy contexts in which the concept of lifelong learning has emerged and been promoted are assessed in the light of demographic trends. This assessment is followed by a critical overview of the development of theoretical and philosophical approaches to later life learning over the last three decades, drawing on published work from the USA, the UK, Australia and other countries.

Improving Learning in Later Life focuses on understanding the varied learning experiences of older people across the life course, analyzing the role and significance of learning in older people's lives today. Research findings are linked to current educational policy developments in lifelong learning, and the author provides crucial recommendations for policy makers, educational practitioners and older people themselves. Lines of further enquiry are also identified, since this is an area attracting greater interest at a range of levels.

At the end of each chapter, suggestions for further reading are supplied. These include key texts and papers, accessible articles and appropriate web links.

March 2008: 216 x 138: 176pp
Hb: 978-0-415-46171-9: **£75.00**
Pb: 978-0-415-46172-6: **£21.99**

Improving Learning through Consulting Pupils

Jean Rudduck, University of Cambridge, UK and **Donald McIntyre**, University of Cambridge, UK

Series: Improving Learning

Pupil consultation can lead to a transformation of teacher-pupil relationships, to significant improvements in teachers' practices, and to pupils having a new sense of themselves as members of a community of learners. In England, pupil involvement is at the heart of current government education policy and is a key dimension of both citizenship education and personalised learning.

Drawing on research carried out as part of the Teaching and Learning Research Programme, *Improving Learning through Consulting Pupils* discusses the potential of consultation as a strategy for signalling a more partnership-oriented relationship in teaching and learning. It also examines the challenges of introducing and sustaining consultative practices. Topics covered include:

- the centrality of consultation about teaching and learning in relation to broader school level concerns
- teaching approaches that pupils believe help them to learn and those that obstruct their learning
- teachers' responses to pupil consultation - what they learn from it, the changes they can make to their practice and the difficulties they can face
- the things that can get in the way of pupils trusting in consultation as something that can make a positive difference.

While consultation is flourishing in many primary schools, the focus here is on secondary schools where the difficulties of introducing and sustaining consultation are often more daunting but where the benefits of doing so can be substantial. This innovative book will be of interest to all those concerned with improving classroom learning.

2007: 216 x 138: 232pp
Hb: 978-0-415-41615-3: **£75.00**
Pb: 978-0-415-41616-0: **£21.99**
eBook: 978-0-203-93532-3

FORTHCOMING IN 2009

Education and Hope in Troubled Times

Visions of Change for Our Children's Future

Edited by **H. Svi Shapiro**, University of North Carolina at Greensboro, USA

Series: Sociocultural, Political, and Historical Studies in Education

'Progressive educators have always been better at critique than at possibility. This book promises not to ignore critique, but to favor possibility. It is most rare and greatly welcomed.' – *Richard Quantz, Miami University, USA*

'The editor argues that in a material world, depicted by consumerism, spiritual nihilism and conspicuous consumption, there is need to offer a new vision and direction in education that would promote a more harmonious, holistic values-oriented schooling that transforms persons into moral beings, who care for others . In terms of innovative ideas and approaches to pedagogy and theorizing about schooling, this volume is at the top of pedagogical discourses and thinking.' – *Joseph Zajda, Australian Catholic University (Melbourne Campus)*

Education and Hope in Troubled Times brings together a group of the best and most creative educational thinkers to reflect on the purpose and future of public education. These original essays by leading social and educational commentators in North America attempt to articulate a new vision for education, especially public education, and begin to set an alternative direction. This is a time of crisis, but also of renewed possibility-one that offers the opportunity to radically reconsider what is the meaning of education for a generation that will bear the brunt of grappling with the extraordinary dangers and challenges we confront today. At its core this volume questions what will it mean to be an educated human being in the 21st century compelled to confront and address so much that threatens the very basis of a decent and hopeful human existence. Carrying forward a project of redefining and reshaping public discourse on education in the U.S., it is a critical catalyst and focus for re-thinking public policy on education.

February 2009: 229 x 152: 336pp
Hb: 978-0-415-99425-5: **£75.00**
Pb: 978-0-415-99426-2: **£31.95**
eBook: 978-0-203-88185-9
• **AVAILABLE AS AN INSPECTION COPY**

FORTHCOMING IN 2009

Teaching By Numbers

Deconstructing the Discourse of Standards and Accountability in Education

Peter Taubman, Brooklyn College, CUNY, USA

Series: Studies in Curriculum Theory

Over the last decade the transformation in the field of education that is occurring under the twin banners of 'standards' and 'accountability' has materially affected every aspect of schooling, teaching, and teacher education in the United States. The terms in which teaching and teacher education are now discussed emanate from neo-liberal economic policies, corporate business practices, neo-conservative social agendas, and cognitive and behavioral psychology. The fact that leading educational organizations have embraced this current transformation suggests how even progressive impulses and aspirations have been appropriated, re-formed, and aligned with educational policies and practices that were once seen as inimical to those very impulses and aspirations. This book offers interdisciplinary ways to understand the educational reforms underway in urban education, teaching, and teacher education, and their impact on what it means to teach. Furthermore it offers an alternative vision of teacher education.

This book is distinguished in four ways from others that have addressed aspects of the transformation occurring in education. It:

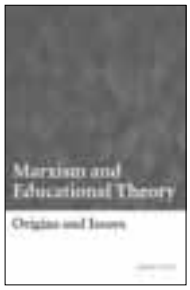
- maps the totality of the transformation and takes into account the constellation of forces shaping that transformation
- explicitly addresses the concerns of educators and parents who have embraced the various reform efforts that constitute the transformation
- brings to bear a Lacanian psychoanalytic perspective and a Foucauldian genealogical perspective, both of which have generally been absent from the attempts to understand the transformation in the fields of teaching and teacher education
- offers specific proposals for what an alternative teacher education program would look like and argues why such a program would better address the concerns of well-intentioned educators who have surrendered to various reforms efforts.

March 2009: 229 x 152: 264pp
Hb: 978-0-415-96273-5: **£70.00**
Pb: 978-0-415-96274-2: **£19.50**
eBook: 978-0-203-87951-1

Marxism and Educational Theory

Origins and Issues

Mike Cole, Bishop Grosseteste University College Lincoln, UK



We live in a world where thousands make massive profits out of the labours of others, while those others exist as wage slaves, millions of whom die of starvation and poverty-related illness every year. The fundamental aim of Marxism is the overthrow of the anarchic, exploitative and eco-destructive system of world capitalism and its replacement by world socialism and equality. To build a socialist world is a task of gargantuan proportions, but one that Marxists believe is eminently achievable.

This book addresses some of these challenges from within educational theory. The key theoretical issues addressed are:

- utopian socialism
- poststructuralism and postmodernism
- transmodernism
- globalisation, neo-liberalism and environmental destruction
- the new imperialism
- critical race theory.

Marxism and Educational Theory compellingly and informatively propels the debate forward in the pursuit of that socialist future. In that quest, suggestions are made to connect theoretical issues with the more practical concerns of the school and the classroom.

With a specially written Foreword by Peter McLaren, this timely book will be of interest to academics and students interested in educational theory, the sociology of education, sociology, politics, philosophy and critical theory.

November 2007: 234 x 156: 208pp
Hb: 978-0-415-33170-8: **£75.00**
Pb: 978-0-415-33171-5: **£24.99**
eBook: 978-0-203-3973-2

FORTHCOMING IN 2009

Handbook of Latinos and Education

Edited by **Enrique G. Murillo Jr.**, California State University, San Bernadino, USA

Profiling the scope and terrain of academic inquiry on Latinos and education, this Handbook captures the field at this point in time. It presents the most significant and potentially influential work in terms of its contributions to research, to professional practice, and to the emergence of related interdisciplinary studies and theory. Providing a comprehensive review of rigorous, innovative, and critical scholarship relevant to its topic, and including an extensive Appendix of Resources, the volume is organized around four themes:

- Theoretical and Methodological Approaches
- Politics/Policy
- Language and Culture
- Teaching and Learning.

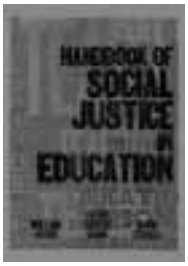
The Handbook of Latinos and Education is a must-have resource for educational researchers, graduate students, teacher educators, and the broad spectrum of individuals, groups, agencies, organizations and institutions sharing a common interest in educational issues that impact Latinos.

December 2009: 254 x 178
Hb: 978-0-8058-5839-6: **£135.00**
Pb: 978-0-8058-5840-2: **£60.00**

NEW

Handbook of Social Justice in Education

Edited by **William C. Ayers**, University of Illinois at Chicago, USA, **Therese Quinn**, The School of the Art Institute of Chicago, USA and **David Omatoso Stovall**, University of Illinois at Chicago, USA



The *Handbook of Social Justice in Education* - a comprehensive, up-to-date review of the field - addresses, from multiple perspectives, education theory, research, and practice in historical and ideological context, with an emphasis on social movements for justice. Each of the nine sections explores a primary theme of social justice and education:

- Historical and Theoretical Perspectives
- International Perspectives on Social Justice in Education
- Race and Ethnicity, Language and Identity: Seeking Social Justice in Education
- Gender, Sexuality and Social Justice in Education
- Bodies, Disability and the Fight for Social Justice in Education
- Youth and Social Justice in Education
- Globalization: Local and World Issues in Education
- The Politics of Social Justice Meets Practice: Teacher Education and School Change
- Classrooms, Pedagogy, and Practicing Justice

Timely and essential, this is a must-have volume for researchers, professionals, and students across the fields of educational foundations, multicultural/diversity education, educational policy, and curriculum and instruction.

November 2008: 254 x 178: 800pp
Hb: 978-0-8058-5927-0: **£170.00**
Pb: 978-0-8058-5928-7: **£50.00**
eBook: 978-0-203-88774-5

NEW

Affirming Students' Right to Their Own Language

Bridging Language Policies and Pedagogical Practices

Edited by **Jerrie Cobb Scott**, The University of Memphis, USA, **Dolores Y. Straker**, University of Cinncinati and **Laurie Katz**, The Ohio State University, USA

A Co-publication of the National Council of Teachers of English and Routledge

This landmark volume responds to the call to attend to the unfinished pedagogical business of the NCTE Conference on College Composition and Communication 1974 Students' Right to Their Own Language resolution. Chronicling the interplay between legislated/litigated education policies and language and literacy teaching in diverse classrooms, it presents exemplary research-based practices that maximize students learning by utilizing their home-based cultural, language, and literacy practices to help them meet school expectations.

November 2008: 229 x 152: 432pp
Hb: 978-0-8058-6348-2: **£75.00**
Pb: 978-0-8058-6349-9: **£24.99**
eBook: 978-1-4106-1813-9

NEW

History of Multicultural Education 6 Volume Set

Edited by **Carl A. Grant**, University of Wisconsin, Madison, USA and **Thandeka K. Chapman**, University of Wisconsin, Milwaukee, USA

This benchmark 6-volume set documents, analyzes, and critiques a comprehensive body of research on the history of multicultural education in the U.S. By collecting and providing a framework for key publications spanning the past thirty-forty years, these volumes provide a means of understanding and visualizing the development, implementation, and interpretation of multicultural education in American society.

These volumes do not promote any one scholar's or group's vision of multicultural education, but include conflicting ideals that inform multiple interpretations. Each volume contains archival documents organized around a specific theme:

- Volume 1: Conceptual Frameworks and Curricular Content
- Volume 2: Foundations and Stratifications
- Volume 3: Instruction and Assessment
- Volume 4: Policy and Governance
- Volume 5: Students and Student Learning
- Volume 6: Teachers and Teacher Education.

The historical time line within each volume illustrates the progression of research and theory on each theme and encourages readers to reflect on the changes in language and thinking concerning educational scholarship in that area. Readers will also see how language, pedagogical issues, and policy reforms have been constructed, assimilated, and mutated over the highlighted period of time.

