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Education Policy and Politics

New Titles and Key Backlist 2011

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NEW IN 2011

Educating for the Knowledge Economy?
Edited by Hugh Lauder, University of Bath, UK, Michael Young, Institute of Education, University of London, UK, Harry Daniels, Maria Balarin and John Lowe, all at University of Bath, UK

Are we educating young people to be autonomous, creative thinkers? Are current policies relating to knowledge, learning and assessment consistent with the kinds of workers and skills required for the knowledge economy?

The current economic crisis is provoking a reappraisal of both economic and educational policy. Policy-makers and educationists across the world see education as central to economic competitiveness. However, this book asks fundamental questions about the relationship between the economy and education since, in contrast to policy-makers’ rhetoric, the relationship between the two sectors is not straightforward. An unorthodox account of the knowledge economy and economic globalisation suggests that autonomy in the workplace and permission to think will be only given to the elite. In this view many aspirant well educated middle class young workers are doomed to disappointment.

In this book, leading scholars from the US, the UK, Australia and New Zealand discuss these issues and interrogate the assumptions and links between the different elements of education and how they might relate to the economy.

June 2011: 234 x 156: 224pp
Hb: 978-0-415-61506-8: £75.00
For more information, visit: www.routledge.com/9780415615075

NEW

Fabricating Quality in Education
Data and Governance in Europe
Edited by Jenny Ozga, University of Oxford, UK, Peter Dahler-Larsen, University of Southern Denmark, Denmark, Christina Segerholm, Mid Sweden University, Sweden and Hannu Simola, University of Helsinki, Finland

This book draws on a three-year comparative study of the influence of data on education systems in Europe, looking at the contrasting policy contexts of Denmark, England, Finland, Scotland and Sweden, and examining the use of data in these systems, in relation to steering by Europe, as well as policy mediation and ‘translation’ of data within systems. The authors draw on interviews with key policy actors in the European Commission and with national policy-makers in all five systems, as well as on local case studies and a major comparative survey of the effects of data production and use on the work of teachers and headteachers. The research brought together international researchers from a variety of disciplinary backgrounds, including educationalists, political scientists and specialists in research and evaluation.

The book offers new arguments relating to the use of Quality Assurance and Evaluation as a means of standardising and harmonising education policy and practice, while also drawing attention to significant variation in policy and practice across these systems.

February 2011: 234 x 156: 200pp
Hb: 978-0-415-58342-8: £75.00
eBook: 978-0-203-83074-1
For more information, visit: www.routledge.com/9780415583428

NEW IN 2011

Knowledge that Counts in a Global Community
Exploring the Contribution of Integrated Curriculum
Léonie Rennie, Curtin University, Australia, Grady Venville, University of Western Australia, Australia and John Wallace, University of Toronto, Canada

This book explores 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.

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 to contemporary ways of conceptualising the complexities of, and relationships between, curriculum integration, knowledge.

For more information, visit: www.routledge.com/9780415573382
NEW IN 2011

Bourdieu and the Fields of Education Policy
Understanding Globalization, Mediatization, Implementation

Bob Lingard, University of Queensland, Australia and Shaun Rawolle, Charles Sturt University, Australia

The work of the late French sociologist Pierre Bourdieu has had huge impact on the social sciences and the field of education studies. In Bourdieu and the Fields of Education Policy, the authors utilize the entire raft of Bourdieu’s ‘thinking tools’ and apply them to the study and analysis of education policy in a world of globalization, with its related flows, policyscapes, rapid communication and mediatization of processes of educational governance. The authors argue that in the context of both globalization and mediatization of education policy processes, Bourdieu’s concept of field needs to be extended. This extension includes the development of the concept of a global education policy field, which has rescaled the governance of education policy within nations. It also includes the concept of cross-field effects to account for the impact of the logics of journalism upon education policy and policy processes. Bourdieu’s work is also used to provide a productive account of issues in education policy implementation.

This book therefore breaks new ground methodologically and in terms of its application of Bourdieu specifically within education policy studies in the context of globalization. It provides a new approach to education policy studies and is eminently suitable for today’s context of multilevel governance and post-national pressures. It is the first book length analysis of education policy, situated in the context of contemporary globalization, and using all of Bourdieu’s ‘thinking tools’ and his reflexive methodology.

