Education Policy and Politics

New Titles and Key Backlist 2010
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Education Policy and Politics
New Titles and Key Backlist 2010

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NEW

The Gates Foundation and the Future of US “Public” Schools
Edited by Philip Kovacs, University of Alabama-Huntsville, USA
Series: Routledge Research in Education
What are the implications when the educational policy and priority of public schools are concentrated in ways that foster de-unisonization and teacher de-skilling while homogenizing school models and curriculum? This volume addresses this crucial, unanswered question while investigating the impact of the Gates Foundation on education.

August 2010: 234 x 156: 208pp
Hb: 978-0-415-87334-5: $95.00
For more information, visit: www.routledge.com/9780415873345

NEW

Ecopedagogy
Educating for Sustainability in Schools and Society
Richard Kahn, University of North Dakota, USA
Series: Positions: Education, Politics, and Culture
With ever-mounting and unprecedented ecological crises such as global warming, biodiversity extinction, the pollution by synthetic chemicals and other toxins, schools can no longer afford anything less than a thoroughgoing commitment to teaching for sustainability. Ecopedagogy can contribute to this project by working in the tradition of critical pedagogy to critique the current pedagogical terrain from the standpoint of sustainability, and to advance potential openings for robust forms of ecocriticality and the reconstrucation of education.

This accessibly written introduction, ideal for courses in both education and environmental studies, establishes the idea and history of ecopedagogy as a social and educational movement for sustainability. Richard Kahn then turns his attention to critically examine both the pros and cons of the current sustainability developments in several major contemporary educational sectors. Ultimately he provides a powerful illustration for how the notion of ecopedagogy as a form of ongoing education can offer emancipatory critiques of schools, educational policy, and institutional and organizational culture.

October 2010: 234 x 156: 150pp
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For more information, visit: www.routledge.com/9780415803786

NEW

Education and Culture
Jocely Quinn, London Metropolitan University, UK
Series: Routledge Research in Education
Jocely Quinn presents a radical new perspective on the interrelationships between education and culture. Rather than viewing education in isolation from major cultural debates, she demonstrates how culture shapes education and education shapes culture. Cultural perspectives and rich empirical data from a wide range of research with learners in university voluntary, community and work settings are used to provide a bridge between cultural theory and the embodied worlds of learners. Drawing vivid links with other cultural evidence from literature and popular culture, this book convincingly shows how anti-realist theory can produce positive material changes both in education and society.

March 2010: 234 x 156: 192pp
Hb: 978-0-415-99405-7: $95.00
For more information, visit: www.routledge.com/9780415994057

NEW

Knowledge Power
Interdisciplinary Education for a Complex World
Alan Wilson, University College London, UK
Success in the twenty-first century demands knowledge power – for individuals, organisations, cities, regions and countries. This book offers a map showing the structure of the knowledge space in a contemporary context. The routes beyond traditional disciplines are charted, in part based on the notions of superconcepts and superproblems. There are major implications for the development of education systems, particularly for universities but also for all employers as they seek to ensure that their organisations have the requisite knowledge to meet future challenges. In many instances, radical change is called for.

The traditional disciplines and their future development are reviewed and systems concepts are introduced to develop an interdisciplinary framework for the future. The nature of the knowledge core for different kinds of organisation is outlined in the context of development strategies and management capabilities. Superconcepts are introduced throughout and through these, the reader is introduced to a range of authors who provide the signposts for the way ahead.

February 2010: 234 x 156: 176pp
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ebook: 978-0-203-85803-5
For more information, visit: www.routledge.com/9780415555317

NEW

Leadership, Accountability, and Culture
Giovanna Barzanò, Ministry of Education, Italy
Series: Routledge Research in Education
Accountability, as a set of formal and informal practices making schools answerable to various constituencies and stakeholders, is a crucial issue for principals all over the world. It is the object of an intense debate both in the contexts where it has a stronger tradition, as well as in the ones where it is progressively gaining more space. This book examines the cultural aspects that inform the conceptualisations and the perceptions of educational accountability in different societal contexts and the influences they have on the role of school leaders. On the basis of a comparison of the data collected through the analysis of policy documents and in-depth interviews with key informants in four different educational systems throughout the world, Barzanò presents a picture of the ways accountability mechanisms vary and are made sense of in the frameworks of different cultural and societal traditions, both at the levels of policy and practice.

July 2010: 234 x 156: 224pp
Hb: 978-0-415-87610-0: $95.00
For more information, visit: www.routledge.com/9780415876100
NEW
2nd Edition
Education as Enforcement
The Militarization and Corporatization of Schools
Edited by Kenneth J. Saltman and David A. Gabbard
The first volume to focus on the intersections of militarization, corporations and education, Education as Enforcement exposes the many ways schooling has become a major means through which the expansion of global corporate power is enforced. Since publication of the first edition, these trends have increased to disturbing levels, thanks to larger cultural phenomena such as the extensive militarization of civil society, the implosion of the social conservative movement, and the financial meltdown that radically calls into question the basic assumptions underlying neoliberal ideology. An understanding of the enforcement of these corporate economic imperatives remains imperative to a critical discussion of related militarized trends in schools, whether through accountability and standards, school security, or other discipline based reforms.

Updates to the second edition include a new introduction and foreword that frame a text that continues to be thematically important as well as topical. Updated chapters throughout are complemented by two entirely new chapters on popular culture and the relationship between militarism and zero tolerance policies in schools. In so doing, the revised edition of this important collection highlights the inherent dangers in the expansion of authoritarian forms of education and its threats to possibilities for democratic schooling and a meaningful contribution to broader democratic society.

August 2010: 234 x 156: 256pp
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For more information, visit: www.routledge.com/9780415876018

NEW
Knowledge, Pedagogy and Society
International Perspectives on Basil Bernstein’s Sociology of Education
Edited by Daniel Frangdji and Philippe Vitale, Université de Provence, France
The transmission of knowledge allows every person to experience personal, intellectual and social boundaries that condense the past and open the future. It is the transmission of knowledge that grants each person the right to participate in the production of a social order, as well as the right to maintain it, and to change it. But if it is to succeed, we must be able to analyse the social biases that are entrenched in the very structure that works on transmitting and acquiring knowledge, the educational system and its theories and assumptions. Basil Bernstein developed an original approach with which to study diverse educational phenomena, taking seriously questions regarding the transmission, distribution, acquisition, and transformation of knowledge. This book seeks to clarify the broad brushstrokes of his theories, developed over a span of more than forty years. The collection gathers together scholars from every corner of the globe, specialists in education, sociology, and epistemology who test and examine Bernstein’s work against the backdrop of their own research. From teaching content and the social, cognitive, and linguistic aspects of education, to changes in the political climate in the early twenty-first century, this collection proposes an open dialogue with Bernstein and Bourdieu’s works using a forward-looking and dynamic approach.

NEW
Cross-Cultural Perspectives on Policy and Practice
Decolonizing Community Contexts
Edited by Jennifer Lavia and Michele Moore, both at 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.

NEW
Class in Education
Knowledge, Pedagogy, Subjectivity
Edited by Deborah Kelsh, College of Saint Rose, USA, Dave Hill, University of Northampton, UK and Sheila Macrine, Montclair State University, USA
This book brings back class as a materialist analysis of social inequalities originating at the point of production and reproduced in all cultural practices. Addressing a wide range of issues – from the interpretive logic of the new humanities to racism to reading, school-level curricula to educational policy – the contributors focus on the effects of the different understandings of class have on various sites of pedagogy and open up new spaces for a materialist pedagogy and critical education in the times of globalization and the regimes of the digital.

NEW
Citizenship, Education and Social Conflict
Edited by Hanan Alexander, Haleda Pinson, both at Haifa University, Israel and Yossi Yonah, Ben Gurion University, Israel
Series: Routledge Research in Education
This volume calls on us to rethink the accepted liberal and national discourses that have long dominated the conceptualization and practice of citizenship and citizenship education in light of social conflict, globalization, terrorism, and the spread of an extreme form of capitalism. The contributors of the volume identify the main challenges to the role of citizenship education in the context of globalization, conflicts and the changes to the institution of citizenship they entail, and critically examine the ways in which schools and education systems currently address – and may be able to improve – the role of citizenship education in conflict-ridden and multicultural contexts.

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Advocacy Leadership
Toward a Post-Reform Agenda in Education
Gary L. Anderson, Steinhardt School of Education, New York University, USA

In this timely and important book, Gary L. Anderson provides a devastating critique of why a managerial role for educational leaders is counterproductive, especially for improving opportunities for low-income students and students of colour, 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.

2009: 234 x 156: 232pp
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Hidden Markets
The New Education Privatization
Patricia Burch, University of Wisconsin-Madison, USA

Across the US, test publishers, software companies, and research firms are swimming 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 particular influence on: home schooling, remedial instruction, management consulting, test development, data management, and staff development. Patricia Burch’s analysis demonstrates that only when we subject these relationships 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.

2009: 234 x 156: 200pp
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Controversy in the Classroom
The Democratic Power of Discussion
Diana E. Hess, University of Wisconsin-Madison, USA

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.

2009: 234 x 156: 216pp
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eBook: 978-0-203-87888-0
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Black Literate Lives
Historical and Contemporary Perspectives
Maisha T. Fisher, Emory University, USA

This book offers an innovative approach to understanding the multi-dimensional perspectives of Black literate lives in the US. It demonstrates the ways that ‘minority’ groups keep their practices alive inside and outside of educational institutions, even when these groups are oppressed.

2008: 234 x 156: 200pp
Hb: 978-0-415-95865-3: $125.00
Pb: 978-0-415-95864-6: $36.95
eBook: 978-0-203-89045-5
For more information, visit: www.routledge.com/9780415958653
Race, Whiteness, and Education

Zeus Leonardo, University of California, Berkeley, USA

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 Wayne Au'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 social relations interact with one another and of their impact in thinking about a more genuine sense of multiculturelism. 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.

2009: 234 x 156: 232pp
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Unequal By Design

High-Stakes Testing and the Standardization of Inequality

Wayne Au, California State University, Fullerton, USA

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 nineteenth and early twentieth 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.

2008: 234 x 156: 216pp
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For more information, visit: www.routledge.com/9780415990714

Education and Hope in Troubled Times

Visions of Change for Our Children’s World

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

Series: Sociocultural, Political, and Historical Studies in Education

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 twenty-first 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 US, this book is a critical catalyst and focus for re-thinking public policy on education.