Exploring the tenets of the field and examining the individuals whose work has contributed significantly to equity and social justice for all citizens, this landmark set illuminates the historical importance, current relevance, and future implications of multicultural education.

February 2008
Hb: 978-0-415-98889-6: **£360.00**

VOLUME 1
History of Multicultural Education
Conceptual Frameworks and Curricular Issues
Hb: 978-0-8058-5439-8: **£75.00**

VOLUME 2
History of Multicultural Education
Foundations and Stratifications
Hb: 978-0-8058-5441-1: **£75.00**

VOLUME 3
History of Multicultural Education
Instruction and Assessment
Hb: 978-0-8058-5443-5: **£75.00**

VOLUME 4
History of Multicultural Education
Policy and Policy Initiatives
Hb: 978-0-8058-5445-9: **£75.00**

VOLUME 5
History of Multicultural Education
Students and Student Leaning
Hb: 978-0-8058-5447-3: **£75.00**

VOLUME 6
History of Multicultural Education
Teachers and Teacher Education
Hb: 978-0-8058-5449-7: **£75.00**

Civic Education for Diverse Citizens in Global Times

Rethinking Theory and Practice

Edited by **Beth C. Rubin** and **James M. Giarelli**, Rutgers University,USA

Series: Rutgers Invitational Symposium on Education

This book explores four interrelated themes: rethinking civic education in light of the diversity of U.S. society, re-examining these notions in an increasingly interconnected global context, re-considering the ways that civic education is researched and taking stock of where we are currently through use of an historical understanding of civic education.

2007: 229 x 152: 296pp
Hb: 978-0-8058-5159-5: **£50.00**
eBook: 978-1-4106-1629-6

What Is Authentic Educational Reform?

Pushing Against the Compassionate Conservative Agenda

Edited by **Helen L. Johnson** and **Arthur Salz**, both at Queens College, CUNY, USA

Challenging the compassionate conservative agenda for educational reform - an agenda which seeks to improve American education through a business model focused on scripted lessons, lock-step approaches to teaching, high stakes-testing, and rigid accountability measures — this book critiques the assumptions of this agenda, examining the problems that have riddled its implementation in schools, and suggesting constructive alternatives.

2007: 229 x 152: 256pp
Hb: 978-0-8058-6049-8: **£35.00**
eBook: 978-1-4106-1478-0

3RD EDITION

Invisible Children in the Society and Its Schools

Edited by **Sue Books**, State University of New York/College at New Paltz, USA

Series: Sociocultural, Political, and Historical Studies in Education

The authors in this book use the metaphors of invisibility and visibility to explore the social and school lives of many children and young people in North America whose complexity, strengths, and vulnerabilities are largely unseen in the society and its schools. this book combines education and advocacy in an accessible volume responsive to some of the most pressing issues of our time.

2006: 229 x 152: 328pp
Pb: 978-0-8058-5937-9: **£21.99**
eBook: 978-1-4106-1462-9
• **AVAILABLE AS AN INSPECTION COPY**

State Assessment Policy and Practice for English Language Learners

A National Perspective

Edited by **Charlene Rivera** and **Eric Collum** George Washington University, USA

State Assessment Policy and Practice for English Language Learners presents three significant studies, each examining a different aspect of states' strategies for including English language learners in state assessments.

- An Analysis of State Assessment Policies Regarding Accommodations for English Language Learners.
- A Survey and Description of Test Translation Practices.
- An Examination of State Practices for Reporting Participation and Performance of English Language Learners in State Assessments.

State Assessment Policy and Practice for English Language Learners is of interest to researchers and professionals involved with the assessment of English language learners; state- and district-level policy makers; and academics, teacher educators, and graduate students in a number of fields, including educational and psychological assessment, testing and measurement, bilingual education, English as a second language, and second language acquisition.

2006: 229 x 152: 504pp
Hb: 978-0-8058-5568-5: **£95.00**
Pb: 978-0-8058-5569-2: **£32.50**
• **AVAILABLE AS AN INSPECTION COPY**

NEW

3RD EDITION

Education and Social Change

Contours in the History of American Schooling

John L. Rury, University of Kansas

In this brief, interpretive history of American schooling, John Rury focuses on the evolving relationship between education and social change. This revised edition considers the impact of social forces such as industrialization, urbanization, immigration and cultural conflict on the development of schools and other educational institutions. It also examines the various ways that schools have contributed to social change, particularly in enhancing the status and accomplishments of certain social groups and not others. Detailed accounts of the experiences of women and minority groups in American history consider how their lives have been affected by education.

October 2008: 229 x 152: 288pp
Hb: 978-0-415-99564-1: **£75.00**
Pb: 978-0-415-99544-3: **£21.99**
eBook: 978-0-203-88841-4
• **AVAILABLE AS AN INSPECTION COPY**

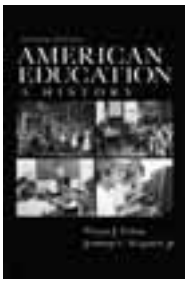
NEW

4TH EDITION

American Education

A History

Wayne J. Urban, University of Alabama, USA and **Jennings L. Wagoner Jr.**, Professor Emeritus of the History of Education at the University of Virginia, USA



American Education: A History, is a comprehensive, highly-regarded history of American education from pre-colonial times to the present. Chronologically organized, it provides an objective overview of each major period in the development of American education, setting the discussion against the broader backdrop of national and world events. The first text to explore Native American traditions (including education) prior to colonization, it also offers strong, ongoing coverage of minorities and women. Key points that define the fourth edition of this volume include:

Balanced Perspective – The authors provide contrasting views of American educational traditions, reforms, and theories in order to maintain a balanced view of events. They focus on conflicts, compromises and outcomes (positive and negative) that have defined America's educational past and that shape its future options. They also set discussions against the broader backdrop of national and world events.

Pre-colonial Focus – A unique and much praised opening chapter discusses the educational traditions of Native Americans and the two-way learning exchanges that occurred between two distinct 'old world' cultures, that is, between Native American and European cultures. The Indians taught as well as learned from the colonists. No other text has this feature.

Cultural Conflict Focus – Throughout the text attention is paid to the cultural conflicts embedded in the majority-minority struggles of Native Americans and various immigrant groups throughout the nation's history. Chapter 5: *Class, Caste and Education in the South* provides an in-depth analysis of the educational legacy of Southern culture throughout the 19th and 20th centuries.

Readability – Reviewers have labeled this the 'best written text on the market' in terms of style, clarity and interest. 'It's clarity and readability differentiate it from other books.'

Changes – The fourth edition also includes more visual illustrations as well as substantial new material. A new epilogue adds closing comments on the present and future prospects for American education.

August 2008: 235 x 156: 496pp
Pb: 978-0-415-96529-3: **£30.00**

Youth Moves

Identities and Education in Global Perspective

Edited by **Nadine Dolby**, Purdue University, USA and **Fazal Rizvi**, University of Illinois, USA

This fascinating collection of original essays focuses attention on the actual practices of twenty-first century youth in the brave new world of globalization-a world in which iPods, camera phones and Xboxes exist alongside grinding poverty, declining employment opportunities, and worsening life conditions for many. As a whole, the collection seeks to address the possibilities and dangers of young people's transnational, commodified identities; how society and educational institutions might respond to these new identities; and the consequences for democratic practices and the public sphere. Drawing together contributions from the work of both well known and emerging scholars, this collection highlights the practices of youth's identities in the context of broadly defined educative sites, including schools, media and popular culture, community organisations, cyberspace, music, and urban landscapes.

2007: 229 x 152: 256pp
Hb: 978-0-415-95562-1: **£70.00**
Pb: 978-0-415-95563-8: **£19.99**
eBook: 978-0-203-93883-6

World Yearbook of Education 2008

Geographies of Knowledge, Geometries of Power: Framing the Future of Higher Education

Edited by **Debbie Epstein**, Cardiff University, UK, **Rebecca Boden**, University of Wales, Cardiff, **Rosemary Deem**, **Fazal Rizvi**, University of Illinois, USA and **Susan Wright**, Denmark University, Denmark

Series: World Yearbook of Education series

This volume examines higher education in globalized conditions through a focus on the spatial, historic and economic relations of power in which it is embedded. Distinct geometries of power are emerging as the knowledge production capability of universities is increasingly globalized. Thus distinctive geographies of knowledge are being produced, intersected by geometries of power and raising questions about the recognition, production, control and usage of university-produced knowledge in different regions of the world.

2007: 235 x 156: 352pp
Hb: 978-0-415-96378-7: **£80.00**

NEW

World Yearbook of Education 2009

Childhood Studies and the Impact of Globalization: Policies and Practices at Global and Local Levels

Edited by **Marilyn Fleer**, Monash University, Australia, **Mariane Hedegaard**, University of Copenhagen, Denmark and **Jonathan Tudge**, The University of North Carolina, USA

Series: World Yearbook of Education series

The *World Yearbook of Education 2009: Childhood Studies and the Impact of Globalization: Policies and Practices at Global and Local Levels* examines the concept of childhood and childhood development and learning from educational, sociological, and psychological perspectives. This contributed volume seeks to explicitly provide a series of windows into the construction of childhood around the world, as a means to conceptualizing and more sharply defining the emerging field of global and local childhood studies. At the global level there has been increasing discontent with how children have been reified and measured. Prevailing Eurocentric and North-American notions of childhood and development across the North-South boundaries show vast differences in how childhood is constructed and how development is theorized.

The *World Yearbook of Education 2009* volume provides comprehensive research from Asia-Pacific, the Americas, the African region and European communities and is presented with a special focus on education. It examines childhood from birth to twelve years of age, across institutional contexts and within both poor majority and rich minority countries. Cultural-historical theory has been used as the framework for investigating and providing insights into how childhood is theorized, politicized, enacted, and lived across these communities. A range of theoretical orientations informs this book, including cultural-historical theory, ecological theory, and cross-cultural research.

The *World Yearbook of Education 2009* volume is organized into 3 sections:

Section 1: Examines the global construction of childhood development and learning

Section 2: Discusses the local conditions and global imperatives that arise from a broadly based analysis of the studies presented within this section

Section 3: Draws upon cultural-historical theory and ecological theory and brings together the themes explored throughout the preceding two sections.

The *World Yearbook of Education 2009* volume seeks to make visible the cultural-historical construction of childhood and development across the north-south regions and scrutinizes the policy imperatives that have maintained the global colonization of families.

December 2008: 235 x 156: 304pp
Hb: 978-0-415-99411-8: **£85.00**

NEW

Educating Global Citizens in Colleges and Universities

Challenges and Opportunities

Peter N. Stearns, George Mason University, USA

'Educating Global Citizens in Universities and Colleges makes a significant contribution to the literature on internationalization. Peter Stearns brings historical perspective, leadership experience, and a critical eye to a wide range of topics. This publication will be enormously useful in providing higher education administrators and faculty members with a thoughtful and wide-ranging view of this complex and important issue for all institutions.' – *Madeleine F. Green, Vice President for International Initiatives, American Council on Education*

This book provides distinctive analysis of the full range of expressions in global education at a crucial time, when international competition rises, tensions with American foreign policy both complicate and motivate new activity, and a variety of innovations are taking shape. Citing best practices at a variety of institutions, the book provides practical coverage and guidance in the major aspects of global education, including curriculum, study abroad, international students, collaborations and branch campuses, while dealing as well with management issues and options. The book is intended to guide academic administrators and students in higher education, at a point when international education issues increasingly impinge on all aspects of college or university operation. The book deals as well with core principles that must guide global educational endeavors, and with problems and issues in the field in general as well as in specific functional areas. Challenges of assessment also win attention. Higher education professionals will find that this book serves as a manageable and provocative guide, in one of the most challenging and exciting areas of American higher education today.