Disciplines of Education
Their Role in the Future of Education Research

Edited by John Furlong, University of Oxford, UK and Martin Lawn, University of Edinburgh, UK

The contribution of the ‘foundation disciplines’ of sociology, psychology, philosophy, history and economics to the study of education has always been contested in the UK and in much of the English-speaking world. But such debates are now being brought to a head in education by the demographic crisis. Recent research has shown that with the ageing population of education academics, in ten years’ time, there could be very few disciplinary specialists left working within faculties of education in UK universities. But does that matter and is the UK no more than a special case? How does this ‘crisis’ look from Europe where the disciplines of education are more embedded, and from the USA with its more diverse higher education system?

In this book, leading scholars – including A.H. Halsey, David Bridges, John Furlong, Hugh Lauder, Martin Lawn and Sheldon Rothblatt – consider the changing fortunes of each discipline as education moved away from the dominance of psychology in the 1930s, 1940s and 1950s as a result of the growing importance of the other disciplines and new social questions, and how the changing epistemological and political debates of the last twenty years have resulted in their progressive demise. Finally, the book confronts the question as to whether the disciplines have a place in education in the twenty-first century.

May 2011: 234 x 156: 224pp
Hb: 978-0-415-57583-6: £75.00
For more information, visit: www.routledge.com/9780415575836

Disciplines of Education
Their Role in the Future of Education Research

August 2010: 234 x 156: 216pp
Hb: 978-0-415-58205-6: £75.00
eBook: 978-0-203-84413-7
For more information, visit: www.routledge.com/9780415582063

EDUCATION, KNOWLEDGE & ECONOMY
Edited by Anthony Kelly, University of Southampton, UK
Volume 5, 2011 • 3 issues per year
www.tandf.co.uk/journals/eke

EFFECTIVE EDUCATION
Edited by Paul Connolly, Queen’s University Belfast, UK
Volume 3, 2011 • 2 issues per year
www.tandf.co.uk/journals/refe

JOURNAL OF EDUCATION POLICY
INCLUDED IN THE SOCIAL SCIENCES CITATION INDEX®
Edited by Stephen J. Ball, Institute of Education, University of London, UK
Volume 26, 2011 • 6 issues per year
www.tandf.co.uk/journals/jep

BROWSE AND ORDER ONLINE: www.routledge.com/education
Education, Globalisation and New Times
21 Years of the Journal of Education Policy
Edited by Stephen J. Ball, Institute of Education, University of London, UK, Ivor F. Goodson, University of Brighton, UK and Meg Maguire, Kings College London, UK
Series: Education Heritage

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

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

May 2010: 234 x 156: 392pp
Pb: 978-0-415-59078-5: £23.50
For more information, visit: www.routledge.com/9780415590785

Researching Sex and Lies in the Classroom
Allegations of Sexual Misconduct in Schools
Pat Sikes, University of Sheffield, UK and Heather Piper, Manchester Metropolitan University, UK

Researching Sex and Lies in the Classroom draws on in-depth qualitative research exploring the experiences, perceptions and consequences for those who have been falsely accused of sexual misconduct with pupils.

2009: 234 x 156: 176pp
Hb: 978-0-415-48117-5: £75.00
Ebook: 978-0-203-86405-0
For more information, visit: www.routledge.com/9780415481182

NEW
Innovations in Lifelong Learning
Critical Perspectives on Diversity, Participation and Vocational Learning
Edited by Susan Jackson, Birkbeck College, University of London, UK

Innovations in Lifelong Learning engages first hand with issues and concerns from around the globe, offering an international perspective on current trends through its range of contributions from across the UK, Australia, New Zealand and the US. The broad focus allows for diverse information on the nature of these changes to come together under an assortment of empirical, theoretical and methodological approaches.

The book takes three key elements of lifelong learning:
• learning communities
• participation and non-participation
• work-based learning and learning through work.

It links these with themes on diversity, social justice and economic and global development so as to negotiate and re-negotiate the constant importance of innovation with employers, learners and educational institutions.