2009: 234 x 156: 304pp
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NEW

Handbook of Youth Prevention Science

Edited by Beth Doll, University of Nebraska at Lincoln, USA, William Pfohl, Western Kentucky University, USA and Jina Yoon, Wayne State University, USA

The Handbook of Youth Prevention Science describes current research and practice in mental health preventive interventions for youth. Traditional prevention research focused on preventing specific disorders, for example, substance abuse, conduct disorders, or criminality. This produced ‘silos’ of isolated knowledge about the prevention of individual disorders without acknowledging the overlapping goals, strategies, and impacts of prevention programs. This Handbook reflects current research and practice by organizing prevention science around comprehensive systems that reach across all disorders and all institutions within a community. Throughout the book, preventive interventions are seen as complementary components of effective mental health programs, not as replacements for therapeutic interventions.

This book is suitable for researchers, instructors, and graduate students in the areas of: school counselling, school psychology, educational psychology, school leadership, special education, and school social work. It is also appropriate for the academic libraries serving these audiences.

October 2009: 246 x 174: 544pp
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ebook: 978-0-203-88185-9
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NEW

Handbook of School-Family Partnerships

Edited by Sandra L. Christenson, University of Minnesota, USA and Amy L. Reschly, University of Georgia, USA

Family-school partnerships are increasingly touted as a means of improving both student and school improvement. This recognition has led to an increase in policies and initiatives that offer the following benefits: improved communication between parents and educators, home and school goals that are mutually supportive and shared, better understanding of the complexities impinging on children’s development, and pooling of family and school resources to find and implement solutions to shared goals.

This is the first comprehensive review of what is known about the effects of home-school partnerships on student and school achievement. It provides a brief history of home-school partnerships, presents evidence-based practices for working with families across developmental stages, and provides an agenda for future research and policy.

This book:
• provides comprehensive, cross-disciplinary coverage of theoretical issues and research concerning family-school partnerships
• describes those aspects of school-family partnerships that have been adequately researched and promotes their implementation as evidence-based interventions
• charts cutting-edge research agendas and methods for exploring school-family partnerships
• charts the implications such research has for training, policy and practice especially regarding educational disparities

This book is appropriate for researchers, instructors, and graduate students in the areas of: school counselling, school psychology, educational psychology, school leadership, special education, and school social work. It is also appropriate for the academic libraries serving these audiences.

April 2010: 246 x 174: 496pp
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NEW

Learning to Fail
How Society Lets Young People Down
Fran Abrams
During a decade of relative prosperity from the mid-1990s onward, governments across the developed world failed to crack one major issue – youth unemployment. Even when economic growth was strong, one young person in ten in the United Kingdom was neither working nor learning. As the boom ended, the number of young people dropping out after leaving school – already acknowledged to be too high – began to rise at an alarming rate. As governments face up to the prospect of a new generation on the dole, this book examines the root causes of the problem.

Through the stories of these young people, this book reveals how marginalised young people are let down on every step of their journey. Growing up in areas where aspiration has died or barely ever existed, with parents who struggle to guide them on life in the twenty-first century, they are let down by schools where teachers underestimate them, by colleges and careers advisers; who mislead them, and by an employment market which has forgotten how to care or to nurture. Learning to Fail goes behind the headlines about anti-social behaviour, drugs and teenage pregnancy to paint a picture of real lives and how they are affected by outside forces. It gives a voice to ordinary parents and youngsters so they can speak for themselves about what Britain needs to do to turn its teenage failures into a success story.

September 2009: 234 x 156: 184pp
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Science, Society and Sustainability
Education and Empowerment for an Uncertain World
Edited by Donald Gray, Laura Colucci-Gray, both at University of Aberdeen, UK and Elena Camino, Accademia Albertina, Italy
Series: Routledge Research in Education
Recent work in science and technological studies has provided a clearer understanding of the way in which science functions in society and the interconnectedness among different strands of science, policy, economy and environment. It is well acknowledged that a different way of thinking is required in order to address problems facing the global community, particularly in relation to issues of risk and uncertainty, which affect humanity as a whole. However, approaches to education in science tend to perpetuate an outmoded way of thinking that is incomparable with preparing individuals for participation and decision-making in an uncertain, complex world. Drawing on experiences of interdisciplinary dialogue in a higher education context, this book illustrates how reformulating the agenda in science and technology can have a revolutionary impact on learning and teaching in the classroom at all levels.

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Contesting Neoliberal Education
Public Resistance and Collective Advance
Edited by Dave Hill, University of Northampton, UK
Series: Routledge Studies in Social and Political Thought
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.

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NEW

Liberalism, Neoliberalism, Social Democracy
Thin Communitarian Perspectives on Political Philosophy and Education
Mark Ollsen, University of Surrey, UK
Series: Routledge Studies in Social and Political Thought
The Credit Crunch of 2008 has exposed the fallacies of neoliberalism and its thesis of the self-regulating market, which has been ascendancy in both economic theory and policy over the last thirty years. In moving beyond neoliberalism, social democratic arguments are once again coming to the fore; however, in the context of the twenty-first century, they will need to be theorized in relation to new global concerns. This book critically revisits the core theses of liberalism and neoliberalism that have provided philosophical support to free market economics – as enunciated in the writings of liberal political philosophers such as Friedrich von Hayek, Karl Popper and Isaiah Berlin – and seeks to expose the deficiencies of their beliefs that became hegemonic from the 1970s until the first decades of the present century. In moving beyond the formulas and mantras of liberalism, the book seeks to re-theorize social democracy and articulate a new vision of the political arrangements needed for the twenty-first century by reconsidering issues such as liberty, autonomy, social dependence and multiculturalism.

August 2009: 234 x 156: 294pp
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NEW

Political Agendas for Education
From Change We Can Believe In to Putting America First
Joel Spring, Queens College, USA
Series: Sociocultural, Political, and Historical Studies in Education
Bringing up-to-date Joel Spring’s ongoing documentation and analysis of political agendas for education in the US, the fourth edition focuses on the Republican and Democratic parties in the 2008 national election and post-2008 election era. In order to consider the similarities and differences in the evolution of the Republican and Democratic education agendas, this edition includes updated and new chapters on the Democratic education agenda, and updated discussions of the Republican education agenda.

This fourth edition:
• relates previous Democratic education policies with President Obama’s concerns with the global economy and human capital theory
• highlights how Democrats came to support No Child Left Behind as a solution to civil rights issues related to schooling and Obama’s quest to close the achievement gap
• deals with the Democratic side of the culture war dividing the two political parties, particularly regarding multicultural education and language issues
• includes a completely new chapter on “Teacher Agendas: Republicans and Democrats”
• shows how the education agendas from the 2008 campaign of John McCain and Sarah Palin are compatible with previous Republican desires to protect socially conservative values in schools.

Political Agendas for Education is essential reading for courses dealing with the politics of education, foundations of education, educational leadership, curriculum studies, and for educational scholars, professionals, policymakers, and all those concerned with the politics of education in the US and its consequences for schools and society.

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The concept of ‘standards’

Series: Routledge International Handbooks of Education

The Routledge International Handbook of Critical Education
Edited by Michael W. Apple, University of Wisconsin-Madison, 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, pedagogical, 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.

2009: 246 x 174: 512pp
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Social Justice, Peace, and Environmental Education
Transformative Standards
Edited by Julie Andrzejewski, St. Cloud State University, USA, Marta Balotadano, Loyola Marymount University, USA and Linda Symcox, California State University, Long Beach, USA

Series: Teaching/Learning Social Justice

The concept of ‘standards’ seems antithetical to the ways critical educators are dedicated to teaching, but what would ‘standards’ look like if they were generated from social justice perspectives and through collaborative and inclusive processes? Such is the central question posed by the contributors of this groundbreaking collection on the interconnectedness of social justice, peace, and environmental preservation.

Challenging education that promotes consumerism, careerism, and corporate profiteering, they boldly offer examples of a new paradigm for practicing a transformative critical pedagogy. Rather than just talking about coalition building within and across educational communities, they demonstrate how we might communicate from different vantage points and disciplinary boundaries to create a broader picture of social and eco-justice. Social Justice, Peace, and Environmental Education will be required reading for educators and students who want to envision and practice living, acting, and teaching for a better world.

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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. Teaching by Numbers 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.

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

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Providing an accessible introduction to new ideas and recent developments in cognitive and socio-cultural perspectives on learning, this book reviews advances in selected topics that are especially relevant for teachers and other educators.

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Edited by Stephen Gough and Andrew Stables, both at University of Bath, UK
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This book explores the implications for sustainability and security from a range of intellectual perspectives on liberalism, such as those offered by John Rawls, Robert Nozick, Frederick Hayek, Ronald Dworkin, Michael Oakshott, Amartya Sen and Jürgen Habermas.

The Rich World and the Impoverishment of Education
Diminishing Democracy, Equity and Workers’ Rights
Edited by Dave Hill, University of Northampton, UK
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This book advances a powerful critique of neoliberalised education – privatisation, marketisation, new public managerialism, increasing control and surveillance of schools and colleges – in eight of the rich countries of the world: the USA, Canada, England and Wales, Finland, Greece, Taiwan, Israel, and Japan.

Reclaiming Education for Democracy
Thinking Beyond No Child Left Behind
Paul Shaker, Simon Fraser University, Canada and Elizabeth E. Heilman, Michigan State University, USA
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This book 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.

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Edited by Joyce E. Canaan, Birmingham City University, UK and Wesley Shumar, Drexel University, USA
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This volume considers how current transitions in postsecondary education are impacting Higher Education (HE) institutions and subjects in a number of Northern nations, as well as how these transitions are indicative of the wider shift from the welfare to the market state.

Education in Popular Culture
Telling Tales on Teachers and Learners
Roy Fisher, Ann Harris and Christine Jarvis, all at University of Huddersfield, UK
Demonstrating how popular culture both reflects and constructs social and professional ideas about the teacher, this book looks at a number of themes that are central to debates about education including bullying, underachievement and sexuality.
GLOBAL EDUCATION POLICY AND POLITICS

NEW
Changing Schools in an Era of Globalization
John Chi-Kin Lee, The Chinese University of Hong Kong and Brian Caldwell, University of Melbourne, Australia

Much has been written about globalization and the challenge of preparing young people for the new world of work and life in times of complexity and continuous change. However, few works have examined how globalization has and will continue to shape education in the East. This volume discusses education within the context of globalization and examines what is occurring in schools and systems of education in the People’s Republic of China, Hong Kong, Chinese Taipei, Singapore, and Australia. Closer examination of recent developments and current trends reveal the same turbulence and a range of common issues in areas such as assessment, curriculum, leadership, management of change, pedagogy, policy, professional capacity and technology. This volume demonstrates the commonalities and differences and offers tremendous insight into the way things are done in places where high student achievement is coupled with a philosophy and system of education based on research. These issues are contextualized in case studies by leading scholars in the field.