December 2008: 229 x 152: 240pp
Hb: 978-0-415-99023-3: **£75.00**
Pb: 978-0-415-99024-0: **£22.99**

FORTHCOMING IN 2009

The Routledge International Handbook of Higher Education

Edited by **Malcolm Tight**, Lancaster University, UK, **Ka Ho Mok**, **Jeroen Huisman** and **Christopher Morphew**

This volume is a detailed and up-to-date reference work providing an authoritative overview of the main issues in higher education around the world today. Consisting of newly commissioned chapters and impressive journal articles, it surveys the state of the discipline and includes the examination and discussion of emerging, controversial and cutting edge areas.

March 2009: 246 x 174
Hb: 978-0-415-43264-1: **£110.00**

FORTHCOMING IN 2009

Critical Pedagogy

In search of democracy, liberation and socialism

Edited by **Sheila Macrine**, St. Joseph's University, Philadelphia, USA and **Peter McLaren**, University of California, Los Angeles, USA

Series edited by **Dave Hill**, University of Northampton, UK

This book explores issues related to the loss of democracy, neoliberalism, and the problems of globalization and their relevance to education in the United States, Britain and other countries today.

Utilizing critical pedagogy, the authors examine the paradoxical roles of schooling in reproducing and legitimizing large-scale structural inequalities, along the axes of race, ethnicity, class, sexuality, and disability and, at the same time, offering opportunities for individual mobility. By relating issues of power and powerlessness, new social arrangements can be imagined, constructed and challenged in education and social life in general. The book explores the following core areas:

- Attacks on the public sphere and public education
- The loss of democracy
- Teacher education, global capitalism and education
- Power and knowledge and resistance
- Critical literacy and pedagogy and praxis
- Revolutionary multiculturalism and activism
- Imagining the unimaginable.

April 2009: 234 x 156: 242pp
Hb: 978-0-415-45019-5: **£75.00**

FORTHCOMING IN 2009

Globalizing Educational Policy

Bob Lingard, University of Edinburgh, UK and **Fazal Rizvi**, University of Illinois, USA

Leading authors in the field explore the key global drivers of policy change in education and argue that globalization has transformed the terrain within which educational policies are developed and, informed by a range of neo-liberal precepts, affect the ways we think about educational governance. The book provides an overview of critical issues in educational policy, to which this hegemonic view of globalization has grown, including:

- devolution and decentralization
- new forms of governance
- balance between public and private funding of education
- access, equity and the education of girls
- curriculum, teaching English language and technology
- pedagogies
- global trade in education.

April 2009: 234 x 156: 224pp
Hb: 978-0-415-41625-2: **£75.00**
Pb: 978-0-415-41627-6: **£22.99**

FORTHCOMING IN 2009

Globalizing Education, Educating the Global

How Method Made us Mad

Ian Stronach, Manchester Metropolitan Unviersity, UK

This book provides a critical account of how contemporary educational knowledge is put together and presented in the global knowledge economy, redefining the actors in the education process, including principally the child, pupil, and learner, but also the teacher, parent, inspector and policy-maker.

Education is in crisis. The last twenty years have seen the establishment of an orthodoxy based on the standardisation of all sorts of curricula based on national prescription. This orthodoxy is increasingly global. It has been accompanied, and indeed promoted, by the narrow measurement of educational performances of all sorts, their often invalid comparison, and the consequent establishment of a moral economy based on league table positions. International league tables are now the motor of national educational change, from the Pacific Rim to former communist territories, and across most western countries.

This book confronts that controversy and aims to help bring about the 'turnaround' that it predicts - away from measurement mania and rampant instrumentality. It will appeal to a wide range of readers who are committed to educational change, from system level to individual professional practice.

March 2009: 234 x 156: 224pp
Hb: 978-0-415-43111-8: **£75.00**
Pb: 978-0-415-43112-5: **£22.99**

The Future of Educational Change

International Perspectives

Edited by **Ciaran Sugrue**, University of Cambridge, UK

Educational Change has been high on the international agenda for the last twenty-five years. This timely book provides a systematic overview and critique of contemporary approaches to educational change from some of the best-known writers and scholars in the field, including Andy Hargreaves, Larry Cuban, Ivor Goodson, Jeannie Oakes, Milbrey McLaughlin, Judyth Sachs and Ann Liebermann.

Divided into four sections, the book addresses the key themes:

- What has been the impact of educational change?
- How has the impact differed in different circumstances?
- What are the new directions for research on policy and practice?
- How can we link research, policy and practice?

By highlighting critical lessons from the past, the book aims to set an agenda for policy-related research and the future trajectories of educational reforms, while also taking into account the dominant rhetorics of international 'social movements' and the 'refracted' nature of policy agenda at national and local levels.

This book addresses issues which with many educators around the world are currently grappling. It will appeal to academics and researchers in the field, as well as providing an introduction to key issues and themes in Educational Change for graduates and practitioners.

February 2008: 234 x 156: 256pp
Hb: 978-0-415-43107-1: **£75.00**
Pb: 978-0-415-43108-8: **£22.99**
eBook: 978-0-203-93142-4

Gender Education & Equality in a Global Context

Conceptual Frameworks and Policy Perspectives

Shailaja Fennell, University of Cambridge, UK and **Madeleine Arnot**, University of Cambridge, UK

An invaluable introduction to the range of conceptual frameworks and innovative research methods that address issues of gender education and development.

2007: 234 x 156: 216pp
Hb: 978-0-415-41944-4: **£75.00**
eBook: 978-0-203-93959-8

Education, Globalisation and New Times

21 Years of the Journal of Education Policy

Edited by **Stephen J. Ball**, Institute of Education, University of London, UK, **Ivor F. Goodson**, University of Brighton, UK and **Meg Maguire**, Kings College London, UK

Series: Education Heritage

Education, Globalisation and New Times comprises a selection of the most influential papers published over the twenty-one years of the *Journal of Education Policy*. Written by many of the leading scholars in the field, these seminal papers cover a variety of subjects, sectors and levels of education, focused around the following major themes:

- education, globalisation and new times
- policy theory and method
- policy and equity.

Compiled by the journal's editors, Stephen Ball, Ivor Goodson and Meg Maguire, the book illustrates the development of the field of education policy studies, and the specially written Introduction contextualises the selection, whilst introducing students to the main issues and current thinking in the field.

2007: 234 x 156: 392pp
Hb: 978-0-415-42598-8: **£85.00**
eBook: 978-0-203-96399-9

Changing Educational Contexts, Issues and Identities

40 Years of Comparative Education

Edited by **Michael Crossley**, University of Bristol, UK, **Patricia Broadfoot**, University of Bristol, UK and **Michele Schweisfurth**, University of Birmingham, UK

Series: Education Heritage

Documenting major intellectual and paradigmatic changes in the field of comparative education in the light of the history and development of the journal *Comparative Education*, this book compiles a selection of articles from forty years of the journal's distinguished history. It illustrates how changing times have been reflected in the nature and quality of published comparative research.

Contributors explore the impact of key issues such as marketisation, accountability and globalisation upon policy and practice world-wide. They explore how new challenges faced by the social sciences have seen shifts in the contexts, issues and priorities attended to by comparatives and how different approaches to comparative education have influenced the intellectual and professional identities and positioning of those involved.

Bridging theoretically oriented scholarship with empirically grounded research relating to issues of policy and practice and with chapters addressing questions of relevance throughout the world, this book is an invaluable resource of ideas and stimuli for further thinking and research.

2006: 234 x 156: 432pp
Hb: 978-0-415-41341-1: **£85.00**
eBook: 978-0-203-96199-5

FORTHCOMING IN 2009

Cross-Cultural Perspectives on Policy and Practice

Decolonizing Community Contexts

Edited by **Jennifer Lavia**, University of Sheffield, UK and **Michele Moore**, University of Sheffield, UK

Series: Routledge Research in Education

This book provides a space in which struggles for indigenous knowledge within communities are articulated, valued, heard, and responded to. The volume takes change as its focus, yet acknowledges that the origins and significance of change are frequently found to be unsettling. Contributors explore different understandings of change that forge sustainable, inclusive and just communities and examine issues related to citizenship, resistance, peacemaking, critical literacies, and second chance opportunities. The authors seek to promote advocacy of change that recognises the importance of an informed engagement with cross-cultural issues in order to foreground those missing perspectives that are often marginalised, silenced, ignored or denied. All contributors are concerned with how the process of change can bridge the gap between social justice and exclusion and develop critical understandings of the implications of changing policy and practice for those within and working with the educational organisations and communities.

May 2009: 229 x 152: 176pp
Hb: 978-0-415-99769-0: **£60.00**

NEW

The Developing World and State Education

Neoliberal Depredation and Egalitarian Alternatives

Edited by **Dave Hill**, University of Northampton, UK and **Ellen Rosskam**, Woodrow Wilson International Center for Scholars, USA

Series: Routledge Studies in Education and Neoliberalism

This book critically examines neoliberal policy impacts on schooling/ education in the Developing World, analysing the latest developments in Latin America, Mexico, Argentina, Venezuela, Pakistan, India, Burkina Fasso, South Africa, Mozambique, and China.

October 2008: 229 x 152: 260pp
Hb: 978-0-415-95776-2: **£50.00**
eBook: 978-0-203-88925-1

NEW

International Assistance and State-University Relations

Jo Bastiaens, Katholieke Hogeschool Mechelen, Belgium

Series: Studies in Higher Education

This book explores the goals, efforts and outcomes of international assistance to higher education over the past three decades and investigates how these have impacted changing State-university relations. Focusing on the case study of Indonesia, Bastiaens demonstrates how international aid facilitated and at times actively encouraged changing patterns of state-university relations from state control towards greater institutional autonomy. Through the use of various case studies from throughout the country and critical analysis of the relationships between international donors and domestic reformers, Bastiaens shows how the educational system of Indonesia was able to diversify resources, generate income, and become increasingly autonomous from government.

October 2008: 229 x 152: 208pp
Hb: 978-0-415-99074-5: **£60.00**
eBook: 978-0-203-88816-2

NEW

Contesting Neoliberal Education

Public Resistance and Collective Advance

Edited by **Dave Hill**, University of Northampton, UK

Series: Routledge Studies in Education and Neoliberalism

Neoliberal education policies have privatised, marketised, decentralized, controlled and surveilled, managed according to the business and control principles of new public managerialism, attacked the rights and conditions of education workers, and resulted in a loss of democracy, critique and equality of access and outcome. This book, written by an impressive international array of scholars and activists, explores the mechanisms and ideologies behind neoliberal education, while evaluating and promoting resistance on a local, national and global level.

Chapters examine the activities and impacts of the arguably socialist revolution in Venezuela, the Porto Alegre democratic community experimental model in Brazil, the activities of the Rouge Forum of democratic socialist teachers and educators in the USA, Public Service International, resistance movements against the GATS (General Agreement on Trade in Services), and trade union and social movement and community/parental opposition to neoliberal education policies in Britain and in Latin America.

October 2008: 229 x 152: 288pp
Hb: 978-0-415-95777-9: **£50.00**
eBook: 978-0-203-89306-7

NEW

Education and Neoliberal Globalization

Carlos Alberto Torres, University of California, Los Angeles, USA

Series: Routledge Research in Education

This volume by noted critical education scholar Carlos Alberto Torres takes up the question of how structural changes in schooling and the growing impacts of neoliberalism and globalization affect social change, national development, and democratic educational systems throughout the world. The first section of the book offers analytical avenues to understand and criticize the practices and policies of neoliberal states, both domestically and internationally. More than a mere lament of the state of educational policy, however, Torres also documents the critiques and alternatives developed by social movements against neoliberal governments and policies. Ultimately, his work urges readers to engage in the struggle to resist the oppressive forces of neoliberal globalization, and proactively and deliberately act in informed ways to create a better world.