December 2010: 234 x 156: 272pp
Hb: 978-0-415-54878-6: £80.00
Ebook: 978-0-203-83395-7
For more information, visit: www.routledge.com/9780415548793

JOURNAL OF RESEARCH ON EDUCATIONAL EFFECTIVENESS
JOURNAL OF THE SOCIETY FOR RESEARCH ON EDUCATIONAL EFFECTIVENESS
Edited by Barbara R. Foorman, Florida State University, USA and Larry V. Hedges, Northwestern University, USA
Volume 4, 2011 • 4 issues per year
www.tandf.co.uk/journals/uree
Pathways to Academic Success in Higher Education
Expanding Opportunity for Underrepresented Students

Edward P. St. John, University of Michigan, USA and
Glenda Droogsma Musoba, Florida International University, USA

Pathways to Academic Success in Higher Education examines two major challenges facing the nation. The first is preparing high school students for college, a reform that has been tackled largely through state policy initiatives. The second is creating new pathways to academic success for underrepresented students in higher education, a challenge that must be addressed within a decentralized system of higher education.

- Part one presents and documents key findings from research on K-12 education policy.
- Part two provides action research using a state data system to inform colleges and universities.
- Part three focuses on the future of policy and organizational initiatives to improve opportunity.

This book integrates studies conducted over nearly a decade and offers guidance on how best to understand and promote retention and success once students have gained access. Research projects were funded by the Lumina Foundation and the Ford Foundation and involved extensive collaboration among government agencies, as well as Foundation offices, researchers, public officials, and administrators and faculty from diverse college campuses.

June 2010: 229 x 152: 316pp
Hb: 978-0-415-87525-7: £95.00
eBook: 978-0-203-85075-6

For more information, visit:
www.routledge.com/9780415875257

NEW

Reinventing Schools, Reforming Teaching
From Political Visions to Classroom Reality

John Bangs, National Union of Teachers, UK,
John MacBeath and Maurice Galton, both at University of Cambridge, UK

‘A ripping good read benefitting as it does from extensive research amongst the main actors responsible for shaping the educational landscape over the last twenty years. The authors have constructed a compelling narrative detailing with the tortuous and sometimes convoluted route pursued by education policy makers and civil servants over the last two decades. The book provides both original insights and intelligent commentary.’ – Sir William Atkinson, Headteacher Phoenix High School, Hammersmith and Fulham, UK

What lessons can we learn from the relationship between policy-makers and schools over the life of the ‘New’ Labour and its predecessor Conservative government? What happened to ‘Education, Education, Education’ as it travelled from political vision to classroom practice?

Based on interviews with ministers past and present, journalists, union officials, members of lobby groups and think tanks, Reinventing Schools, Reforming Teaching considers the impact of educational policies on those who have to translate political priorities into the day to day work of schools and classrooms. 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 can be explained by the personal experiences, predilections and short-term needs of key decision-makers.

The interviews, which explore the dynamics behind the creation of education policies, cover a wide range of themes and issues, including: policy-makers’ attitudes to schools, the staff who work in them and the communities they serve; the drivers of politicians’ reform agendas and the constraints on radical reform; the shaping and reshaping of curriculum and assessment.

September 2010: 234 x 156: 224pp
Hb: 978-0-415-56133-4: £75.00
Pb: 978-0-415-56134-1: £24.99

For more information, visit:
www.routledge.com/9780415561341
Researching and Understanding Educational Networks

Robert McCormick, The Open University, UK, Alison Fox, Patrick Carmichael and Richard Procter, all at University of Cambridge, UK

Researching and Understanding Educational Networks extends the discussion of educational networks in a unique and novel way by relating it to teacher learning. Following an investigation of teacher and school networks in the UK, the authors found that theoretical perspectives taken from existing work on such networks were not adequate to provide an understanding of their potential, nor to provide the basis for researching them in ways that reflected the variety of teacher experience.

This book presents analyses of the problems with existing theories of teacher learning, which for example draw on ideas of ‘communities of practice’, and explores what network theories can be brought to the problem of how teachers and schools create and share new knowledge about practice. Innovative networking theories discussed include:

• social network analysis
• social capital theories
• actor-network theory
• investigations of electronic networks including computer-mediated conferencing
• how people learn at events such as conferences.

Researching and Understanding Educational Networks explores a new application of networks theories derived from quite different fields of work, and extends it both by being concerned about networks beyond organisations and specifically about educational networks.