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Education and Climate Change
Living and Learning in Interesting Times
Edited by Fumiyo Kagawa and David Selby, both at University of Plymouth, UK

There is widespread consensus in the international scientific community that climate change is happening and that abrupt and irreversible impacts are already set in motion. What part does education have to play in helping alleviate rampant climate change and in mitigating its worst effects? In this volume, contributors review and reflect upon social learning from and within their fields of educational expertise in response to the concerns over climate change. They address the contributions the field is currently making to help pre-empt and mitigate the environmental and social impacts of climate change, as well as how it will continue to respond to the ever-changing climate situation.

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Ethnography and Language Policy
Edited by Teresa L. McCarty, Arizona State University, USA

Illuminating, through ethnographic inquiry, how individual agents ‘make’ language policy in everyday social practice, this volume advances the growing field of language planning and policy using a critical sociocultural and ethnographic approach. Recognizing that language policy is not only about official acts and documents, and not merely or even primarily about language per se, but rather about power relations that privilege some languages and speech communities while marginalizing others, it seeks to expand policy discourses in ways that lead to social justice for all. Using this conceptual framework, tapping into leading-edge interdisciplinary scholarship and charting new directions, the authors address a variety of pressing language policy and planning issues: the impacts of globalization, diaspora, and transmigration on language practices and policies; language shift, endangerment, and revitalization; medium-of-instruction policies; heritage-language maintenance; literacy and biliteracy; language and ethnic/national identity; and the tensions inherent in conducting language planning and policy research. These issues are contextualized in case studies by leading scholars in the field.

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Globalization, the Nation-State and the Citizen
Dilemmas and Directions for Civics and Citizenship Education
Edited by Alan Reid, Judith Gill, both at University of South Australia and Alan Sears, University of New Brunswick, Canada

This book offers a detailed exploration of the ways in which these groups of young people, marked by economic disadvantage and ethnic and religious diversity, have come to see themselves in new ways. By giving these young people shape and form – both looking across their experiences in different cities and attending to their particularities – Lost Youth in the Global City sets a productive and generative agenda for the field of critical youth studies.

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NEW
Lost Youth in the Global City
Class, Culture, and the Urban Imaginary
Jo-Anne Dillabough, University of Cambridge, UK and Jacqueline Kennelly, University of British Columbia, Canada

Series: Critical Youth Studies

What does it mean to be young, economically disadvantaged, and subject to constant surveillance both from the formal agencies of the state and from the informal challenge of competing youth groups? What is life like for young people living on the fringe of global cities in late modernity, no longer at the centre of city life, but pushed instead to new and insecure margins of the urban inner city? How are changing patterns of migration and work, along with shifting gender roles and expectations, impacting marginalised youth in the radically transformed urban city of the twenty-first century?

In Lost Youth in the Global City, Jo-Anne Dillabough and Jacqueline Kennelly focus on young people who live at the margins of urban centres, the ‘edges’ where low-income, immigrant, and other disenfranchised youth are increasingly finding and defining themselves. Taking the imperative of multi-sited ethnography and urban youth cultures as a starting point, this rich and layered book offers a detailed exploration of the ways in which these groups of young people, marked by economic disadvantage and ethnic and religious diversity, have sought to navigate a new urban terrain and, in so doing, have come to see themselves in new ways. By giving these young people shape and form – both looking across their experiences in different cities and attending to their particularities – Lost Youth in the Global City sets a productive and generative agenda for the field of critical youth studies.
Globalizing Education Policy

Fazal Rizvi, University of Illinois, USA and Bob Lingard, University of Queensland, Australia

‘Rizvi and Lingard’s account of the global politics of education is thoughtful, complex and compelling. It is the first really comprehensive discussion and analysis of global trends in education policy, their effects – structural and individual – and resistance to them. In the enormous body of writing on globalization this book stands out and will become a basic text in education policy courses around the world.’ – Stephen J. Ball, Karl Mannheim Professor of Sociology of Education, Institute of Education, University of London, UK

In Globalizing Education Policy, the authors explore the key global drivers of policy change in education, and suggest that these do not operate in the same way in all nation-states. They examine the transformative effects of globalization on the discursive terrain within which educational policies are developed and enacted, arguing that this terrain is increasingly informed by a range of neo-liberal precepts which have fundamentally changed the ways in which we think about educational governance. They also suggest that whilst in some countries these precepts are resisted, to some extent, they have nonetheless become hegemonic, and provide an overview of some critical issues in educational policy to which this hegemonic view of globalization has given rise, including:

• devolution and decentralization
• new forms of governance
• the balance between public and private funding of education
• access and equity and the education of girls
• curriculum particularly with respect to the teaching of English language and technology
• pedagogies and high stakes testing
• and the global trade in education.

These issues are explored within the context of major shifts in global processes and ideological discourses currently being experienced, and negotiated by all countries. The book also provides an approach to education policy analysis in an age of globalization and will be of interest to those studying globalization and education policy across the social sciences.

NEW

Global Crises, Social Justice, and Education

Edited by Michael W. Apple, University of Wisconsin-Madison, USA

Education cannot be understood today without recognizing that nearly all educational policies and practices are strongly influenced by an increasingly integrated international economy. Reforms in one country have significant effects in others, just as immigration and population tides from one area to another have tremendous impacts on what counts as official knowledge and responsive and effective education. But what are the realities of these global crises that so many people are experiencing and how do their effects on education resonate throughout the world?

Global Crises, Social Justice, and Education looks into the ways we understand globalization and education by getting specific about what committed educators can do to counter the relations of dominance and subordination around the world. From some of the world’s leading critical educators and activists, this timely new collection provides thorough and detailed analyses of four specific centres of global crisis: the United States, Japan, Israel/Palestine, and Mexico. Each chapter engages in a powerful and critical analysis of what exactly is occurring in these regions and counters with an equally compelling critical portrayal of the educational work being done to interrupt global subordination and domination. Without settling for vague ideas or romantic slogans of hope, Global Crises, Social Justice, and Education offers real, concrete examples and strategies that will contribute to ongoing movements and counter-hegemonic struggles already active in education today.

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The Worldliness of a Cosmopolitan Education

Passionate Lives in Public Service

William F. Pinar, University of British Columbia, USA

Series: Studies in Curriculum Theory

William F. Pinar positions himself against three pressing problems of the profession:

• the crime of collectivism that identity politics commits
• the devaluation of academic knowledge by the programmatic preoccupations of teacher education
• the effacement of educational experience by standardized testing.

A cosmopolitan curriculum, Pinar argues, juxtaposes the abstract and the concrete, the collective and the individual: history and biography, politics and art, public service and private passion. Such a curriculum provides passages between the subjective and the social, and in so doing, engenders that worldliness a cosmopolitan education invites. Such worldliness is vividly discernible in the lives of three heroic individuals: Jane Addams (1860-1935), Laura Bragg (1881-1978), and Pier Paolo Pasolini (1922-1975). What these disparate individuals offer a performative rather than representative ideal.

A cosmopolitan curriculum offers real, concrete examples and strategies that will contribute to ongoing movements and counter-hegemonic struggles already active in education today.

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NEW

Globalizing Education, Educating the Local

How Method Made us Mad

Ian Stronach, Liverpool John Moores University, UK

This book offers a critical and deconstructive account of global discourses on education, arguing that these overblown ‘hypernarratives’ are neither economically, technically nor philosophically defensible. Nor even sane. Their ‘mythic economic instrumentalism’ mimic rather than meet the economic needs of global capitalism in ways that the Crash of 2008 brings into vivid disarray. They reduce national education to the same ‘hollowed out’ state as national capitalisms, subject to global pseudo-accountancy and fads. The book calls for a philosophical and methodological revolution, arguing for more transformative narratives that remediate qualitative inquiry, particularly in addressing a more performative rather than representative ideal.

The first part of the book aims to critique, deconstruct and satirise contemporary assumptions about educational achievement and outputs, the nature of contemporary educational discourses, and the nature of the professionalism that sustain them. The second part offers innovative postmodernist ways of reconstructing a theory and methodology that aims at ‘educating the local’ rather than succumbing to the fantasies of the universal.

This is a very timely book in that the economic crisis re-exposes the mythic nature of education-economic linkages, putting discourses prefaced on such ‘connections’ into parallel crisis. Our global educational discourses have also crashed, and new futures need urgently to be found. Such a ‘tournaround’ is both proposed and argued for. The book will appeal to a wide range of readers who are committed to educational and cultural change, and who are interested in a new politics of education. It will have an immediate relevance and appeal in the UK, USA, Australia and New Zealand in particular.

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International Perspectives on Student Outcomes and Homework
Family-School-Community Partnerships
Edited by Rollande Deslandes, Université du Québec à Trois-Rivières, Canada
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This synthesis of the latest knowledge on homework presents unique findings by researchers from various countries and diverse professional backgrounds. It approaches the topic of homework from several perspectives, including:
- its political and cultural contexts
- aspects of parental involvement and parent-child relationships
- school contexts and practices
- observable impacts.
It highlights homework-specific concerns and considers two principal solutions. Firstly, support initiatives from schools and communities. Secondly, improved homework design, aimed at attracting greater student interest and promoting communication within families.

Globalization of Education
An Introduction
Joel Spring, Queens College, 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.

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Curriculum, Syllabus Design and Equity

A Primer and Model

Edited by Allan Luke, Woods Annette and Katie Weir, all at University of Technology, Australia

Curriculum scholars and teachers working for social justice and equity have been caught up in acrimonious and polarizing political debates over content, ideology, and disciplinary knowledge. At the forefront in cutting through these debates and addressing the practical questions of the ‘technical form’ of the syllabus, this volume advances a unified, principled approach to the design of syllabus documents that aims for high quality/high equity educational outcomes. It introduces and unpacks definitions of curriculum, syllabus, the school subject, and ‘informed professionalism’; presents principles of design that are key to equitable teaching and learning; discusses a range of approaches; and offers clear and practical guidelines for writing curriculum documents and designing official syllabi and professional development programs at system and school levels. Examples from the US, Canada, Europe and Asia are included.

The editors and contributors, all leading international scholars, stress throughout the need for syllabus design that enhances local curriculum development capacity and teachers’ professional responses to specific community and student contexts.

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Inclusive Education in the Middle East

Eman Gaad, The British University in Dubai, United Arab Emirates

Series: Routledge Research in Education

The potential of adopting inclusive education to support learning for all is an international phenomenon that is finding its way to the Middle East and the Arabian region. Eman Gaad examines the current status of inclusive education in Arabia and the Middle East through an assessment of the latest international, regional, and local research into inclusive education. With a focus on the more complex areas of related cultural practice and attitudes towards inclusive education in this dynamic and fast-changing part of the world, Gaad offers a research-based analysis of the current educational status of the Arabian Gulf and some Middle Eastern countries that adopted inclusive practice in education, and others that are yet to follow. This book will be of great interest to students, academics, teachers, and therapists in the field of comparative and inclusive education as well as those with an interest in policies of education in the dynamic and culturally distinguished Middle Eastern Arab region.