October 2008: 229 x 152: 144pp
Hb: 978-0-415-99118-6: **£65.00**
eBook: 978-0-203-89073-8

NEW

Global Neoliberalism and Education and its Consequences

Edited by **Dave Hill**, University of Northampton, UK and **Ravi Kumar**, Jamia Millia Islamia University, India

Series: Routledge Studies in Education and Neoliberalism

In this groundbreaking critique of neoliberalism in schooling and education, an international cast of education policy analysts, educational activists and scholars deftly analyze the ideologies underlying the global, national and local neoliberalisation of schooling and education. The thrilling scholarship that makes up *Global Neoliberalism and Education and its Consequences* exposes the machinations, agenda and impacts of the privatising and 'merchandisation' of education by the World Bank, the General Agreement on Trade in Services (GATS), biased think tanks, global and national corporations and capital, and the full political spectrum of Neoliberal governments. Including such topics as the increasing polarization of racialized and gendered social classes as a consequence of neoliberal policies, the role and shape of markets and education in the era of globalised Capitalism, the effects of the profit motive in higher education, the impact of the Heritage Foundation in the USA, and even a critical evaluation of education in Cuba—readers are sure to find startling insight and provocative arguments throughout *Global Neoliberalism and Education and its Consequences.*

October 2008: 229 x 152: 282pp
Hb: 978-0-415-95774-8: **£60.00**
eBook: 978-0-203-89185-8

NEW

The Rich World and the Impoverishment of Education

Diminishing Democracy, Equity and Workers' Rights

Edited by **Dave Hill**, University of Northampton, UK

Series: Routledge Studies in Education and Neoliberalism

Advancing a powerful critique of neoliberalized education in many of the rich countries of the world (USA, Canada, Finland, Greece, Israel, Japan, England and Wales, and others), the chapters in this book, written by an international array of acclaimed and emerging radical educators and policy analysts, critically examine and evaluate:

- What neoliberal changes have taken place (e.g., privatization, vouchers, charter schools, weakening of democratic control of schools, setting up markets in schools and retreating from the comprehensive school principle, commercialization of education, new public managerialism in education)?
- What are the impacts of these changes on access and equal opportunities, on democracy and critical thinking, and on the rights, pay and conditions of teachers and ancillary/support staff?

October 2008: 229 x 152: 290pp
Hb: 978-0-415-95775-5: **£50.00**
eBook: 978-0-203-89466-8

The Politics of Structural Education Reform

Keith A. Nitta, University of Arkansas, USA

Series: Routledge Research in Education

This book examines recent restructuring episodes in both the US and Japanese educational systems and reveals a similar politics of structural education reform that is driven by symbolic action and bureaucratic turf wars, which has ultimately hindered educational improvement in both countries.

2007: 229 x 152: 250pp
Hb: 978-0-415-96250-6: **£60.00**
eBook: 978-0-203-92974-2

NEW

International Perspectives on the Goals of Universal Basic and Secondary Education

Edited by **Joel E. Cohen**, Rockefeller University, USA and **Martin B. Malin**, Harvard University, USA

Series: Routledge Research in Education

Universal schooling has been adopted as a goal by international organizations, bilateral aid agencies, national governments, and non-profit organizations. Yet little sustained international attention has been devoted to the purposes or goals of universal education. What is universal primary and secondary education intended to accomplish? This book offers diverse views from Asia, Africa, Europe, North America and South America and from diverse cultures, religions, and professions, on the purposes of universal education. It is the first book in which renowned authors from around the world have confronted one another in proposing goals of basic and secondary education, and in considering and responding to the differing views of others on one of the most pressing issues facing education today.

December 2008: 229 x 152: 310pp
Hb: 978-0-415-99766-9: **£60.00**
eBook: 978-0-203-88214-6

FORTHCOMING IN 2009

International Perspectives on Contexts, Communities and Evaluated Innovative Practices

Family-School-Community Partnerships

Edited by **Rollande Deslandes**, Université du Québec à Trois Rivières, Canada

Series: Contexts of Learning

The last thirty years have brought dramatic changes to research and practice in the vast field of school-family-community relations. The overwhelming challenges faced by schools throughout the world owing to demographic changes and societal problems have made partnerships among schools, families and community groups a necessity. Specific issues such as poverty, school dropout, violence and suicide, the wider diversity of students and parents, the higher accountability demanded of school systems, the implementation of school reforms and a multitude of government strategies and policies all contribute to a rapidly changing educational world.

But as this book shows, even though research is often being undertaken independently in different countries, strong similarities are apparent across countries and cultures. School-family-community collaboration is no longer a one country issue.

The book brings together contributions from culturally and linguistically diverse countries that are facing common situations and challenges. Detailing practices that have proved effective alongside relevant case examples, the book covers a wide variety of topics including:

- challenges arising from the application of parent-school legislation at national level
- the work of schools with migrant groups, low-income parents and parents with behaviour problems.
- evaluation of various family-school-community partnerships programs
- the way ahead for Family-School-Community Relations.

The book relies on the contribution of distinguished researchers from throughout the world including the United States, Canada, the Netherlands, the UK, Belgium, China, Australia and the Czech Republic. While the research results themselves apply just as readily to the rest of the world.

May 2009: 234 x 156: 256pp
Hb: 978-0-415-47949-3: **£75.00**

FORTHCOMING IN 2009

The Worldliness of a Cosmopolitan Education

Passionate Lives in Public Service

William F. Pinar, University of British Columbia, Canada

Series: Studies in Curriculum Theory Series

Attention to globalization (and anti-globalization) increasingly occupies many curriculum scholars previously focused solely on domestic politics and incremental institutional reforms. Internationalization is not an 'add on' specialty to the field, but a paradigmatic shift in the structure of curriculum theory and research.

In this intriguing, thought provoking, nuanced volume, William F. Pinar provides one set of answers to how curriculum studies today accepts and attends to the inextricably interwoven relations among intellectual rigor, scholarly erudition, and intense but variegated engagement with the world. Original essays, outstanding in their range and timeliness, illustrate the worldliness of contemporary curriculum studies in relation to both historical and present-day contexts — for example, analyses of Robert Musil's 1906 novel *Young Torless* (linked to the present pandemic of school bullying today), of the German concept Bildung (linked to the current internationalization of curriculum studies), of right-wing manipulation of school 'deform,' and of the excesses of contemporary identity politics. Addressing the realities of internationalization is a central mission of the contemporary curriculum studies field. *The Worldliness of Curriculum Studies* contributes hugely to this endeavor.

June 2009: 229 x 152: 224pp
Hb: 978-0-415-99550-4: **£75.00**
Pb: 978-0-415-99551-1: **£23.99**
• **AVAILABLE AS AN INSPECTION COPY**

FORTHCOMING IN 2009

International Perspectives on Student Outcomes and Homework

Family-School-Community Partnerships

Edited by **Rollande Deslandes**, Université du Québec à Trois Rivières, Canada

Series: Contexts of Learning

The last thirty years have brought dramatic changes to research and practice in the field of school-family-community relations. But as this book shows, even though research is often being undertaken independently in different countries, strong similarities are apparent across countries and cultures. School-family-community collaboration is no longer a one country issue.

The overwhelming challenges faced by schools throughout the world owing to demographic changes and societal problems such as poverty, school dropout, violence and suicide, the wider diversity of students and parents, the higher accountability demanded of public school systems, the implementation of public school reforms and a multitude of government strategies and policies have made partnerships among schools, families and community groups a necessity. Focusing specifically here on issues of parental engagement and the uses and abuses of homework this vital international snapshot of current research:

- provides a research synthesis on the impact of family-school-community partnerships on student outcomes
- addresses the relations between families and schools based on the challenges arising from the application of parent-school legislation
- explores the subject of homework through an analysis of different national systems and the perspectives of children and parents
- provides evaluations of various family-school-community partnerships programs.

Written by distinguished researchers from around the world, individual chapters reflect the situation in the United States, Canada, Brazil, the United Kingdom, Denmark, and France. While the conclusions that can be drawn are global in their relevance.

May 2009: 234 x 156: 224pp
Hb: 978-0-415-47950-9: **£75.00**

Knowledge Production

Research Work in Interesting Times

Edited by **Bridget Somekh**, Manchester Metropolitan University, UK and **Thomas A. Schwandt**, University of Illinois at Urbana-Champaign, USA

This collection from a highly impressive international group of educational researchers explores epistemological, methodological, and ethical-political issues in the production of knowledge about educational phenomena in contemporary society.

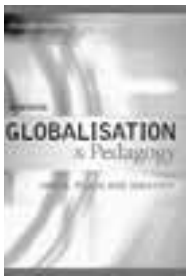
2007: 234 x 156: 224pp
Hb: 978-0-415-44229-9: **£80.00**
Pb: 978-0-415-44228-2: **£23.99**

2ND EDITION

Globalisation & Pedagogy

Space, Place and Identity

Richard Edwards, Institute of Education, University of Sterling, UK and **Robin Usher**, Royal Melbourne Institute of Technology University, Australia



With different pedagogic practices come different ways of examining them and fresh understandings of their implications and assumptions. It is the examination of these changes and developments that is the subject of this book.

The authors examine a number of questions posed by the rapid march of globalisation, incuding:

- What is the role of the teacher, and how do we teach in the context of globalisation?
- What curriculum is appropriate when people and ideas become more mobile?
- How do the technologies of the internet and mobile phone impact upon what is learnt and by whom?

The second edition of this important book has been fully updated and extended to take account of developments in technology, pedagogy and practice, in particular the growth of distance and e-learning.

2007: 234 x 156: 200pp
Hb: 978-0-415-42895-8: **£80.00**
Pb: 978-0-415-42896-5: **£22.99**
eBook: 978-0-203-94500-1

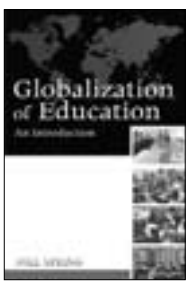
NEW

Globalization of Education

An Introduction

Joel Spring, Queens College/City University of New York, USA

Series: Sociocultural, Political, and Historical Studies in Education



Continuing Joel Spring's reportage and analysis of the intersection of global forces and education, this text offers a comprehensive overview and synthesis of current research, theories, and models related to the topic. Spring introduces readers to the processes, institutions, and forces by which schooling has been globalized and examines the impact of these forces on schooling in local contexts.

Designed for courses on globalization and education, international and comparative education, educational foundations, multicultural education, and educational policy, the text is written in a clear narrative style to engage readers in thoughtful consideration of topics discussed. Each chapter includes 'Key Points' that summarize the content and suggest issues and questions for critical analysis, discussion, and debate.

Hb: 978-0-415-98946-6: **£70.00**
Pb: 978-0-415-98947-3: **£15.99**
eBook: 978-0-203-88685-4

- **AVAILABLE AS AN INSPECTION COPY**

2ND EDITION

Knowledge and Power in the Global Economy

The Effects of School Reform in a Neoliberal/Neoconservative Age

Edited by **David Gabbard**, East Carolina University, USA

Series: Sociocultural, Political, and Historical Studies in Education Series

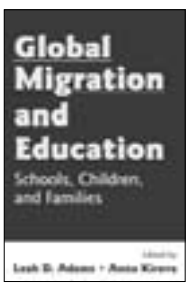
The second edition of *Knowledge and Power in the Global Economy* examines how neoliberal and neoconservative policies are working in tandem to privatize and commercialize public schools. It looks at how these policies and the agendas behind them have impacted the internal dynamics of school management, teaching, and learning, as well as how they have transformed the external dynamics of education from a public good or service offered to serve public interests to a private enterprise primarily serving private interests.

2007: 229 x 152: 608pp
Hb: 978-0-8058-5938-6: **£60.00**
Pb: 978-0-8058-5939-3: **£21.99**
eBook: 978-1-4106-1822-1

Global Migration and Education

Schools, Children, and Families

Edited by **Leah D. Adams**, Eastern Michigan University, USA and **Anna Kirova**, University of Alberta, Canada, Edmonton AB, Canada

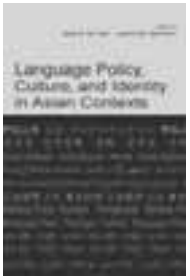


Global Migration and Education makes a notable contribution to understanding the issues faced by immigrant children, their parents, and educators as they interact in school settings, and to identifying the common challenges to, and successes in, educational institutions worldwide as they cope with these issues.