NEW

Researching Creative Learning

Methods and Issues

Edited by Pat Thomson and Julian Sefton-Green, both at University of Nottingham, UK

It is a common ambition in society and government to make young people more creative. These aspirations are motivated by two key concerns: to make experience at school more exciting, relevant, challenging and dynamic; and to ensure that young people are able and fit to leave education and contribute to the creative economy that will underpin growth in the twenty-first century.

Transforming these common aspirations into informed practice is not easy. It can mean making many changes: turning classrooms into more exciting experiences; introducing more thoughtful challenges into the curriculum; making teachers into different kinds of instructors; finding more authentic assessment processes; putting young people’s voices at the heart of learning.

There are programmes, projects and initiatives that have consistently attempted to offer such change and transformation. The UK programme Creative Partnerships is the largest of these, but there are significant initiatives in many other parts of the world today, including France, Norway, Canada and the United States. This book not only draws on this body of expertise but also consolidates it, making it the first methodological text exploring creativity.

For more information, visit:
www.routledge.com/9780415454854
Improving Mathematics at Work
The Need for Techno-Mathematical Literacies

Celia Hoyles, Richard Noss, Phillip Kent and Arthur Bakker, all at London Knowledge Lab, Institute of Education, University of London, UK

Series: Improving Learning

Improving Mathematics at Work questions the mathematical knowledge and skills that matter in the twenty-first century world of work, and studies how the use of mathematics in the workplace is evolving in the rapidly-changing context of new technologies and globalisation. Through a series of case studies from the manufacturing and financial service sectors, the authors argue that there has been a radical shift in the type of mathematical skills required for work – a shift not yet fully recognised by the formal education system, or by employers and managers.

Examining how information technology has changed mathematical requirements, the idea of Techno-mathematical Literacies (TmL) is introduced to describe the emerging need to be fluent in the language of mathematical inputs and outputs to technologies and to interpret and communicate with these, rather than merely to be procedurally competent with calculations. The authors argue for careful analyses of workplace activities, looking beyond the conventional thinking about numeracy, which still dominates policy arguments about workplace mathematics.

May 2010: 216 x 138: 224pp
Hb: 978-0-415-48007-9: £80.00
eBook: 978-0-203-85465-5

For more information, visit: www.routledge.com/9780415480086

NEW

Improving Research through User Engagement

Mark Rickinson, University of Oxford, UK, Judy Sebba, University of Sussex, UK and Anne Edwards, University of Oxford, UK

Series: Improving Learning

The authors of this new book present an authoritative overview of recent theoretical debates, practical developments and empirical evidence on the role of user engagement in contemporary educational and social science research. The book focuses on the relationship between user engagement and research design, and emphasises how user engagement needs to be understood as an interplay between the different kinds of knowledge and expertise held by researchers and users. Drawing on evidence from studies involving different kinds of research users, there is detailed discussion of the dynamics and complexities of working with practitioners, service users and policy-makers. Written for the many professionals involved in funding, doing and using research within education and other social sciences, this book provides: conceptual guidance on different approaches and interpretations of user engagement; examples and evidence of effective strategies for engaging practitioners, service users and policy-makers; capacity building ideas and implications for researchers and research users; specific suggestions as to how the conceptualisation, management, scaling up and evidence base of user engagement could be improved.

At the core of this forward-thinking text is a robust analysis of an important facet of modern social science research. The authors’ evidence-based, evaluative approach provides a useful, detailed analysis of an area of social science research methodology which is increasingly valued and emphasised by research councils and mediators.

February 2011: 216 x 138: 136pp
Hb: 978-0-415-46168-9: £75.00
eBook: 978-0-203-83130-4

For more information, visit: www.routledge.com/9780415461696
Improving Learning by Widening Participation in Higher Education
Edited by Miriam David, Institute of Education, University of London, UK, Gareth Parry, Sheffield University, UK, Diane Reay, University of Cambridge, UK, Anna Vignoles, Institute of Education, University of London, UK, Julian Williams, Manchester University, UK, Ann-Marie Bathmaker, University of the West of England, UK, Gill Crozier, Roehampton University, UK, Pauline Davis, University of Manchester, UK, Hubert Ertl, Oxford University, UK, Alison Fuller, University of Southampton, UK, Geoff Hayward, Oxford University, UK, Sue Heath, University of Southampton, UK and Chris Hockings, University of Wolverhampton, UK
Series: Improving Learning
This book presents a strong and coherent rationale for improving learning for diverse students from a range of backgrounds within higher education.
2009: 216 x 138: 288pp
Hb: 978-0-415-49541-7: £80.00
eBook: 978-0-203-86797-6
For more information, visit: www.routledge.com/9780415495424