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Dismantling Contemporary Deficit Thinking examines the ongoing social construction of deficit thinking in three aspects of current discourse—the genetic pathology model, the culture of poverty model, and the ‘at-risk’ model in which poor students, students of colour, and their families are pathologized and marginalized. Richard R. Valencia challenges these three contemporary components of the deficit thinking theory by providing incisive critiques and discussing competing explanations for the pervasive school failure of many students in the nation’s public schools. Valencia also discusses a number of proactive, anti-deficit thinking suggestions from the fields of teacher education and leadership, and educational ethnography that are intended to provide a more equitable and democratic schooling for all students.

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Written by one of the leading scholars in the field, Irregular Schooling builds on extant research and literature pertaining to social justice whilst providing a critique of the present state of approaches to inclusive education. It offers readers a series of propositions for moving inclusive education forward, making it a compelling and important text for policy-makers, students of education, teachers and teacher educators.

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Envisioned as a primer and guide for educators and members of the public interested in incorporating the local into schools in their own communities, this book explains the purpose and nature of place- and community-based education and provides multiple examples of its practice. The detailed descriptions of learning experiences set both within and beyond the classroom will help readers begin the process of advocating for or incorporating local content and experiences into their schools.

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NEW IN 2011

Urban Education

A Model for Leadership and Policy

Edited by Karen Gallagher, Estela Bensimon, Dominic Brewer and Rodney Goodyear

Many factors complicate the education of urban students. Among them have been issues related to population density; racial, ethnic, cultural, and linguistic diversity; poverty; racism (individual and institutional); and funding levels. Although these factors may have been addressing these issues for decades, placing them under the umbrella of ‘urban education’ and treating them as a specific area of practice and inquiry is relatively recent. Despite the wide adoption of the term a consensus about its meaning exists at only the broadest of levels. In short, urban education remains an ill-defined concept.

This Handbook addresses this definitional challenge and provides a three-part conceptual model in which the achievement of equity for all—regardless of race, gender, or ethnicity—is an ideal that is central to urban education. The model also posits that effective urban education requires attention to the three central issues that confronts all education systems: (a) accountability of individuals and the institutions in which they work, (b) leadership, which occurs in multiple ways and at multiple levels, and (c) learning, which is the raison d’être of education.

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Postfeminist Education?
Girls and the Sexual Politics of Schooling
Jessica Ringrose, Institute of Education, University of London, UK
Series: Foundations and Futures of Education
What are the effects of post-feminist, neo-liberal politics and practices, and for which girls?
Can we better understand the current gender and educational climate through making post-feminist discourses our object of critical inquiry?
Contemporary post-feminist politics are grounded in assumptions that gender equity has now been achieved for girls and women in education, the workplace and the home. Discourses now promote the idea that women have total equality or have even surpassed boys and men – at the expense of men – and that feminism has gone ‘too far’, is obsolete and out of touch.
Using feminist post-structuralist and Foucauldian frameworks this book is a first in its explicit exploration and critique of how educational discourses have directly contributed to post-feminist notions about female power and success. Indeed, some educational research even posits as normative the new ‘super’, ‘alpha girls’, who have overcome all obstacles and combine feminine qualities of adaptation and learning with masculine practices of rationality and assertion to become the new successful citizens. This book explores the formation of this new ideal feminine educational subject and the contemporary dilemma foisted upon girls to somehow balance particular versions of masculinity and femininity to be a ‘successful girl’.

Mapping how gender is constructed in international educational policy and research, the author explores how research and policy influences the globalized media and popular culture on discourses about girls. She uses a feminist critique, and applies recent feminist post-structuralist and Foucaldian frameworks to understand how girls negotiate and challenge post-feminist approaches, to present a methodological framework to understand the ways in which the social conditions for girls have over their learning

For over ten years, Readings for Diversity and Social Justice has been the go-to anthology for the broadest possible coverage of issues related to identity and oppression from a social justice perspective. This highly-anticipated second edition breaks even further ground, boasting over forty more readings than previously available, updated and original section introductions, and three entirely new chapter sections on Religious Oppression, Transgender Oppression, and Ageism/Adultism. As with the first edition, each chapter section is divided into Contexts, Personal Voices, and Next Steps? The first two parts provide vivid portraits of the meaning of diversity and the realities of oppression. The third part challenges the reader to take action to end oppressive behavior and affirm diversity and social justice.

Added new features to this edition include:
• over 130 readings, many new and updated, including three entirely new sections
• a ‘Table of Intersections’ that enables readers to identify all selections that treat issues of race, religion, gender, sexuality, disability, class, and age, beyond those in designated topical chapters
• an all new Companion Website with additional resources, further suggested readings, and teaching materials.

February 2010: 234 x 156: 312pp
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TEACHING FOR DIVERSITY AND SOCIAL JUSTICE

Teaching for Diversity and Social Justice
Lee Anne Bell, Maurianne Adams and Pat Griffin

February 2007: 246 x 174: 496pp
Hb: 978-0-415-95199-5: $145.00
Pb: 978-0-415-95200-2: $40.95
For more information, visit: www.routledge.com/9780415952002

Black Youth Matters presents a compelling, empirical picture of black youth who respond creatively to permanent school exclusion. Structural approaches to social stratification often set the terms of discussion around isolated narratives of individual ‘success stories’. In this book, the authors intervene with a new point of view by focusing instead on collective experiences of broader black communities. They both engage with and move beyond structural models of stratification and education, thereby affirming the enduring importance of individual and collective aspiration – an impulse that has not been exhausted for black youth even in the face of systematic, longstanding, and overwhelming inequality. Based on long-term ethnographic research with young people permanently excluded from school, Black Youth Matters examines the resourcefulness of young black people in overcoming the process of school failure to forge more positive futures for themselves.

December 2009: 234 x 156: 176pp
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NEW

Social Inequalities (Re)formed
Consulting Pupils about Learning
Madeleine Arnot and Diane Reay, both at University of Cambridge, UK
The increasing international interest in pupil consultation has been partly fuelled by the encouragement of personalised/individualised learning strategies and the involvement of pupils in their learning.
Drawing on an in-depth study which consulted eight to fourteen year-old pupils from a variety of ethnic and class backgrounds in different school settings, the book:
• offers a sociological study of learning through an exploration of the social inequalities in the control pupils have over their learning
• identifies, from a pupil’s perspective, the social conditions of learning within contemporary performance-oriented school cultures
• explores the ways in which the social conditions of learning differ for pupils according to their gender, race, social class and achievement levels
• identifies the ways in which pupils are being consulted by teachers and the social conditions for successful consultation

This book will appeal to masters and doctoral students in gender studies and equality studies/human rights programmes, as well as academics and researchers.

December 2010: 234 x 156: 224pp
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NEW

Black Youth Matters
Transitions from School to Success
Cecile Wright, Nottingham Trent University, UK, P.J. Standen, University of Nottingham, UK and Tina Patel, Liverpool John Moores University, UK
Series: Critical Youth Studies

Black Youth Matters presents a compelling, empirical picture of black youth who respond creatively to permanent school exclusion. Structural approaches to social stratification often set the terms of discussion around isolated narratives of individual ‘success stories’. In this book, the authors intervene with a new point of view by focusing instead on collective experiences of broader black communities. They both engage with and move beyond structural models of stratification and education, thereby affirming the enduring importance of individual and collective aspiration – an impulse that has not been exhausted for black youth even in the face of systematic, longstanding, and overwhelming inequality. Based on long-term ethnographic research with young people permanently excluded from school, Black Youth Matters examines the resourcefulness of young black people in overcoming the process of school failure to forge more positive futures for themselves.

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Handbook of Latinos and Education
Theory, Research, and Practice
Edited by Enrique G. Murillo Jr., California State University, San Bernadino, USA, Sofia A. Villenas, Ruth Trinidad Galván, Juan Sánchez Muñoz, Corinna Martínez and Margarita Machado-Casas

Providing a comprehensive review of rigorous, innovative, and critical scholarship relevant to educational issues which impact Latinos, this Handbook captures the field at this point in time. Its unique purpose and function is to profile the scope and terrain of academic inquiry on Latinos and education. Presenting the most significant and potentially influential work in the field in terms of its contributions to research, professional practice, and the emergence of related interdisciplinary studies and theory, the volume is organized around five themes:

- history, theory, and methodology
- policies and politics
- language and culture
- teaching and learning
- resources and information.

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 and commitment to the educational groups, agencies, organizations and institutions sharing a common interest in and commitment to the educational

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, which grew out of a project of the American Academy of Arts and Sciences, 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.

November 2009: 234 x 156: 322pp
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PERSISTENT INEQUALITY
Contemporary Realities in the Education of Undocumented Latino/o Students

Maria Pabon Lopez, Indiana University School of Law, Indianapolis, USA and Gerardo R. Lopez, Indiana University, USA

Series: The Critical Educator

Based on a long tradition of scholarship in Latino education and on newer critical race theory ideas, Persistent Inequality answers burning questions about how educational policy has to rise to meet the unique challenges of undocumented students’ lives as well as those which face nearly all Latinos in the U.S. educational system. How solid is the Supreme Court precedent, Plyler v. Doe, that allows undocumented children the opportunity to attend public K-12 school free of charge? What would happen if the Supreme Court overruled it? How have immigration raids affected public school children and school administrators? To shed some light on these vital questions, the authors provide a critical analysis of the various legal and policy aspects of the U.S. educational system.

November 2009: 234 x 156: 240pp
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The Routledge International Companion to Multicultural Education
Edited by James A. Banks, University of Washington, Seattle, USA

Series: Routledge International Handbooks of Education

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.

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Affirming Students’ Right to Their Own Language
Bridging Language Policies and Pedagogical Practices
Edited by Jerrie Cobb Scott, University of Memphis, USA, Dolores Y. Straker, University of Cincinnati, USA and Laurie Katz, 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.

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American Indian Education
Counternarratives in Racism, Struggle, and the Law
Matthew L.M. Fletcher, Michigan State University, USA
Series: The Critical Educator
This original book highlights the challenges faced by American Indian students at all levels of education, analyzing their education through a lens of law and policy, and paving the way for an honest discussion about solutions.

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How Academic Capital Formation can Improve Policy in Higher Education
Edward P. St. John
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Racism and Education  
Coincidence or Conspiracy? 
David Gilborn, Institute of Education, University of London, UK  
This book challenges the dominant assumptions and attitudes that shape education and is the first major study in the UK to adopt ‘Critical Race Theory’ – a radical new perspective on the nature of racism and public policy.

Race, Gender and Educational Desire  
Why Black Women Succeed and Fail 
Heidi Safia Mirza, Middlesex University, UK  
This book 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, taking the topic in new, challenging directions.