2006: 229 x 152: 368pp
Hb: 978-0-8058-5837-2: **£80.00**
Pb: 978-0-8058-5838-9: **£25.99**
eBook: 978-1-4106-1486-5

Language Policy, Culture, and Identity in Asian Contexts

Edited by Edited by **Amy B.M. Tsui**, University of Hong Kong, Peoples Republic of China and **James W. Tollefson**, International Christian University, Japan



Bringing together scholarship on issues relating to language, culture, and identity, with a special focus on Asian countries, this volume makes an important contribution in terms of analyzing and demonstrating how language is closely linked with crucial social, political, and economic forces, particularly the tensions between the demands of globalization and local identity.

2006: 229 x 152: 296pp
Hb: 978-0-8058-5693-4: **£75.00**
Pb: 978-0-8058-5694-1: **£22.99**
eBook: 978-1-4106-1452-0

Place-Based Education in the Global Age

Local Diversity

Edited by **David A. Gruenewald**, Washington State University, USA and **Gregory A. Smith**, Lewis and Clark College, USA

This volume is a landmark contribution to the burgeoning theory and practice of place-based education.

2007: 229 x 152: 408pp
Hb: 978-0-8058-5863-1: **£75.00**
Pb: 978-0-8058-5864-8: **£22.99**

Pedagogies of Globalization

The Rise of the Educational Security State

Joel Spring, Queens College, City University of New York, USA

Series: Sociocultural, Political, and Historical Studies in Education Series

In this ground-breaking book, Joel Spring examines globalization and its worldwide effects on education. A central thesis is that industrial-consumerism is the dominant paradigm in the integration of education and economic planning in modern economic security states. In the twenty-first century, national school systems have similar grades and promotion plans, instructional methods, curriculum organization, and linkages between secondary and higher education. Although there are local variations, the most striking feature is the sameness of educational systems. How did this happen? How was education globalized? Spring explains and analyzes this phenomenon and its consequences for human life and the future improvement of social and economic organizations.

2006: 229 x 152: 318pp
Hb: 978-0-8058-5556-2: **£75.00**
Pb: 978-0-8058-5557-9: **£22.99**

A New Paradigm for Global School Systems

Education for a Long and Happy Life

Joel Spring,Queens College, City University of New York, USA

Series: Sociocultural, Political, and Historical Studies in Education

This volume a major new contribution to Joel Spring's reportage and analysis of the intersection of global forces and education offers - a new paradigm for global school systems that function to protect the biosphere and human rights to support the happiness and well being of the schools staff, students and immediate community. Education for global economic competition is the prevailing goal of most national school systems.

2007: 229 x 152: 232pp
Hb: 978-0-8058-6123-5: **£75.00**
Pb: 978-0-8058-6124-2: **£18.99**

NEW

Activist Educators

Breaking Past Limits

Edited by **Catherine Marshall** and **Amy L. Anderson**, both at University of North Carolina, Chapel Hill, USA

Taking an active stand in today's conservative educational climate can be a risky business. Given both the expectations of the profession and the challenge of participation in social justice activism, how do educator activists manage the often competing demands of professional and activist commitments? *Activist Educators* offers a view into the big picture of assertive idealistic professionals' lives by presenting rich qualitative data on the impetus behind educators' activism and the strategies they used to push limits in fighting for a cause. Chapters follow the stories of educator activists as they take on problems in schools, including sexual harassment, sexism, racism, reproductive rights, and GLBT rights. The research in *Activist Educators* contributes to an understanding of professional and personal motivations for educators' activism, ultimately offering a significant contribution to aspiring teachers who need to know that education careers and social justice activist causes need not be mutually exclusive pursuits.

August 2008: 229 x 152: 232pp
Hb: 978-0-415-95666-6: **£70.00**
Pb: 978-0-415-95667-3: **£19.99**
eBook: 978-0-203-89258-9

FORTHCOMING IN 2009

Handbook on Education Policy Research

Edited by **David N. Plank**, **Gary Sykes** and **Barbara Schneider**

Education is no longer just about what happens in classrooms and schools, but increasingly is about the rules and regulations that drive our education system – from governance and finance to curriculum, pedagogy, and assessment. Virtually all aspects of the education enterprise (at all levels) are now the objects of policy research. Defining the boundaries of this fast growing and wide ranging field is the objective of this comprehensive, AERA sponsored handbook.

March 2009: 279 x 216: 1300pp
Hb: 978-0-415-98991-6: **£140.00**
Pb: 978-0-415-98992-3: **£55.00**

FORTHCOMING IN 2009

Handbook of Research on School Choice

Mark Berends, **Mathew G. Springer**, **Dale Ballou** and **Herbert J. Walberg**

Since the early 1990s when the nation's first charter school was opened in Minneapolis, the scope and availability of school-based options to parents has steadily expanded. No longer can public education be characterized as a monopoly. Sponsored by the National Center on School Choice (NCSC), this handbook makes readily available the most rigorous and policy-relevant research on K-12 school choice. Coverage includes charters, vouchers, home schooling, magnet schools, cyber schools, and other forms of choice, with the ultimate goal of defining the current state of this evolving field of research, policy, and practice. Key features include the following.

Comprehensive — This is the first book to provide a comprehensive review of what is known about the major forms of school choice from multiple perspectives: historical, political, economic, legal, methodological, and international. It also includes work on the governance, structure, process, effectiveness, and costs of school choice.

Readable – The editors and authors have taken care to translate rigorous research findings into comprehensible prose accessible to a broad range of readers.

International – In addition to thorough coverage of domestic research, the volume also draws on international and comparative studies of choice in foreign countries.

Expertise – The National Center on School Choice (NCSC) is a consortium that is headquartered at Vanderbilt University and includes the following partners: Brookings Institution, Brown University, Harvard University, National Bureau of Economic Research, Northwest Evaluation Association, and Stanford University.

This book is suitable for researchers, faculty and graduate students in education policy studies, politics of education, and social foundations of education. It should also be of interest to inservice administrators and policy makers.

April 2009: 254 x 178: 656pp
Hb: 978-0-8058-6223-2: **£105.00**
Pb: 978-0-8058-6224-9: **£50.00**
eBook: 978-0-203-88178-1

Charter School Outcomes

Edited by **Mark Berends** and **Matthew G. Springer**, both at Vanderbilt University, Peabody College and **Herbert J. Walberg**, Stanford University, USA

Sponsored by the National Center on School Choice, a research consortium headed by Vanderbilt University, this volume examines the growth and outcomes of the charter school movement. This volume is appropriate for researchers, instructors and graduate students in education policy programs and in political science and economics, as well as in-service administrators, policy makers, and providers.

2007: 229 x 152: 328pp
Hb: 978-0-8058-6221-8: **£70.00**
Pb: 978-0-8058-6222-5: **£21.99**
eBook: 978-1-4106-1608-1

The State of Education Policy Research

Edited by **Susan H. Fuhrman**, Columbia University, New York, USA, **David K. Cohen**, University of Michigan, Ann Arbor, USA and **Fritz Mosher**, Consortium for Policy Research in Education, Chappaqua, USA

The State of Education Policy Research is a comprehensive, insightful evaluation of the strengths and weaknesses of education policy research in the U.S. today. Editors Susan Fuhrman, David Cohen, and Fritz Mosher examine key issues facing policymakers and researchers including race, education equity, teacher quality, early education, privatization, and the politics of education policy. Important topics discussed in this influential new text include:

Politics of education – Covers research on key political groups including teachersí unions, business roundtables, parent and/or religious advocates, as well as state and federal lawmakers.

Race Discusses – race as an issue as well as a non-issue and includes a discussion of the testing gap.

State policies – Provides an overview of state policies directed at improving teacher quality and discusses the reality of a teacher shortage.

National Trends – Analyzes current trends toward centralization and standardization and the growing influence of federal and state mandates.

This book is appropriate for advanced courses in education administration, politics, and policy. It will also appeal to policy researchers in education, economics, and political science, to policy makers at the federal, state, and local levels and to the academic libraries serving them.

2007: 254 x 178: 432pp
Hb: 978-0-8058-5833-4: **£95.00**
Pb: 978-0-8058-5834-1: **£50.00**
eBook: 978-1-4106-1684-5

World Yearbook of Education 2007

Educating the Global Workforce: Knowledge, Knowledge Work and Knowledge Workers

Edited by **Lesley Farrell**, Monash University, Australia and **Tara Fenwick**, University of Alberta, Canada

Series: World Yearbook of Education series

The 2007 edition of this respected international volume considers the challenges facing work related education arising from the rapid expansion of the global economy and the impact of this on labour markets and individual workers.

Including perspectives from the US, UK, Canada, Australia, Africa, Eastern Europe, Central Asia, South America, India and South Africa, the 2007 volume is split into four clear sections covering key topics, such as:

- the current global context when all work, even local, is influenced by global economic activity
- workers are expected to engage in lifelong learning but also be mobile and deal with rapidly changing working knowledge
- work related education must prepare workers for the global economy and specific contexts, where governments attract global companies by promoting education and literate workforces
- how the responsibility for providing work-education is distributed between schools, vocational education, HE, professional bodies, local and global companies, governments, the private sector and individuals
- the pressures on formal education and training institutions to produce graduates with certain kinds of knowledge, skills and personal attributes.

2007: 234 x 156: 336pp
Hb: 978-0-415-41603-0: **£80.00**
eBook: 978-0-203-96266-4

World Yearbook of Education 2006

Education Research and Policy: Steering the Knowledge-Based Economy

Edited by **Jenny Ozga**, University of Edinburgh, UK, **Terri Seddon**, Monash University, Australia and **Thomas S. Popkewitz**, University of Wisconsin, USA

Series: World Yearbook of Education series

This volume considers the ways in which educational research is being shaped by policy across the globe. Policy effects on research are increasingly influential, as policies in and beyond education drive the formation of a knowledge-based economy by supporting increased international competitiveness through more effective, evidence-based interventions in schooling, education and training systems.

What consequences does this increased steering have for research in education? How do transnational agencies make their influence felt on educational research? How do national systems and traditions of educational research - and relations with policy - respond to these new pressures? What effects does it have on the quality of research and on the freedom of researchers to pursue their own agendas?

The 2006 volume of the *World Yearbook of Education* explores these issues, focusing on three key themes:

- globalising policy and research in education
- steering education research in national contexts
- global-local politics of education research.

The 2006 volume has a truly global reach, incorporating transnational policy perspectives from the OECD and the European Commission, alongside national cases from across the world in contrasting contexts that include North and South America, Canada, France, Singapore, China, Russia and New Zealand. The range of contributions reflect how pervasive these developments are, how much is new in this situation and to what extent evidence-based policy pressures on research in education build on past relationships between education and policy.

This book considers the impact of the steering processes on the work and identities of individual researchers and considers how research can be organised to play a more active role in the politics of the knowledge economy and learning society.

January 2006: 234 x 156: 360pp
Hb: 978-0-415-35934-4: **£85.00**
eBook: 978-0-203-00741-9

Rethinking Schooling

Twenty-Five Years of the Journal of Curriculum Studies

Edited by **Ian Westbury**, University of Illinois at Urbana-Champaign, USA and **Geoff Milburn**, The University of Western Ontario, Canada

Series: Education Heritage

Taking a collection of seminal articles from the *Journal of Curriculum Studies*, this book offers readers a vantage point for thinking about the worlds of schools and curricula, focusing in particular on the concept of seeing schools, curricula and teaching in new ways. Each of the chapters sheds fresh light on the ways of thinking the aforementioned. Themes include:

- classrooms and teaching
- pedagogy
- science and history education
- school and curriculum development
- students' lives in schools.

Written by an international group of distinguished scholars from Britain, North America, Sweden and Germany, the chapters draw on the perspectives offered by curriculum and pedagogical theory, history, ethnography, sociology, psychology and organisational studies and experiences in curriculum-making. Together they invite many questions about why teaching and curricula must be as they are.

Rethinking Schooling provides new futures for education and alternative ways of seeing them.