Improving Learning in College
Rethinking Literacies Across the Curriculum
Roz Ivanic, Lancaster University, UK, June Smith, University of Stirling, UK, Richard Edwards, University of Stirling, UK, David Barton, Lancaster University, UK, Marilyn Martin-Jones, University of Birmingham, UK, Zoe Fowler, Independent Researcher, UK, Buddug Hughes, University of Wales, Bangor, UK, Greg Mannion and Kate Miller both at University of Stirling, UK, and Candice Satchwell, Lancaster University and Blackpool and The Fylde College, UK
Series: Improving Learning
This book explores the reading and writing associated with learning subjects across the college curriculum and considers ways of changing teaching practices to enable students to reach their full potential.
2009: 216 x 138: 232pp
Hb: 978-0-415-46171-9: £75.00
eBook: 978-0-203-87253-6
For more information, visit: www.routledge.com/9780415461726

Improving Learning in Later Life
Alexandra Withnall, University of Warwick, UK
Series: Improving Learning
Focusing on understanding the varied learning experiences of older people across the life course, this groundbreaking new book analyzes the role and significance of learning in older people’s lives today.
2009: 216 x 138: 176pp
Hb: 978-0-415-46171-9: £75.00
eBook: 978-0-203-87253-6
For more information, visit: www.routledge.com/9780415461726

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: 254 x 178: 464pp
Hb: 978-0-8058-6111-2: £150.00
Pb: 978-0-8058-6112-9: £64.99
eBook: 978-0-203-88787-5
For more information, visit: www.routledge.com/9780805861129
Handbook of Education Policy Research
Edited by Gary Sykes, Barbara Schneider, both at Michigan State University, USA and David N. Plank, University of California, Berkeley, USA
Co-published for the American Educational Research Association (AERA)

Educational policy continues to be of major concern. Defining the theoretical boundaries and methodological approaches of education policy research are the two primary themes of this comprehensive Handbook.

2009: 279 x 216: 1064pp
Hb: 978-0-415-98991-6: £200.00
Pb: 978-0-415-98992-3: £80.00
eBook: 978-0-203-88096-8

For more information, visit:
www.routledge.com/9780415989923

Reconstructing Policy in Higher Education
Feminist Poststructural Perspectives
Edited by Elizabeth J. Allan, University of Maine, USA, Susan Iverson, Kent State University, USA and Rebecca Ropers-Huilman, University of Minnesota, USA

This landmark textbook joins the theory of feminist poststructuralism with research methods for the purpose of policy analysis in Higher Education. It showcases the different methods that can be applied to a range of topics in Higher Education policy and policy development. Reconstructing Policy in Higher Education highlights the work of accomplished and award-winning scholars, and provides an in-depth examination of theoretical frameworks and concrete examples of how feminist poststructuralism effectively informs research methods and can serve as a vital tool for policy-makers and analysts.

2009: 229 x 152: 272pp
Hb: 978-0-415-99776-8: £95.00
Pb: 978-0-415-99777-5: £32.99
eBook: 978-0-203-87003-7

For more information, visit:
www.routledge.com/9780415997775

NEW IN 2011
Designing Better Schools for Culturally and Linguistically Diverse Children
A Science of Performance Model for Research
Stuart McNaughton, The University of Auckland, New Zealand

How can schools be better designed to enable equitable academic outcomes for culturally and linguistically diverse children from communities lacking in economic, political and social power? Putting forward a robust ‘science of performance’ model of school change based on a specified process of research and development in local contexts, this book:

• lays out the traditions of optimism and pessimism about effective schooling for at-risk students
• reviews the international and national evidence for the effectiveness of schools and school systems in reducing disparities in achievement
• describes the challenges educational research must address to solve the problem of school effectiveness, proposes strict criteria against which effectiveness should be judged, and examines in detail examples where change has been demonstrated
• proposes how researchers, professionals, and policy-makers can develop more effective systems.