Psychology for Inclusive Education  
New Directions in Theory and Practice 
Edited by Peter Hick, Ruth Kershner, University of Cambridge, UK and Peter Farrell, Manchester University, UK  
A study of the ways in which modern psychological theory can be used to support the practice of inclusive education in the classroom.
NEW

Negotiating Language Policies in Schools
Educators as Policymakers

Edited by Kate Menken and Ofelia García, both at City University of New York, USA

Educators are at the epicenter of language policy in education. This book explores how they interpret, negotiate, resist, and (re)create language policies in classrooms. Bridging the divide between policy and practice by analyzing their interconnectedness, it examines the negotiation of language education policies in schools around the world, focusing on educators’ central role in this complex and dynamic process.

Each chapter shares findings from research conducted in specific school districts, schools, or classrooms around the world and then details how educators negotiate policy in these local contexts. Discussion questions are included in each chapter. A highlighted section provides practical suggestions and guiding principles for teachers who are negotiating language policies in their own schools.

March 2010: 234 x 156: 296pp
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NEW

Politics and the Primary Teacher
Peter Cunningham, Formerly at University of Cambridge, UK

Series: Routledge Primary Education Series
Politics and the Primary Teacher provides an objective overview of issues that have shaped the context in which primary school teacher’s work, how they have impacted on schools, classroom practice, and on teachers’ own development and experience. Highlighting key questions for consideration, it helps students on initial teacher education courses and teachers engaged in ongoing professional development, particularly at master’s level, as well as those on education studies courses, understand how politics shape their professional life, and how they can effectively address issues that affect their practice.

Key topics covered include:
• the current emphasis on basic skills and standards of achievement for national economic performance, citizenship and responses to ethnic and cultural diversity
• the role of primary education in dealing with obesity and guaranteeing child protection
• Every Child Matters and inter-professional working
• how the media shapes local and national views about education and how this impacts on relationships such as those with parents
• the rationale behind, and effects of compulsory and non-compulsory assessment
• the role and status of teaching assistants
• the move towards the Masters degree for professional development.

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NEW

Re-Designing Learning Contexts
Technology-Rich, Learner-Centred Ecologies

Rosemary Luckin, The London Knowledge Lab, University of London, UK

Series: Foundations and Futures of Education
Re-Designing Learning Contexts seeks to re-design the lack of attention that has traditionally been paid to a learner’s wider context and proposes a model to help educators and technologists develop more productive learning contexts. It defines ‘context’ as the interactions between the learner and a set of inter-related resource elements that are not tied to a physical or virtual location. Context is something that belongs to an individual and that is created through their interactions in the world.

Based on original, empirical research, the book considers the intersection between learning, context and technology, and explores:
• the meaning of the concept of context and its relationship to learning
• the ways in which different types of technology can scaffold learning in context
• the Learner-Centric ‘Ecology of Resources’ model of context as a framework for designing technology-rich learning environments
• the importance of matching available resources to each learner’s particular needs
• the ways in which the learner’s environment and the technologies available might change over the coming years
• the potential impact of recent technological developments within computer science and artificial intelligence.

This interdisciplinary study draws on a range of disciplines, including geography, anthropology, psychology, education and computing, to investigate the dynamics and potential of teacher-learner interaction within a learning continuum, and across a variety of locations.

April 2010: 234 x 156: 224pp
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NEW

Does Every Child Still Matter?
Education and Social Policy in the 21st Century

Catherine Simon and Stephen Ward, Bath Spa University, UK

There is little published material available for undergraduates and graduates which provides a critical examination of ECM, and yet arguably ECM represents the most radical change to education and welfare provision since the 1988 Education Act. The book moves beyond the descriptive or ‘how to’ framework of existing publications, designed to give guidance to practitioners. Instead it examines the underlying political and social aims of this policy agenda for children and young people. Analysis reveals that ECM represents the Government’s attempt to codify perceived risks in society and to formulate their responses. In doing so children are made the strategic focus of much wider social policy reform, the effects of which are first felt in Education. In essence ECM is about shifting the principles and assumptions regarding teacher education and social policy reform, the effects of which are first felt in Education. In essence ECM is about shifting the principles and assumptions upon which Education is founded. Three key themes are evident in the analysis:
• the restructuring of the state beyond its welfare functions
• changes in governance and the creation of new binaries
• a redefining of the education sector around the needs of the child.

Every Child Matters (2003) and its legislative arm the Children Act (2004) represent the biggest policy agenda in the coming years

October 2010: 234 x 156: 160pp
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What Expert Teachers Do
Enhancing Professional Knowledge for Classroom Practice
John Loughran, Monash University, Australia

How do expert teachers do it? How do they enhance student learning? How do they manage the dilemmas and tensions inherent in working with twenty-five different students in every lesson?

Internationally respected teacher educator John Loughran argues that teachers’ knowledge of what they do is largely tacit and often misunderstood. In this book, he distils the essence of professional practice for classroom teachers.

Drawing on the best research on pedagogy, he outlines the crucial principles of teaching and learning, and shows how they are translated into practice using real classroom examples. He emphasises that teaching procedures need to be part of an integrated approach, so that they are genuinely meaningful and result in learning. Throughout, he shows how teachers can engage their students in ways that create a real ‘need to know’, and a desire to become active learners.

April 2010: 234 x 156: 240pp
eBook: 978-0-203-85147-0
For more information, visit: www.routledge.com/9780415579674
Not available for sale from Routledge in Australia and New Zealand.

Policy and Politics in Teacher Education
International Perspectives
Edited by John Furlong, University of Oxford, UK, Marilyn Cochran-Smith, Boston College, USA and Marie Brennan, University of South Australia

During the last twenty years, governments around the world have paid increasing attention to the recruitment, preparation, and retention of teachers. Teacher supply and teacher quality have become significant policy issues, taken up by policy-makers at the highest levels. This volume grew out of a recognition by the editors of the growing significance of teacher education policy and a curiosity about international trends and differences.

The book brings together nine papers from leading academics around the world: from the UK (England and Scotland), the USA, Australia, Singapore and Belgium, plus a joint paper comparing Namibia and the USA. Taken together, the papers reveal the complexities and contradictions of international trends. On the one hand, they demonstrate that there is indeed a common direction of travel along the lines encouraged by international bodies such as the OECD. At the same time however, the papers also reveal important differences among countries in terms of how they are addressing common aspirations as well as some apparent contradictions within the policies of individual nations.

2009: 246 x 174
Hb: 978-0-415-48338-4: £125.00
For more information, visit: www.routledge.com/9780415483384

NEW
Children, their World, their Education
Final Report and Recommendations of the Cambridge Primary Review
Edited by Robin Alexander, University of Cambridge, UK

I have just finished reading ‘Children, their World, their Education’ – what an inspirational book! I have been a head teacher for twenty years and this is the best book on primary education that I have ever read. We have bought an extra two copies and I am encouraging the whole staff to read it.” – Mr R H Garton, Headteacher

• How do children live, think and learn during their early and primary years?
• How well are our primary schools doing?
• What has been the impact of government efforts to raise standards?
• By what values should schools be guided and what curriculum and learning environments should they provide?
• How can primary education best meet the needs of today’s children and tomorrow’s world?

These were among the many questions that the Cambridge Primary Review set out to answer when it was launched in 2006. Politically independent and grounded in an exhaustive array of national and international evidence, it was the most comprehensive enquiry into English primary education for forty years. Its thirty-one interim reports provoked lively headlines and debate. In this book, the Review presents its findings and recommendations. Compellingly and accessibly written, the book is divided into five parts:

• Part one sets the scene and tracks primary education policy since the 1960s
• Part two examines children’s development and learning; their upbringing and lives in an increasingly diverse society; their needs and aspirations
• Part three explores what goes on in schools, from the vital early years to aims, curriculum, pedagogy, assessment, standards and school organisation
• Part four deals with the system: ages and stages; teachers, training, leadership and workforce reform; funding, governance and policy
• Part five pulls everything together with seventy-eight formal conclusions and seventy-five recommendations for policy and practice.

Children, their World, their Education is more than a ground-breaking report. It is an unrivalled educational compendium. It assesses two decades of government-led reform, offers a vision for the future and goes to the heart of what education in a democracy is about. It deserves to be read by all who care about children’s primary education and the world that they will inherit.

October 2009: 246 x 174: 608pp
Hb: 978-0-415-54870-0: £155.00
Pb: 978-0-415-54871-7: £57.95
For more information, visit: www.routledge.com/9780415548717

NEW
The Cambridge Primary Review Research Surveys
Edited by Robin Alexander, University of Cambridge, UK

The Cambridge Primary Review Research Surveys is the companion volume to Children, their World, their Education. Both are the outcome of England’s biggest enquiry into primary education for over forty years. Fully independent of government, the Cambridge Primary Review was launched in 2006 to investigate the condition and future of primary education at a time of change and uncertainty and after two decades of almost uninterrupted reform. Ranging over ten broad themes and drawing on a vast array of evidence, the Review published thirty-one interim reports, including twenty-eight surveys of published research, provoking media headlines and public debate, before presenting its final report and recommendations.

This book brings together the eighty-nine research surveys, specially commissioned from sixty-five leading academics in the areas under scrutiny and now revised and updated, to create what is probably the most comprehensive overview and evaluation of research in primary education yet published. A particular feature is the prominence given to international and comparative perspectives.

The Cambridge Primary Review Research Surveys is an essential reference tool for professionals, researchers, students and policy makers working in the fields of early years, primary and secondary education.

October 2009: 246 x 174: 880pp
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A Good School for Every Child
How to Improve our Schools
Cyril Taylor
Foreword by David Blunkett MP and Kenneth Baker

Cyril Taylor has been at the heart of English education for over two decades, serving as an advisor to ten successive UK Education Secretaries and Four Prime Ministers, both Conservative and Labour, including Margaret Thatcher and Tony Blair.

A Good School for Every Child draws on Taylor’s wealth of experience. While offering an insider’s look at some of the key challenges in education, it is also an invaluable guide for parents and teachers interested in how our schools work today. There is a particular focus on how to raise standards in low attaining schools, improving levels of literacy and numeracy and teaching our children the skills they need for the twenty-first century.

2009: 246 x 174: 224pp
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Education for All
The Future of Education and Training for 14–19 Year-Olds

• What counts as an educated nineteen-year-old today?
• Are the models of education we have inherited from the past sufficient to meet the needs of all young people, as well as the social and economic needs of the wider community?

Education for All addresses these questions in the light of evidence collected over five years by the Nuffield Review of 14–19 Education and Training: the most rigorous investigation of every aspect of this key educational phase for decades. Written by the co-directors of the Nuffield Review, Education for All provides a critical, comprehensive and thoroughly readable overview of 14–19 education and training and makes suggestions for the kind of education and training that should be provided over the coming decade and beyond.