2006: 234 x 156: 344pp
Hb: 978-0-415-40744-1: **£85.00**
eBook: 978-0-203-96318-0

Tracing Education Policy

Selections from the Oxford Review of Education

Edited by **David Phillips**, University of Oxford, UK and **Geoffrey Walford**, University of Oxford, UK

Series: Education Heritage

'This book represents a trip down memory lane of recent educational history. It's a well selected collection of essays about the formulation of educational policy.' – *Tim Brighouse, TES*

This book brings together key articles that trace the development of British education policy since 1975 and provides a valuable route map to developments within education policy during this period. It includes twenty-six seminal articles from the *Oxford Review of Education* written by many of the leading authors in the field and covering issues and topics with a wide significance beyond Britain.

In one, easy-to-access place, this authoritative reference book provides a collection of articles that have made an important impact on policy studies and cover a broad range of significant policy issues, including:

- equality in education
- school effectiveness
- special educational needs
- school choice
- fourteen to nineteen education
- the structure of the educational system.

The book has been compiled by the current editors of the journal to show the development of the field, and their specially written introduction contextualises the selection and introduces students to the main issues and current thinking in the field.

2006: 234 x 156: 352pp
Hb: 978-0-415-39861-9: **£85.00**

Education Policy

Process, Themes and Impact

Les Bell, University of Leicester, UK and **Howard Stevenson**, University of Leicester, UK

Series: Leadership for Learning Series

As global pressures focus increasing attention on the outcomes of education policy and on their implications for economic prosperity and social citizenship, the experience of each individual learner is decisively shaped by the wider policy environment. However, there is often an underdeveloped understanding of how education policy is formed, what drives it and how it impacts on schools and colleges. This book explicitly makes these connections and links them to the wider challenges of educational leadership in a modern context.

Education Policy is divided into three sections, which examine:

- the development of policy at the levels of the nation state and individual institutions
- the forces that shape policies with emphasis on human capital theory, citizenship and social justice and accountability
- research-based case studies highlighting the application of policy in a range of situations.

The book provides a valuable resource for students, practitioners, middle managers and educational leaders in all sectors, both in the UK and internationally, who are engaged on masters and doctoral degrees, or undertaking leadership training and preparation programmes.

2006: 234 x 156: 208pp
Hb: 978-0-415-37771-3: **£80.00**
Pb: 978-0-415-37772-0: **£22.99**
eBook: 978-0-203-08857-9

FORTHCOMING IN 2009

Redefining Teacher Development

Jonathan Neufeld, Brock University, Canada

Series: Teachers, Teaching and Learning

This book asserts that teacher development should remain the primary medium for school improvement. It aims to reinvigorate research into teacher development by focusing attention on theoretical areas that were implied but not fully developed during the last century.

Jonathan Neufeld builds on the work of many well known writers such as Michael Fullan, Andy Hargreaves and David Labaree and argues that developing teachers was the promising path to educational reform. The author shows clearly what conceptual and philosophical foundations appealed to researchers during the early, middle, and later stages of this movement to develop teachers. He then traces the historical roots of these ideas to propose critically why the research movement withered. The overall aim of the book is to introduce some alternative theoretical foundations and propositions for the sake of innovative discussions about teachers' continuing educational development.

June 2009: 234 x 156: 240pp
Hb: 978-0-415-45431-5: **£80.00**

NEW

Radical Reforms

Perspectives on an era of educational change

Edited by **Christopher Chapman**, University of Manchester, UK and **Helen Gunter**, University of Manchester, UK

During the past decade international commentators and researchers have likened England to a science laboratory where the rate of experimentation has developed at a frenetic pace. Some governments have watched this situation with interest but from a distance, others have attempted to transfer policies and interventions across geographical and cultural boundaries. The current political climate would suggest this trend is likely to continue. Focusing on education as a major area of public policy in England, this book explores a decade of rapid and intensive modernization and draws out the lessons for those concerned with developing education systems across the globe.

In 1997 New Labour set out to transform the public sector in general, and education in particular. This book focuses specifically on reform in key areas:

- standards and accountability
- workforce reform
- choice and Diversity
- every child matters and beyond.

Such reforms are contested, and can be polarized, with discourses which stress the opportunities created, while others reveal the erosion of professional values. New Labour uses a 'score card' approach to measure their reforms, but this book goes much deeper and wider than this. Drawing on the framework which New Labour has developed to assess the approaches to and outcomes of interventions and the extent to which policies can deliver promised transformations, the authors present a critical account of reform by studying examples of policies, and conceptualizing the interplay of policy, practice and research.

This book will be of interest to researchers in education, education policy and school leadership in the UK and beyond.

December 2008: 234 x 156: 256pp
Hb: 978-0-415-46401-7: **£75.00**
Pb: 978-0-415-46402-4: **£22.99**
eBook: 978-0-203-88411-9

NEW

4TH EDITION

Key Concepts for Understanding Curriculum

Colin J. Marsh

Series: Teachers' Library

Key Concepts for Understanding Curriculum is an invaluable guide for all involved in curriculum matters. Now fully updated, this revised and enlarged fourth edition provides not only a solid grounding in the subject but also covers the latest trends and issues affecting the field. Written in Marsh's clear and accessible style, the book details the strengths, weaknesses and controversies around major concepts in curriculum, including

- curriculum planning and development
- curriculum management
- teaching perspectives
- collaborative involvement in curriculum
- curriculum ideology.

Now updated with new chapters on curriculum models, school-based curriculum development, learning studies, ICT developments in assessment, the new edition includes extra detail on standards and essential learning factors that have recently been introduced in a number of countries, including the UK, USA and Australia.

This up-to-date edition of a definitive text will be essential reading for anyone involved in curriculum planning or development. It will be especially useful to students training to be teachers, and practising teachers following professional development programmes.

December 2008: 234 x 156: 224pp
Hb: 978-0-415-46577-9: **£80.00**
Pb: 978-0-415-46578-6: **£25.99**
- **AVAILABLE AS AN INSPECTION COPY**

The Dynamics of Educational Effectiveness

A Contribution to Policy, Practice and Theory in Contemporary Schools

Bert P.M. Creemers, University of Groningen, the Netherlands and **Leonidas Kyriakides**, University of Cyprus

Series: Contexts of Learning

This book brings together the current thinking and research of two major investigators in the field of educational effectiveness. After defining educational effectiveness, the authors analyse the various theories and strands of research within educational effectiveness, especially with respect to the comprehensive model developed by Creemers.

Written by one of the worlds leading experts in the field, this book will both elucidate our current understanding of educational effectiveness and carry the discipline forward by proposing profound changes to accepted views.

2007: 234 x 156: 320pp
Hb: 978-0-415-38951-8: **£80.00**
Pb: 978-0-415-39953-1: **£22.99**
eBook: 978-0-203-93918-5

Bringing Knowledge Back In

From Social Constructivism to Social Realism in the Sociology of Education

Michael F.D. Young

What is it in the twenty-first century that we want young people, and adults returning to study, to know? What is it about the kind of knowledge that people can acquire at school, college or university that distinguishes it from the knowledge that people acquire in their everyday lives everyday lives, at work, and in their families?

Bringing Knowledge Back In draws on recent developments in the sociology of knowledge to propose answers to these key, but often overlooked, educational questions. Michael Young traces the changes in his own thinking about the question of knowledge in education since his earlier books *Knowledge and Control* and *The Curriculum of the Future*. He argues for the continuing relevance of the writings of Durkheim and Vygotsky and the unique importance of Basil Bernstein's often under-appreciated work. He illustrates the importance of questions about knowledge by investigating the dilemmas faced by researchers and policy makers in a range of fields. He also considers the broader issue of the role of sociologists in relation to educational policy in the context of increasingly interventionist governments. In so doing, the book:

This compelling and provocative book will be essential reading for anyone involved in research and debates about the curriculum as well as those with a specific interest in the sociology of education.

November 2007: 234x156: 272pp
Hb: 978-0-415-32120-4: **£75.00**
Pb: 978-0-415-32121-1: **£22.99**

Educational Research and Policy-Making

Exploring the Border Country Between Research and Policy

Edited by **Lesley Saunders**, General Teaching Council and the University of London, UK

This book provides a fascinating insight into the sometimes troubled relationship between 'research' and 'policy-making' in education. It shows how each of these areas of social and intellectual endeavour is in a state of dynamic change and how, as a result, they are becoming more mutually inter-permeable and posing increasingly challenging problems for each other.

It suggests a number of scenarios for the future development of the relationship and throws down some challenges for both communities.

Drawing together contributions from the premier league of UK educationalists the book is both thought-provoking and anxiously awaited by other academics wanting to learn from the experience of senior researchers.

2007: 234 x 156: 208pp
Hb: 978-0-415-41174-5: **£80.00**
Pb: 978-0-415-41175-2: **£22.99**
eBook: 978-0-203-93979-6

Curriculum and Imagination

Process Theory, Pedagogy and Action Research

James McKernan, East Carolina University, USA

Curriculum and Imagination describes an alternative 'process' model for designing developing, implementing and evaluating curriculum, suggesting that curriculum may be designed by specifying an educational process which contains key principles of procedure.

It provides a rational and logical alternative for all educators who plan curriculum but do not wish to be held captive by a mechanistic 'ends-means' notion of educational planning. Anyone studying or teaching curriculum studies, or involved in education or educational planning, will find this important new book fascinating reading.

2007: 234 x 156: 264pp
Hb: 978-0-415-41337-4: **£80.00**
Pb: 978-0-415-41338-1: **£23.99**
eBook: 978-0-203-94693-0

The Literacy Game

The Story of The National Literacy Strategy

John Stannard, Director, National Literacy Project, UK and **Laura Huxford**, University of Oxford, UK

Containing invaluable insights from the original director of the National Literary Strategy (NLS) and its director of training, this book provides the only systematic exploration of the reform programme.

A vital introduction and critical appraisal for pracitioners and students, *The Literacy Game* examines the origins, evolution and impact of the NLS, and provides a fully comprehensive contribution to the teaching of literacy and the management of educational change.

This illuminating text:

- sets out the political background and context to literacy education in England over a decade from 1996 to 2006
- explains and appraises the rationale and design underpinning the NLS, thereby rebutting some of the folk-lore that has built up around it
- provides an example of the principles and practices of large-scale system change
- links the NLS to wider global research on system change and educational reform
- evaluates the contribution of the NLS in advancing knowledge of the literacy curriculum in English and the development of pedagogy as a whole
- considers the impact and consequences of the NLS on standards of literacy.

The Literacy Game is an enlightening book which will appeal to all policy makers and academics who are keen to know what did and did not work in the NLS and why.

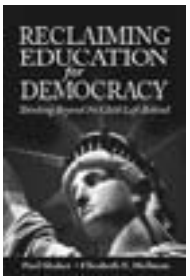
2007: 234 x 156: 224pp
Hb: 978-0-415-41700-6: **£80.00**
Pb: 978-0-415-41701-3: **£18.99**
eBook: 978-0-203-94491-2

Reclaiming Education for Democracy

Thinking Beyond No Child Left Behind

Paul Shaker, Simon Fraser University, Canada and **Elizabeth E. Heilman**, Michigan State University, USA

Series: Sociocultural, Political, and Historical Studies in Education



Reclaiming Education for Democracy subjects the prophets and doctrines of educational neoliberalism to scrutiny in order to provide a rationale and vision for public education beyond the limits of No Child Left Behind. The authors combine a history of recent education policy with an in- depth analysis of the origins of such policy and its impact on professional educators. The public face of these policies is separated from motives rooted in politics, profit, and ideology. The book also searches for new insights in understanding the neoliberal and managerialist assault on education by examining the psychology of advocates who demonstrate a special animus toward universal public education. The manipulation of public education by No Child Left Behind is a case study in the general approach to public institutions taken by the politicians and theorists in these camps. K-12 education has been subjected to deceptive descriptive analyses, marginalization of its professional leadership, manipulation of its goals, the imposition of illegitimate quality markers, a grab on its resources by corporate profiteers, and a demoralization of its rank and file. This book helps us think beyond this new commonsense of education.