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NEW
Teacher Education, the University and the Schools
Papers for Harry Judge
Written by a former elementary school teacher, this intensive study considers how the foundations of the New Significance of Learning of Learning
Pádraig Hogan, University of Ireland, Maynooth, Ireland
Should education be understood mainly as a practice in its own right, or is it essentially a subordinate affair to be shaped and controlled by a society’s powers-that-be? What difference does it make if students are chiefly viewed as recipients of a set of skills and knowledge, or as active participants in their own learning? Does education have a responsibility in cultivating human nature’s maturity, or are its purposes to be effectively matched to the functional requirements of a globalized age?
The New Significance of Learning explores these and other high-stakes questions. It challenges hierarchical and custodial conceptions of education that have been inherited as the ‘natural order’ of things. It discloses a more original and imaginative understanding of educational practice, illustrating this understanding with frequent practical examples. Among the merits highlighted by this approach are:
• a recognition that education is first and foremost an invitation to join a renewed experience of quest and discovery
• a realization that taking up and pursuing such an invitation is a basic right, as distinct from a privilege to be bestowed or withheld
• an awareness of the decisive importance of specific kinds of relationships in practices of teaching and learning
• an emphasis on the human qualities as well as the intellectual achievements nourished by dedicated communities of learning
• an acknowledgement of partiality – of incompleteness and bias – in even the best of humankind’s learning efforts.

November 2009: 234 x 156: 208pp
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Visible Learning
A Synthesis of Over 800 Meta-Analyses Relating to Achievement
John Hattie, University of Auckland, New Zealand

‘Visible Learning is the definitive book on sorting out the effectiveness of teaching strategies – a must read for those who want to improve teaching and learning.’ – Michael Fullan
This unique and ground-breaking book is the result of fifteen years of research and synthesises over 880 meta-analyses on the influences on achievement in school-aged students. It builds a story about the power of teachers, feedback, and a model of learning and understanding.

2008: 246 x 174: 392pp
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For more information, visit:
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Redefining Teacher Development
Jonathan Neufeld, Brock University, Canada
Has any occupational group been the subject of as much research as elementary or primary school teachers? Written by a former elementary school teacher, this intensive study considers how the foundations of the ongoing teacher reform movement have appealed to researchers through its successive stages. By tracing these ideas back to their historical roots, Jonathan Neufeld illustrates how they actually descend from the physical and biological sciences rather than from student/teacher relationships. Neufeld’s in-depth analysis of economic trends during the twentieth century shows how economic and educational reforms are closely related. He demonstrates how the century-long movement to develop teachers became obsessed with turning them into soldiers of a failing economy.
This book rewrites the existing foundations and outlines a future direction that will excite researchers and practitioners alike. It introduces alternative theoretical foundations and propositions to inspire innovative discussions about teachers’ continuing educational development and what it could mean to teach children in classrooms. Since the publication of A Nation at Risk in 1982, ‘teacher development’ has become a universal term, used to express an international movement to professionalize teachers. But imagine if the foundations of this research had little to do with life in the classroom. How would we then begin to discover what ‘development’ means to practicing teachers?
Redefining Teacher Development will appeal to researchers in teacher instruction and development, as well as practising teachers with an interest in how research has conceptualized their field.

2009: 234 x 156: 232pp
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ebook: 978-0-203-87446-2:
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Teacher Education and the Struggle for Social Justice
Kenneth M. Zeichner, University of Washington, USA
In this selection of his work from 1991-2008, Kenneth M. Zeichner examines the relationships between various aspects of teacher education, teacher development, and their contributions to the achievement of greater justice in schooling and in the broader society. A major theme that comes up in different ways across the chapters is Zeichner’s belief that the mission of teacher education programs is to prepare teachers in ways that enable them to successfully educate everyone’s children. A second theme is an argument for a view of democratic deliberation in schooling, teacher education, and educational research where members of various constituent groups have genuine input into the educational process. Teacher Education and the Struggle for Social Justice is directed to teacher educators and to policy-makers who see teacher education as a critical element in maintaining a strong public education system in a democratic society.

2009: 234 x 156: 224pp
Hb: 978-0-8058-5865-5: $135.00
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Creative Learning in the Primary School

Bob Jeffrey and Peter Woods, both at 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.

2008: 234 x 156: 192pp
Hb: 978-0-415-46471-0: $150.00
Pb: 978-0-415-46472-7: $42.95
ebook: 978-0-203-88473-7
For more information, visit: www.routledge.com/9780415464727

Essays on Pedagogy

Robin Alexander

In Essays on Pedagogy, Robin Alexander brings together some of his most powerful writing, drawing on his research in Britain and other countries over the past two decades.

2008: 234 x 156: 224pp
Hb: 978-0-415-45482-7: $160.00
Pb: 978-0-415-45483-4: $45.95
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NEW

Beyond the School Gates
Questioning the Extended Schools and Full Service Agendas

Alan Dyson, University of Manchester, UK,
Liz Todd, University of Newcastle, UK,
and the politics of education.

Leadership, education policy, and the politics of education.

Author draw on their extensive international evaluations of this radical new phenomenon to ask:

- What do extended or full service schools hope to achieve, and why should schools based on other community bases?
- What pattern of services and activities is most effective?
- What does extended schooling mean for children and families who are not highly disadvantaged, or for schools outside the most disadvantaged areas?
- How can schools lead extended services at the same time as doing their ‘day job’ of teaching children?
- Why should schools be concerned with family and community issues?
- Beyond the advocacy of ‘extended provision’, what real evidence is there that schools of this kind make a difference, and how can school leaders evaluate the impact of their work?

July 2010: 234 x 156: 168pp
Hb: 978-0-415-54866-3: $125.00
Pb: 978-0-415-54875-5: $42.95
For more information, visit: www.routledge.com/9780415548755

FORTHCOMING IN 2011

Changing Schools Through Systematic Inquiry
Why and How School Leaders do Research

Pat Thomson, University of Nottingham, UK and
Jill Blackmore, Deakin University, Australia

Educational systems around the world now understand that school change is dependent on the understandings and skills of those that lead them. There is an increasing understanding that school change is more effective when it is locally designed to suit specific histories and conditions, and that school-based research makes an important contribution to successful reform. However there are relatively few books that address how local research can complement larger scale evidence to produce successful school redesign. This book fills this gap.

The authors begin by detailing the need for and power of inquiry-led change. They discuss common arguments and reasons for school reform, covering the UK, US, Australia and New Zealand, Canada and Europe and outline the role of leaders in designing, planning, steering, managing and evaluating change.

Then by using actual examples of school leaders’ use of systematic inquiry in schools in England, North America, Israel, and Australia they provide a well theorised and practical guide to the use and conduct of systematic change-oriented inquiry. The examples chosen show ‘warts and all’ perspectives on the practices of inquiry based reform and offer hopeful and optimistic narratives, without prescribing one-size-fits-all solutions and generic approaches that never fit individual situations well.

March 2011: 234 x 156: 176pp
Hb: 978-0-415-46552-6: $150.00
Pb: 978-0-415-46553-3: $45.95
For more information, visit: www.routledge.com/9780415465533

NEW

The Challenges of School District Leadership

Daniel L. Duke, University of Virginia, USA

Despite the rising interest in school districts, there are relatively few comprehensive resources available for graduate students in educational leadership programs. The Challenges of School District Leadership takes the position that the best way to prepare the next generation of school leaders is to make certain that they can address the unending challenges that characterize public education today. Drawing on the latest research as well as actual examples, the book spotlights ten of the perennial challenges facing superintendents and school boards. Among the challenges discussed in detail are balancing equity and excellence, accommodating demographic change, coping with the increasing politicization of district leadership, deciding how to organize (or reorganize) a school system, and meeting the demands of educational accountability. This text is appropriate for graduate students in educational leadership, education policy, and the politics of education.

April 2010: 234 x 156: 304pp
Hb: 978-0-415-99562-8: $135.00
Pb: 978-0-415-99563-5: $59.95
For more information, visit: www.routledge.com/9780415995623

NEW

Failure-Free Education?
The Past, Present and Future of School Effectiveness and School Improvement

David Reynolds, University of Plymouth, UK

Series: Contexts of Learning

David Reynolds is recognised internationally as one of the leaders of the school effectiveness and school improvement movement, and Failure-Free Education? brings together for the first time many of his most influential and provocative pieces. Drawing on the author’s work from over three decades, these extracts from his seminal books, chapters, papers and articles combine to give a unique overview of how the movement developed, the problems involved in the application of the knowledge and the disciplines potentially glittering future now.

The book also covers the issues raised by, and lessons learned from, his close involvement with English government educational policy-making from the mid 1990s to date.

This book is essential reading for those who seek to understand how we can make every school a good school, and what the obstacles may be to achieving that goal.

February 2010: 234 x 156: 272pp
Hb: 978-0-415-36783-7: $130.00
For more information, visit: www.routledge.com/9780415367837

The Future of Educational Change
International Perspectives

Edited by Ciaran Sugrue, University of Cambridge, UK

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 graduate students and practitioners.

2008: 234 x 156: 256pp
Hb: 978-0-415-43107-1: $160.00
Pb: 978-0-415-43108-8: $45.95
eBook: 978-0-203-93142-4
For more information, visit: www.routledge.com/9780415431088

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the efficiency of school factors. A toolkit of guidelines for measuring the quality of education is developed to help schools on how to self-evaluate, make decisions on the direction of improvement, and set targets for performance. These frameworks can be applied in a wide variety of educational settings, and they will see how the contents of Dynamic Approaches to School Improvement can enhance their understanding of the field.

To conclude the authors offer practical suggestions for designing improvement strategies, providing guidelines to schools on how to self-evaluate, make decisions on priorities and design action plans, including a useful toolkit of guidelines for measuring the quality of teaching and the efficiency of school factors.

Drawing on research evidence and addressing the most recent quality frameworks that operate in educational contexts, the authors consider:

- the underlying nature of what we mean by the terms quality and accountability and the ways in which these terms have been employed both nationally and globally
- the central themes within this global shift towards a culture of quality and accountability
- the impact of these developments on educational organisations in all phases.

Key issues for professional practice in the form of suggested readings and key reflection points are included. The book will appeal to practitioners across all phases of the education system, educational leaders and managers, advisors and inspectors, and academic researchers.

For more information, visit: www.routledge.com/9780415548748

NEW

Human Resource Management in Education

Contexts, Themes and Impact

Justine Mercer, Bernard Barker, both at University of Leicester, UK and Richard Bird, Legal Policy Consultant, UK

Series: Leadership for Learning

This book examines the key issues surrounding human resource management in education today. Drawing on a wide variety of empirical research undertaken in different sectors and different countries, including the UK, USA, Hong Kong and the Middle East, the authors critically examine the normative, 'best practice in people management' paradigm that currently dominates the field. Finding that it falls short, they instead develop a coherent, consistent alternative perspective on HRM in education, taking full account of recent national and international trends. The relationship between leadership, the classroom and results is analysed and case studies explore the extent to which performance is enhanced by distributed leadership and constrained by social, political and economic contexts. The impact of these ideas on the leadership and management of people in education is considered and recommendations are made to guide those who aim to adopt strategies that improve the quality of life in schools and colleges for all those who work in them.

This book carefully blends advocacy with evidence to ensure that it is powerfully relevant to both practitioner and academic audiences in the UK and elsewhere.

June 2010: 234 x 156: 224pp
Hb: 978-0-415-54873-1: $125.00
Pb: 978-0-415-54874-8: $52.95
For more information, visit: www.routledge.com/9780415548748

NEW

Leadership for Quality and Accountability in Education

Mark Brundrett, Liverpool John Moores University, UK and Christopher Rhodes, University of Birmingham, UK

Series: Leadership for Learning

This book addresses the interconnected issues of quality and accountability within the education system and provides a coherent framework within which the issues of quality and accountability can be analysed. The key focus is on the role of leadership in developing strategies in relation to quality and accountability that will enhance learning outcomes.

Drawing on research evidence and addressing the most recent quality frameworks that operate in educational contexts, the authors consider:

- the underlying nature of what we mean by the terms quality and accountability and the ways in which these terms have been employed both nationally and globally
- the central themes within this global shift towards a culture of quality and accountability
- the impact of these developments on educational organisations in all phases.

Key issues for professional practice in the form of suggested readings and key reflection points are included. The book will appeal to practitioners across all phases of the education system, educational leaders and managers, advisors and inspectors, and academic researchers.

July 2010: 234 x 156: 176pp
Hb: 978-0-415-37873-4: $125.00
Pb: 978-0-415-37874-1: $42.95
For more information, visit: www.routledge.com/9780415378741

NEW

The Routeledge International Handbook of Creative Learning

Edited by Julian Setton-Green, Independent Education Consultant, UK, Pat Thomson, University of Nottingham, UK, Liora Bresler and Ken Jones

The concept of creative learning extends far beyond arts-based learning or the development of individual creativity. It covers a range of processes and initiatives throughout the world that share common values, systems and practices aimed at making learning more creative. This applies at individual, classroom or whole school level, always with the aim of fully realising young people’s potential.

Until now there has been no single text bringing together the significant literature that explores the dimensions of creative learning, despite the work of artists in schools and the development of a cadre of creative teaching and learning specialists. Containing a mixture of newly commissioned chapters, reprints and updated versions of previous publications, this book brings together major theorists and current research. Comprising of key readings in creative education, it will stand as a uniquely authoritative text that will appeal to those involved in initial and continuing teacher education, as well as research academics and policy specialists.

Sections consists of:
- a general introduction to the field of creative learning
- arts-learning traditions, with sub-sections on discrete art forms such as drama and visual art
- accounts of practice from artist-teacher partnerships
- whole school change and reforms
- curriculum change
- assessment
- evaluative case studies of impact and effect
- global studies of policy change around creative learning.

June 2010: 246 x 174: 512pp
Hb: 978-0-415-54889-2: $199.00
Pb: 978-0-415-54888-5: $54.95
For more information, visit: www.routledge.com/9780415548892

Small Schools: Public School Reform Meets the Ownership Society

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

Series: Positions: Education, Politics, and Culture

Michael and Susan Klonsky tell the story of how a promising model of creating small schools has been used by the neocons to reproduce old inequities. This is the story of what happens when the small-schools movement meets the Ownership Society.

June 2010: 234 x 156: 330pp
Hb: 978-0-415-96123-3: $140.00
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NEW

Creative Learning in Education

Drawing on research evidence and addressing the most recent quality frameworks that operate in educational contexts, the authors consider:

- the underlying nature of what we mean by the terms quality and accountability and the ways in which these terms have been employed both nationally and globally
- the central themes within this global shift towards a culture of quality and accountability
- the impact of these developments on educational organisations in all phases.

Key issues for professional practice in the form of suggested readings and key reflection points are included. The book will appeal to practitioners across all phases of the education system, educational leaders and managers, advisors and inspectors, and academic researchers.

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Taylor & Francis Group
NEW

**Handbook of Bullying in Schools**

**An International Perspective**

Edited by Shane Jimerson, University of California, Santa-Barbara, USA, Susan Swearengin, University of Nebraska, Lincoln, USA and Dorothy L. Espelage, University of Illinois at Urbana-Champaign, USA

The Handbook of Bullying in Schools provides a comprehensive review and analysis of what is known about the worldwide bullying phenomena. It is the first volume to systematically review and integrate what is known about how cultural and regional issues affect bullying behavior and its prevention. It draws on insights from scholars around the world to advance our understanding of:

- theoretical and empirical foundations for understanding bullying
- assessment and measurement of bullying
- research-based prevention and intervention methods.

Key features include the following:

- Comprehensive – forty-one chapters bring together conceptual, methodological, and preventive findings from this loosely coupled field of study, thereby providing a long-needed centerpiece around which the field can continue to grow in an organized and interdisciplinary manner.
- International Focus – approximately forty percent of the chapters deal with bullying assessment, prevention, and intervention efforts outside the USA.
- Chapter Structure – to provide continuity, chapter authors follow a common chapter structure: overview, conceptual foundations, specific issues or programs, and a review of current research and future research needs.
- Implications for Practice – a critical component of each chapter is a summary table outlining practical applications of the foregoing research.
- Expertise – the editors and contributors include leading researchers, teachers, and authors in the bullying field, most of whom are deeply connected to organizations studying bullying around the world.

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 definitive work on charter education in the United States, 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.
- 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.

This book is suitable for researchers, faculty and graduate students in education policy studies, politics of education, and social foundations of education.

2009: 246 x 174; 648pp
Hb: 978-0-8058-6223-2: $295.00
Pb: 978-0-8058-6224-9: $114.95
Electronic: 978-0-203-88178-1
For more information, visit: www.routledge.com/9780805862249

**Handbook of Research on School Choice**

Edited by Mark Berends, Notre Dame University, USA, Matthew G. Springer, Vanderbilt University, USA, Dale Ballou, Vanderbilt University, USA and Herbert J. Walberg, University of Illinois-Chicago, USA

**Handbook of Research on the Education of School Leaders**

Edited by Michelle D. Young, University of Texas at Austin, USA, Gary M. Crow, Indiana University, USA, Joseph Murphy, Vanderbilt University, USA and Rodney T. Ogawa, University of California-Santa Cruz, USA

Sponsored by the University Council of Educational Administration (UCEA), the British Educational Leadership, Management, and Administration Society (BELMAS), and the Commonwealth Council for Educational Administration and Management (CCEAM), this Handbook provides concrete examples of accomplished and award-winning scholars and professionals including:

- purposes of Higher Education, administrative leadership, athletics, diversity, student activism, social class, the history of women in postsecondary institutions, and quality and science in the globalized university.
- Students enrolled in Higher Education and Educational Policy programs will find this book offers them tools for thinking differently about policy analysis and educational practice. Higher Education faculty, managers, deans, presidents, and policy-makers will find that this book contributes significantly to their own policy analysis, practice, and discourse.

October 2009: 234 x 156; 272pp
Hb: 978-0-415-99777-5: $135.00
Pb: 978-0-415-99777-5: $44.95
Electronic: 978-0-203-87003-7
For more information, visit: www.routledge.com/9780415997775

**International Handbook on the Preparation and Development of School Leaders**

Edited by Jacky Lumby, University of Southampton, UK, Gary M. Crow, Indiana University, USA and Petros Pashiardis, The Open University of Cyprus

Sponsored by the University Council of Educational Administration (UCEA), the British Educational Leadership, Management, and Administration Society (BELMAS), and the Commonwealth Council for Educational Administration and Management (CCEAM), this is the first book to provide a comprehensive and comparative review of what is known about the preparation and development of primary and secondary school leaders across the globe.

2008: 246 x 174; 522pp
Hb: 978-0-415-98847-6: $195.00
Pb: 978-0-415-98847-6: $59.95
Electronic: 978-0-203-87223-9
For more information, visit: www.routledge.com/9780415988471

**Handbook of Education Politics and Policy**

Edited by Bruce Cooper, Fordham University, USA, James Cibulka, University of Kentucky, USA 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 three-part framework that helps organize this relatively new and loosely organized field of study.

2008: 246 x 174; 464pp
Hb: 978-0-8058-6161-2: $225.00
Pb: 978-0-8058-6161-9: $89.95
Electronic: 978-0-203-88787-5
For more information, visit: www.routledge.com/9780805861612

**Handbook of Research on School Leaders**

Edited by Rodney T. Ogawa, University of California-Santa Barbara, USA, Donald J. Sandgren, Indiana University, USA and Jack K. Ogbu, University of California, Berkeley, USA

Sponsored by the University Council of Educational Administration (UCEA), this Handbook provides a plan for strengthening the research-based education of school leaders in order to impact leadership’s influence on student engagement and learning. Although research-oriented, the content is written in a style that makes it appropriate for any of the following audiences: university professors and researchers, professional development providers, practicing administrators, and policy-makers who work in the accreditation and licensure arenas.

2009: 246 x 174; 584pp
Hb: 978-0-8058-6157-0: $295.00
Pb: 978-0-8058-6158-7: $114.95
Electronic: 978-0-203-87886-6
For more information, visit: www.routledge.com/9780805861587
NEW

Knowledge That Counts in a Global Community
Exploring the Contribution of Integrated Curriculum

Leonie J. Rennie, Curtin University, Australia, Grady Venville, University of Western Australia and John Wallace, University of Toronto, Canada

This book expresses the potential contribution of curriculum integration in a context where school curricula segregated by discipline remain the norm, despite the fact that most, if not all, of the world’s problems are interdisciplinary. If school education is to develop citizens who can at least understand the issues which presently challenge our political leaders, it can only be done by integrating at least some parts of current school curricula. Informed citizens, who can think broadly across disciplines, will be those who can contribute to sensible action for local problems with a global flow-on.

In response to these issues, the authors explore the nature of curriculum integration, the nature of knowledge, and the nature of learning, reflecting on these issues from perspectives gained by more than a decade of research in the area. Their in-depth, scholarly exploration and critical analysis of current approaches to curriculum, introduces educators and academics to contemporary ways of conceptualizing the complexities of, and relationships between, curriculum integration, knowledge and learning and what desirable outcomes of schooling are in this century.

October 2010: 234 x 156: 224pp
Hb: 978-0-415-57337-5: $125.00
Pb: 978-0-415-57338-2: $45.95
For more information, visit: www.routledge.com/9780415573382

Blair’s Educational Legacy?