June 2008: 229 x 152: 256pp
Hb: 978-0-8058-5841-9: **£75.00**
Pb: 978-0-8058-5842-6: **£22.99**
eBook: 978-0-203-89451-4

Technology and the Politics of Instruction

Jan Nespor, Jan Nespor, Virginia Polytechnic Institute and State University, USA

In this study of computer-mediated instruction (CMI) in a U.S. research university that is the site of nationally known innovations in this area, Jan Nespor traces the varying material and organizational entanglements of a constantly reconfiguring network of people, things, categories, and ideas that are sometimes loosely, sometimes tightly entangled in forms of CMI. He unfolds how the different forms and meanings of CMI policy and practice were constructed over time, across departments, and in relation to students' academic trajectories. Tying together a range of issues usually separated in discussions of instructional technology and examining often slighted topics, such as the articulations of local and national practices, this book questions the common vocabulary for making sense of CMI and contributes to educational change theory by showing how CMI has evolved both from the top-down and the bottom-up.

2006: 229 x 152: 208pp
Hb: 978-0-8058-5817-4: **£42.50**
Pb: 978-0-8058-5818-1: **£14.99**
eBook: 978-0-203-88236-8

New Foundations for Knowledge in Educational Administration, Policy, and Politics

Science and Sensationalism

Edited by **Douglas E. Mitchell**, University of California at Riverside, Riverside, USA

This book probes the intellectual foundations of scholarly inquiry into educational administration, policy, and politics. The contributors all recognized scholars in the fields of educational organization, administration, policy and politics tackle the question of epistemology directly, addressing anew what rules of scholarly conduct should guide research and practice in the field, and how those rules of inquiry should guide the training of scholars and education professionals. The Introduction places the chapters in a common intellectual framework for rebuilding confidence in social science inquiry and of the legitimacy of the university as an arbiter of scientific knowledge claims. Intended audiences for this volume include research scholars, faculty, graduate students, and policy agency staffers in the fields of educational policy, politics, and administration; educational evaluation; and educational foundations.

2006: 229 x 152: 280pp
Hb: 978-0-8058-5432-9: **£65.00**
Pb: 978-0-8058-5433-6: **£22.99**

Handbook of Research in Education Finance and Policy

Edited by **Helen F. Ladd**, Duke University, USA and **Edward B. Fiske**

Sponsored by the American Education Finance Association (AEFA), this groundbreaking new handbook assembles in one place the existing research-based knowledge in education finance and policy, thereby helping to define this evolving field of research and practice. It provides a readily available resource for anyone seriously involved in education finance and policy in the United States and around the world.

The *Handbook* traces the evolution of the field from its initial focus on school inputs (per pupil expenditures) and the revenue sources (property taxes, state aid programs, etc) used to finance these inputs to a focus on educational outcomes (student achievement) and the larger policies used to achieve them. It shows how the current decision-making context in school finance inevitably interacts with those of governance, accountability, equity, privatization, and other areas of education policy. Because a full understanding of the important contemporary issues requires inputs from a variety of perspectives, the *Handbook* draws on contributors from a variety of disciplines. While many of the chapters cover complex state-of-the-art empirical research, the authors explain key concepts in language that non-specialists can understand.

2007: 254 x 178: 784pp
Hb: 978-0-8058-6144-0: **£105.00**
Pb: 978-0-8058-6145-7: **£50.00**
eBook: 978-0-203-96106-3

Handbook of Education Politics and Policy

Edited by **Bruce Cooper**, Fordham University, **James Cibulka**, University of Kentucky and **Lance Fusarelli**, North Carolina State University, USA

Written by a mix of established and rising stars in school politics, policy, law, finance, and reform this comprehensive handbook provides a 3-part framework that helps organize this relatively new and loosely organized field of study. Part 1 examines the macro-level (structural and institutional) backdrop to our educational system: democracy, federalism, political parties and elections. Part 2 examines the micro-level political behaviors and cultural influences operating within schools and among interest groups, and Part 3 looks at the major ideological and philosophical positions that frame discussions of educational equity and excellence. A central theme running through the book is how to harness politics to school equity and improvement.

Key features include:

Thematic Discussions – detailed discussions of key topics in educational politics are organized by themes and competing perspectives. The overarching themes are 1) the goals of the U.S. political system (justice, equity, opportunity, efficiency and choice); 2) the means and resources for reaching these goals; and 3) the political behaviors and compromises that seek to mitigate ideological differences and conflicts of interest.

Research Oriented – in addition to summarizing the latest research connected to key topics, each chapter exemplifies and reports on the methods and techniques for further exploration of these topics.

Reform Oriented – throughout the book and especially in the summarizing chapter, authors provide suggestions for improving the political behaviors of key educational groups and individuals: unions, superintendents, politicians, school boards, teachers, and parents. It is hoped that an understanding of political goals, governance processes and policy outcomes may contribute to ongoing reform.

June 2008: 254 x 178: 464pp
Hb: 978-0-8058-6111-2: **£125.00**
Pb: 978-0-8058-6112-9: **£50.00**
eBook: 978-1-4106-1468-1

To What Ends and By What Means

The Social Justice Implications of Contemporary School Finance Theory and Policy

Edited by **Gloria M. Rodriguez**, University of California, Davis, USA and **R. Anthony Rolle**, Texas A&M, USA

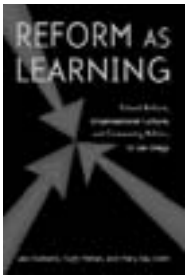
This unique collection examines the social justice implications of contemporary economic, finance, and budgeting policies affecting the K-12 education system in the United States.

2007: 229 x 152: 224pp
Hb: 978-0-415-95482-2: **£75.00**
Pb: 978-0-415-95483-9: **£19.99**

Reform as Learning

School Reform, Organizational Culture, and Community Politics in San Diego

Lea Ann Hubbard, University of San Diego, USA, **Mary Kay Stein**, University of Pittsburgh, USA and **Hugh Mehan**, University of California, San Diego, USA



Drawing on careful ethnographic research collected over the entire four years of the San Diego reforms, this book identifies how teachers, principles, and other district educators were shaped by the large-scale reforms and the ways in which the reforms unfolded.

2006: 229 x 152: 320pp
Hb: 978-0-415-95376-4: **£75.00**
Pb: 978-0-415-95377-1: **£19.99**

NEW

Creative Learning in the Primary School

Bob Jeffrey, The Open University, UK and **Peter Woods**, The Open University, UK

Creative Learning in the Primary School uses ethnographic research to consider the main features of creative teaching and learning within the context of contemporary policy reforms. In particular, the authors are interested in the clash between two oppositional discourses - creativity and performativity - and how they are resolved in creative teacher practice. The book complements previous work by these authors on creative teaching by giving more consideration to creative learning.

The first section of the book explores the nature of creative teaching and learning by examining four key features: relevance, control, ownership and innovation. The authors devote a chapter to each of these aspects, outlining their properties and illustrating them with a wide range of examples, mainly from recent practice in primary schools.

The second section presents some instructive examples of schools promoting creative learning, and of how creative primary schools have responded to the policy reforms of recent years. The chapters focus specifically on:

- how pupils act as a powerful resource for creative learning for each other and for their teachers
- how teachers have appropriated the reforms to enhance their creativity
- and how one school has moved over a period of ten years from heavy constraint to high creativity.

The blend of analysis, case-study material and implications for practice will make this book attractive to primary teachers, school managers, policy makers, teacher educators and researchers.

December 2008: 234 x 156: 192pp
Hb: 978-0-415-46471-0: **£75.00**
Pb: 978-0-415-46472-7: **£22.99**
eBook: 978-0-203-88473-7

NEW

Essays on Pedagogy

Robin Alexander

Seven authoritative contributions to the emerging field of pedagogy and to comparative, cultural and policy studies in education. A must for those who want to do more than merely comply with received versions of 'best practice'.

Pedagogy is at last gaining the attention in English-speaking countries which it has long enjoyed elsewhere. But is it the right kind of attention? Do we still tend to equate pedagogy with teaching technique and little more? Now that governments, too, have become interested in it, is pedagogy a proper matter for public policy and official prescription?

In Essays on Pedagogy, Robin Alexander brings together some of his most powerful recent writing, drawing on research undertaken in Britain and other countries, to illustrate his view that to engage properly with pedagogy we need to apply cultural, historical and international perspectives, as well as evidence on how children most effectively learn and teachers most productively teach.

The book includes chapters on a number of themes, expertly woven together:

- the politicisation of school and classroom life and the trend towards a pedagogy of compliance
- the benefits and hazards of international comparison
- pedagogical dichotomies old and new, and how to avoid them
- how education and pedagogy might respond to a world in peril
- the rare and special chemistry of the personal and the professional which produces outstanding teaching
- the scope and character of pedagogy itself, as a field of enquiry and action.

For those who see teachers as thinking professionals, rather than as technicians who merely comply with received views of 'best practice', this book will open minds while maintaining a practical focus. For student teachers it will provide a framework for their development. Its strong and consistent international perspective will be of interest to educational comparativists, but is also an essential response to globalisation and the predicaments now facing humanity as a whole.

July 2008: 234 x 156: 224pp
Hb: 978-0-415-45482-7: **£75.00**
Pb: 978-0-415-45483-4: **£22.99**
- **AVAILABLE AS AN INSPECTION COPY**

Curriculum and the Teacher

35 years of the Cambridge Journal of Education

Edited by **Nigel Norris**, University of East Anglia, UK

Series: Education Heritage

Even though the curriculum can be tightly specified and controlled by strong accountability mechanisms, it is teachers who decisively shape the educational experiences of children and young people at school.

Bringing together seminal papers from the Cambridge Journal of Education around the theme of curriculum and the teacher, this book explores the changing conceptions of curriculum and teaching and the changing role of the teacher in curriculum development and delivery.

The book is organised around three major themes:

Taking its lead from Lawrence Stenhouse, Part One looks at 'defining the curriculum problem' from a variety of perspectives and includes papers from some of the most influential curriculum theorists over the last thirty years.

Part Two explores the framing of new orders of educational experience. It has papers from leading educational thinkers who have contributed to debates about how to make education more inclusive, humane, liberating, creative and educational.

Part Three is focused on teachers and teaching. It offers a selection of papers from significant scholars in the field reflecting on the experience of teaching and how it is personally as well as socially constructed and theorised.

The papers are drawn from important and eventful periods of educational history spanning the curriculum reform movement of the 1960s and 1970s to the present age of surveillance, accountability and control. A specially written Introduction contextualises the papers.

Part of the Routledge Education Heritage series, Curriculum and the Teacher presents landmark texts from the Cambridge Journal of Education, offering a wealth of material for students and researchers in education.

January 2008: 234 x 156: 372pp
Hb: 978-0-415-45533-6: **£85.00**
eBook: 978-0-203-93085-4

The Death of Progressive Education

How Teachers Lost Control of the Classroom

Roy Lowe, Institute of Education, University of London, UK

The first authoritative survey of the changing politics of the classroom since the Second World War. It charts the process by which society moved away from being one in which teachers decided both the content of the school curriculum and how it would be taught towards the present situation.

2007: 234 x 156
Hb: 978-0-415-35971-9: **£75.00**
Pb: 978-0-415-35972-6: **£22.99**
eBook: 978-0-203-94595-7
- **AVAILABLE AS AN INSPECTION COPY**

Pedagogy and Learning with ICT

Researching the Art of Innovation

Bridget Somekh, Manchester Metropolitan University, UK

Bridget Somekh draws on her experience of researching the introduction of ICT into education to look at ICT development over the last twenty years. The book provides a fascinating, in-depth analysis of the nature of learning, ICT pedagogies and the processes of change for teachers, schools and education systems. It covers the key issues relating to the innovation of ICT that have arisen over this period, including:

- the process of change
- educational vision for ICT
- teacher motivation and engagement
- the phenomenon of 'fit' to existing practices
- systemic constraints
- policy and evaluation of its implementation
- students' motivation and engagement
- the penetration of ICT into the home
- online learning and the 'disembodied' teacher.