Edited by Geoffrey Walford, University of Oxford, UK

The United Kingdom General Election on 1st May 1997 gave a landslide victory to a re-vitalised Labour Party. Tony Blair became Prime Minister with a huge Commons majority of 179 over all other parties. Such a majority meant that extensive changes of policy could be implemented with little effective opposition.

During the election campaign Tony Blair had repeatedly claimed that the top three priorities of a New Labour government would be ‘education, education, education’, and on page two of the Labour Party’s election manifesto a smiling Blair is seen with Nelson Mandela – the unacknowledged originator of the oratorical education triplet. Following a third Election victory in 2005 and after over ten years as Prime Minister, Blair finally stepped down to Gordon Brown in mid-2007, but only after a promotional ‘final tour’ that lasted several months. Towards the end, Blair devoted considerable efforts to try to ensure that his legacy would be positive and that he would be remembered for more than his role in the Iraq War.

But what is his legacy in the field of education? This book brings together the assessments of key educational researchers who have been centrally involved with both the critique and implementation of various policy developments. It is now time to make a solid academic evaluation of his influence on education. This book is timely, and relates directly to the central policy themes of the last decade. It considers the relationships between theory and practice and examines the nature of policy and politics. Each contribution will review empirical data and policy changes relating to Blair’s period as Prime Minister and will make an assessment of the enduring effects of changes in policy. Each will assess the long-term and lasting effects as well as the shorter-term responses.

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

2009: 246 x 174: 160pp • Hb: 978-0-415-48305-6: $125.00
For more information, visit: www.routledge.com/9780415483056

NEW

Promoting Health and Wellbeing through Schools

Edited by Peter Aggleton, University of Sussex, UK, Catherine Dennison, Department of Health, UK and Ian Warwick, Institute of Education, University of London, UK

The contribution schools can make to improving students’ health and wellbeing is increasingly recognised. Schools that have embraced this role and adapted policies and practices to create an environment in which young people feel safe and happy have reported broad and significant gains.

Through expert contributions from active researchers and experienced practitioners, Promoting Health and Wellbeing through Schools combines recent research with knowledge of the current climate in which schools are operating. Offering authoritative advice on effective intervention, this book provides an overview of the key issues that need to be addressed, including:

- alcohol use
- sexual health
- drug use
- obesity
- mental health.

This accessible text is innovative in its focus on how schools can build partnerships with young people, parents, and health professionals to promote their commitment to health and wellbeing. It highlights successful approaches for promoting health and educational goals, and provides useful advice on planning and evaluation.

Promoting Health and Wellbeing through Schools is invaluable reading for professionals working in and with schools to implement healthy schools programmes and to bring about improvement in health and wellbeing, including teachers, nurses, and health and education managers. It is also of interest to students, researchers and policy makers.

January 2010: 234 x 156: 192pp
Hb: 978-0-415-49341-3: $125.00
Pb: 978-0-415-49342-0: $42.95
eBook: 978-0-203-86009-0
For more information, visit: www.routledge.com/9780415493420

NEW

Radical Education and The Common School

Michael Fielding and Peter Moss, Thomas Coram Research Unit, Institute of Education, UK

Arguing that the true measure of education does not lie in either high productivity or performativity, the authors present the ideas of ‘Radical Education’ and ‘The Common School’ as the means by which current educational policy and practice can move forward. Using case-study examples to explore the meaning of radical education – which is inscribed with certain key values of solidarity, inclusion, connectivity and experimentalism – the authors explore:

- key elements that define different degrees and kinds of ‘radical’ change
- the values of theories such as Robert Unger’s ‘democratic experimentation’ in bringing about major, long-term change through cumulative, piecemeal reforms
- the ways in which it may be possible to develop opportunities for radical education and the common school to be achieved.

Written by leading experts in the fields of early childhood and secondary education, the book covers the whole field of education, from birth to eighteen years. It works across historical, contemporary and future perspectives, drawing on leading thinkers and educational experiences, past and present, to provide inspiration for analysis of the current situation and of future possibilities.

May 2010: 234 x 156: 162pp
Hb: 978-0-415-49829-6: $125.00
Pb: 978-0-415-49828-9: $42.95
For more information, visit: www.routledge.com/9780415498296

NEW

Radical Traditions in Education in the 21st Century

The Long Goodbye

Ken Jones, University of Keele, UK

Covering a range of issues – from classroom practice to policy agenda – this book traces the impact of such movements on educational practice. It also considers their current predicament: one of the unstudied aims of the neo-liberal policies that have swept through education has been to sever the education/social movement connection, and in doing so create new agencies of educational change, with very different orientations and commitments from those of the past. At the same time, however, as it seeks to sideline the past, policy orthodoxy also tries, in significant ways, to make use of ideas and practices deriving from the practice of an earlier period. Examining the continuing conflicts that attend the imposition of neo-liberal policies, the book explores the uncertain future of radical educational traditions. It draws attention to the significance of these issues for a research community that, itself under pressure from new policy orthodoxies, has often overlooked them.

September 2010: 234 x 156: 192pp
Hb: 978-0-415-48782-5: $150.00
Pb: 978-0-415-48789-4: $42.95
For more information, visit: www.routledge.com/9780415487894

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NEW

Reinventing Our Schools
And Now for Something Completely Different
John Bangs, National Union of Teachers (NUT), UK, Maurice Galton and John Macbeath, both at University of Cambridge, UK

How can the conditions be created for a positive, confident and autonomous teaching profession in today’s society?

Based on a series of interviews with the key figures across a number of policy areas (including David Putnam, Kenneth Baker, Estelle Morris, Gillian Shepherd, Jim Knight, Michael Barber, Peter Mortimore, Judy Sebba, David Hargreaves, Mike Tomlinson, David Berliner, Tim Brighouse and Michael Gove) interwoven with the insights of teachers and headteachers (such as Alasdair MacDonald and William Atkinson), Reinventing Our Schools considers the impact of educational policies on those who must translate policy into practice, that is, headteachers and teachers. The authors argue that an evidence-informed view of policy making has yet to be realised, graphically illustrating how many recent political decisions in education are explained by the personal experiences, prejudices and urgent short-term political needs of key policy-makers.

The interviews, which explore the dynamics behind the creation of education policies, cover a wide range of themes and issues, including:

• policy-makers’ conceptions of and attitudes towards school communities and the staff who work in them
• the constraints on, and drivers of, politicians’ reform agendas
• the shaping and reshaping of curriculum and assessment
• how the evaluation, inspection and assessment of schools is shaped and driven
• the relationship of research and academics to policy making
• how a vision for teaching and teachers might be constructed for the twenty-first century.

October 2010: 234 x 156: 184pp
Hb: 978-0-415-46401-7: $125.00
Pb: 978-0-415-56534-9: $54.95
For more information, visit: www.routledge.com/9780415464017

Radical Reforms
Perspectives on an Era of Educational Change
Edited by Christopher Chapman and Helen M. Gunter, both at University of Manchester, UK

Focusing on education as a major area of public policy, this book explores a decade of rapid and intense modernisation and draws out the lessons for those concerned with developing education systems across the globe.

2008: 234 x 156: 272pp
Hb: 978-0-415-46401-7: $150.00
Pb: 978-0-415-46402-4: $42.95
eBook: 978-0-203-88411-9
For more information, visit: www.routledge.com/9780415464024

NEW

The Struggle for the History of Education
Gary McCulloch, Institute of Education, University of London, UK

Series: Foundations and Futures of Education

In The Struggle for History Education, Gary McCulloch sets out a vision for a future of study in the history of education which contributes to education, history and social sciences alike.

Over the past century the history of education has passed through a number of approaches, more recently splintering into a number of different areas with sub-fields such as curriculum, teaching and gender; losing sight of a common cause. In this book McCulloch contextualises the struggle for educational history, explaining and making suggestions for the future on a number of topics, including:

• finding a set of common causes for the field as a whole
• engaging more effectively with social sciences and humanities while maintaining historical integrity
• forming a rationale of missions and goals for the field
• defining the overall content of the subject, its priorities and agendas
• reassessing the relevance of educational history to current educational and social issues.

Throughout this book the origins of unresolved debates and tensions about the nature of the field of history education are discussed and key examples are analysed to present a new view of future development. Drawing on thirty years of experience as a researcher and teacher in the history of education, Gary McCulloch presents a groundbreaking critique of the history of education in the modern world.

July 2010: 234 x 156: 224pp
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Theodore Kowalski and Thomas J. Lasley, both at University of Dayton, USA

This three-part Handbook represents a major contribution to the literature of education. It is a unique compendium of the most original work currently available on how, when, and why evidence should be used to ground practice. It is a comprehensive, cross-disciplinary, research-based, and practice-based resource that all educators can turn to as a guide to data-based decision making.

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Edited by Gary Sykes, Barbara Schneider, both at Michigan State University, USA and David N. Plank, University of California, Berkeley, USA


Educational policy continues to be of major concern. Policy debates about economic growth and national competitiveness, for example, commonly focus on the importance of human capital and a highly educated workforce. Defining the theoretical boundaries and methodological approaches of education policy research are the two primary themes of this comprehensive, AERA-sponsored Handbook.

Drawing from multiple disciplines, the Handbook’s over one hundred authors address three central questions:

• What policy issues and questions have oriented current policy research?
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Each of the seven sections concludes with two commentaries by leading scholars in the field. The first considers the current state of policy design, and the second addresses the current state of policy research.

This book is appropriate for scholars and graduate students working in the field of education policy and for the growing number of academic, government, and think-tank researchers engaged in policy research.

For more information on the American Educational Research Association, please visit: www.aera.net.

2009: 276 x 219: 1064pp
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Fabricating Quality in Education
Data and Governance in Europe
Jenny Ozga, Peter Dahler-Larsen, Hannu Simola and Christina Segerholm

This book argues that data and their use constitute a form of governance of education. It highlights the ways in which education is steered and managed so that a European education policy space is “fabricated” through data which travel across national systems, and which enter and restructure provision to make it measurable, comparable and governable.

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Education policy and the new capitalism

The current global crisis of capitalism and produced political, social and industrial turmoil. The financial crisis has demonstrated that the market does not always know best; the neo-liberal project is unsettled and the state has had to rescue capital. Rather that seeing this as a time of desperation, it is possible to see this as a moment for thinking differently. In his recent book Spectre at the Feast: Capitalist Crisis and Politics of Recession (Palgrave 2009) Andrew Gamble has argued that this crisis presents us with such an opportunity. If the excesses of the market that have characterised the last decades have failed to deliver stability and prosperity, what will resolve the crisis?

For this 25th anniversary seminar of the founding of the Journal we have invited a set of policy analysts to come together to speak about the need to do things differently in education and in the educational state in the light of the crisis. What can be done to re-think and reconstruct education in a past neo-liberal society?

To participate in the seminar and/or the Special Issues contact Stephen J. Ball: s.ball@ioe.ac.uk