2007: 234 x 156: 224pp
Hb: 978-0-415-40983-4: **£75.00**
Pb: 978-0-415-40982-7: **£22.99**
eBook: 978-0-203-94700-5

The RoutledgeFalmer Reader in Education Policy and Politics

Edited by **Bob Lingard**, University of Edinburgh, UK and **Jenny Ozga**, University of Edinburgh, UK

Series: RoutledgeFalmer Readers in Education

This *Reader* brings together selected papers from leading scholars to address the most significant recent development in educational policy and politics: the impact of globalisation. The papers discuss, document and analyse evidence of globalisation's effects on the new direction of education policies and practices, and in the production of globalised agendas for the redesign of state provision and the governance of education.

2006: 234 x 156: 288pp
Hb: 978-0-415-34573-6: **£80.00**
Pb: 978-0-415-34574-3: **£22.99**
eBook: 978-0-203-56720-3

- **AVAILABLE AS AN INSPECTION COPY**

A Good School for Every Child

Sir Cyril Taylor

With Foreword by **David Blunkett MP** and **Kenneth Baker.**

Sir Cyril Taylor has served as an adviser to ten successive UK Education Secretaries and Four Prime Ministers, both Conservative and Labour, from Margaret Thatcher to Gordon Brown, on first the City Technology colleges, then the Specialist Schools, and subsequently on the Specialist Schools and Academies programme from 1987 to 2007.

This book is an insider's look at some of the key challenges in education, particularly how to raise standards in low attaining schools, improving levels of literacy and numeracy and teaching our children the skills they need for the 21st Century. This fascinating book discusses how these issues have been dealt with politically in the last twenty years, and what should now be top priorities for government and LEAs going forward.

Chapters focus on many of the critical educational issues of our day including; Criteria for measuring the success of our schools, accountability, encouraging 16 and 17 year olds to remain in full time education or training and empowering Headteachers. Throughout the book case studies are included that are both instructive and inspirational, showing how schools can raise the standards of achievement for all pupils.

March 2009: 234 x 156: 220pp
Hb: 978-0-415-48252-3: **£75.00**
Pb:978-0-415-48253-0: **£19.99**

Extended Schools and Children's Centres

A Practical Guide

Rita Cheminais, Education Consultant

Featuring helpful checklists, models of good practice, templates and photocopiable resources that can be used in development work, this highly practical book will be an invaluable resource for anyone involved with implementing *Every Child Matters* in extended schools and children's centres.

As well as setting out roles and expectations, this unique book clearly and thoroughly explains how to:

- implement and meet the five ECM outcomes for well-being
- provide extended services and wraparound care
- work in partnership with agencies and private, voluntary and community sector providers
- quality-assure and evaluate the impact of provision and care
- self-review, monitor and evaluate the ECM outcomes in line with national standards and OFSTED.

From leaders and managers, to front-line staff and volunteers, everyone will find this step-by-step handbook packed with useful advice and suggestions for further reading, websites and resources.

2007: 297 x 210: 176pp
Pb: 978-1-84312-475-7: **£18.99**
eBook: 978-0-203-93175-2

Inclusion

Linda Evans, Education Consultant, UK

Series: No-Nonsense Series

Inclusion is much more than special needs – it's also about helping the hard to reach, the gifted and talented, those with English as an additional language and much more depending on your area and its social and cultural diversity.

Whatever the individual make up of your school, this book will tell you the basic principles that you need in order to both satisfy OfSTED and provide the right opportunities for your pupils.

2007: 216 x 138: 120pp
Pb: 978-1-84312-453-5: **£9.99**
eBook: 978-0-203-96267-1

FORTHCOMING IN 2009

Children's Living Spaces

Involving young children and adults in designing schools, children's centres and nurseries

Clark Alison, Institute of Education, University of London, UK

Based on two actual building projects, this book is the first of its kind to demonstrate the possibilities of including young children's perspectives in the design and review of children's spaces. It provides insights into how young children see their current environment as well as their aspirations for future spaces. The issues raised have implications for those who work in children's spaces as well as for those who design them.

The book describes a particular set of methods for listening to young children, the Mosaic approach, which has been pioneered by the author. The methods used are designed to play to young childrenís strengths and include visual as well as verbal ways of communicating, with an emphasis on new technologies.

Living Spaces documents the adaptation of this approach in the context of changes to the physical environment. It demonstrates how this visual approach can support practitioners as well as young children to articulate their perspectives And it shows how participatory methods can support new relationships between children, practitioners and architects.

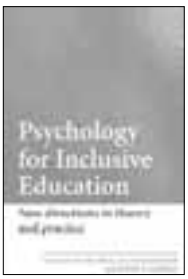
June 2009
Hb: 978-0-415-45859-7: **£75.00**
Pb: 978-0-415-45860-3: **£22.99**

NEW

Psychology for Inclusive Education

New Directions in Theory and Practice

Edited by **Peter Hick**, University of Manchester, UK, **Ruth Kershner**, University of Cambridge, UK and **Peter Farrell**, University of Manchester, UK



'A fascinating collection of useful sources, and one I know I shall return to frequently.' – *Anne Edwards, Professor of Education, University of Oxford, UK*

'Psychologists have long argued for inclusion on the grounds of equity and human rights. In this timely and insightful book, psychologists examine inclusion through the lens of psychology.' – *Professor Joe Elliott, School of Education, Durham University*

'A thought-provoking collection which – like grit in a machine - repeatedly triggers a pause and challenges the responsive reader.' – *Ann Lewis, Professor of Special Education and Educational Psychology, University of Birmingham.*

'This is a book that will become a key reader on a number of courses including psychology, education and disability studies.' – *Daniel Goodley, Professor of Psychology and Disability Studies, MMU*

'It ... will appeal to a very wide audience, providing an essential element to further the debate in an area that has for too long been sidelined.' – *Chris Forlin, Associate Professor, Hong Kong Institute of Education*

What can psychology offer inclusive education? Traditionally, special education has looked to psychology for many of its theoretical resources and practical strategies. While those seeking to promote more inclusive education have tended to see psychology and psychologists as part of the problem by providing a rationale for segregation. However, in practice many psychologists today are developing inclusive ways of working, and are paying attention to psychological theories that underpin inclusive education.

Psychology for Inclusive Education reframes the contribution of psychology in terms of its relevance to inclusion and will show how psychological theories of learning and human development are compatible with inclusive education. Part 1 explores psychological theories relevant to understanding inclusive education and Part 2 looks at how psychology can contribute to promoting more inclusive education in practice.

Bringing together a highly distinguished list of international contributors from the UK, USA and South Africa and including practising educational psychologists, this book will link theory to practice in schools and classrooms. International in focus and at the very cutting edge of the field, this is essential reading for all those interested in the development of inclusive education.

September 2008: 234 x 156: 200pp
Hb: 978-0-415-39049-1: **£75.00**
Pb: 978-0-415-39050-7: **£22.99**
eBook: 978-0-203-89147-6

Working Together in Children's Services

Damien Fitzgerald and **Janet Kay**, Sheffield Hallam University, UK

The importance of interagency cooperation within children's services has been highlighted within recent government strategy, including the Every Child Matters agenda, the development of Children's Centres and the expansion of Extended Schools. Following tragic cases such as Victoria Climbie, the need for effective multi-disciplinary teamwork and interagency co-operation across all education and care settings remains as pressing as ever.

Working Together in Children's Services addresses a range of theoretical perspectives and contexts to stimulate students and practitioners critical thinking about the issues of multi-agency working. The book provides the reader with a critical framework for understanding both new and future developments and explores key issues like:

- The notion of 'working together' and what it means in practice
- The benefits and barriers of multi-agency work
- Current policy and requirements for successful interdisciplinary working
- Essential skills for inter-professional teamwork.

As modules on multi-professional working become increasingly common, the book will provide core reading for all students of Early Childhood Studies, Initial Teacher Education and Foundation Degrees in the Early Years. By showing how to develop successful multi-agency partnerships, it is also highly relevant for teachers and practitioners working across children's services.

2007: 234 x 156: 152pp
Pb: 978-1-84312-467-2: **£18.99**
eBook: 978-0-203-92679-6
- **AVAILABLE AS AN INSPECTION COPY**

FORTHCOMING IN 2009

'Failure Free Education?'

Research Policy and Practice over Three Decades

David Reynolds

Series: Contexts of Learning

This collection of David Reynolds' writing brings together for the first time many of his most influential and thought-provoking pieces. Drawing on the author's work from over three decades the individual article, paper and book extracts combine to give a valuable overview of how school effectiveness is both perceived and changing.

The individual papers have been updated to reflect recent changes, while fresh material firmly sets the collection within a modern context. Grouped into four coherent sections, the book covers all aspects of school effectiveness, looking at:

- laying the foundations of the effective school
- pushing the boundaries
- trying to influence policy and practice
- contemporary cutting-edge solutions.

April 2009: 234 x 156: 384pp
Hb: 978-0-415-36783-7: **£75.00**
eBook: 978-0-203-02023-4

NEW

Creating and Sustaining Arts-Based School Reform

The A+ Schools Program

George W. Noblit, University of North Carolina at Chapel Hill, USA, **H. Dickson Corbett** and **Bruce L. Wilson**, both at Wilson Corbett Associates, USA Educating Global Citizens and **Meredith McKinney**, Meredith College, North Carolina, USA

Taking a close look at the issue of the arts and school reform, this book explores in detail how the incorporation of the arts into the identity of a school can be key to its resilience. Based on the A+ School Program, an arts-based school reform effort, it is much more than a report of a single case - this landmark study is a comprehensive, longitudinal analysis of arts in education initiatives that discusses the political, fiscal, and curricular implications inherent in taking the arts seriously.

Offering a model for implementation as well as evaluation that can be widely adapted in other schools and school districts, this book will inspire arts educators to move from advocating more arts to advocating the arts as a way to reform schools. Administrators and policy makers will see how curriculum integration can be used to revitalize and energize schools and serve as a springboard to wider reform initiatives. Researchers and students across the fields of arts education, school reform, organizational change, and foundations of education will be informed and enlightened by this real-world scenario of large-scale school reform.

December 2008: 229 x 152: 256pp
Hb: 978-0-8058-6150-1: **£75.00**
Pb: 978-0-8058-6149-5: **£22.99**
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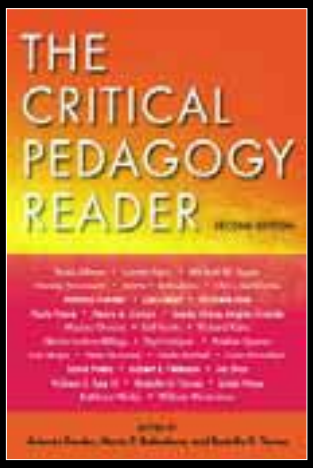

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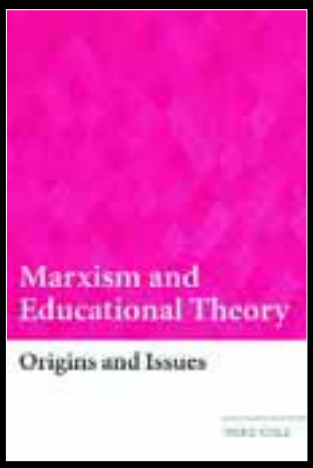

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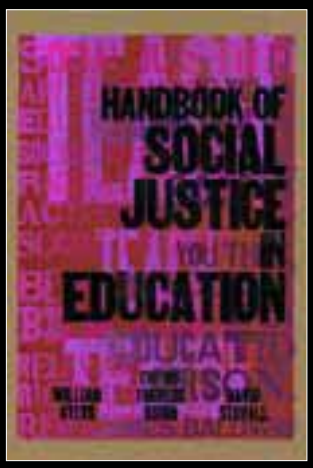

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