Bringing together structural and psychological accounts of the nature of schools, and establishing theoretically defensible criteria for judging effectiveness, this book is a critically important contribution to advancing the science of making schools more effective.

March 2011: 229 x 152: 240pp
Hb: 978-0-415-88659-8: £95.00
eBook: 978-0-203-83582-1

For more information, visit:
www.routledge.com/9780415886604

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NEW IN 2011

3rd Edition

**Education, Equality and Human Rights**

**Issues of Gender, ‘Race’, Sexual Orientation, Disability and Social Class**

Edited by Mike Cole, Bishop Grosseteste University College Lincoln, UK

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

The third edition of this important book has been updated in light of major changes that have taken place since the last edition was published. Fully revised to reflect changes in law and policy, new issues considered include: the ‘credit crunch’; the new US presidency; new Labour’s latter years and the impact of changes resulting from the next election; climate change and its potential effects as new types of refugees flee climate chaos; impact of new technologies on the gendered experiences of education; new research on school-based sex and relationships education; three major new studies on homophobia in UK schools.

June 2011: 234 x 156: 256pp
Hb: 978-0-415-58417-3: £80.00
For more information, visit: www.routledge.com/9780415584166

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NEW IN 2011

**Rethinking Widening Participation in Higher Education**

**The Role of Social Networks**

Edited by Alison Fuller, Sue Heath and Brenda Johnston, all at Southampton University, UK

Previous work on widening participation in HE has focussed on why people choose to go to university but this vital new research has focussed on looking at why people choose not to go. Moreover, much of the extant literature concentrates on the participation decisions of teenagers and young adults whereas this book foregrounds adult decision-making across the life-course. It draws on a recent UK-based empirical study to argue that this network approach to exploring educational decision-making is very productive and helps create a comprehensive understanding of the historically dependent, personal and collective aspects of participation decisions.

This book examines, therefore, the ways in which (non-) decision-making about HE is embedded within a range of social networks consisting of family, partners and friends, and to what extent future participation in HE is conceived as within the bounds of possibility. It:

- provides a conceptual framework for understanding the value of network-based decision-making about participation in HE, in the light of the changing historical and policy contexts in which it is always located
- highlights the importance of researching the socially embedded narratives of ‘ordinary people’ in order to critique the deficit discourse which dominates debates about widening participation in HE
- discusses the policy and practice implications of the network-based approach for widening participation and educational institutions.

April 2011: 234 x 156: 192pp
Hb: 978-0-415-57563-8: £75.00
For more information, visit: www.routledge.com/9780415575645

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**Persistent Inequality**

**Contemporary Realities in the Education of Undocumented Latina/o Students**

*Series: The Critical Editor*

Maria Pabón López and Gerardo R. López, both at Indiana University, USA

*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 US educational system.

2009: 229 x 152: 224pp
For more information, visit: www.routledge.com/9780415957946
NEW IN 2011

Understanding the Disenfranchisement of Latino Men and Boys
Invisible No More

Edited by Pedro Noguera, New York University, USA,
Aída Hurtado, University of California, USA and
Edward Fergus, New York University, USA

This groundbreaking interdisciplinary volume provides a comprehensive picture of Latino males in the US today and sets the direction of future research and policy intervention. While research on men and masculinity has increased substantially in recent years, very little of the new research has focused upon the status of Latino men or on the ways in which cultural and structural systems of patriarchy within Latino communities have been affected by the experiences of Latino men in American society. By drawing attention to the challenges facing this segment of the population the volume collectively establishes the first empirical basis for finding solutions to these problems.

June 2011: 229 x 152: 300pp
Hb: 978-0-415-87777-8: £100.00
Pb: 978-0-415-87778-5: £32.99
For more information, visit: www.routledge.com/9780415877778

NEW

Breaking Through the Access Barrier
How Academic Capital Formation Can Improve Policy in Higher Education

Edward P. St. John, University of Michigan, USA,
Shouping Hu, Florida State University, USA and
Amy S. Fisher, University of Michigan, USA

Breaking Through the Access Barrier argues that the policies designed to address inequalities in college access are failing to address underlying issues of inequality. This book introduces academic capital formation (ACF), a groundbreaking new theory defined by family knowledge of educational options and the opportunities for pursuing them. This textbook offers:

• a new construct – academic capital – that integrates and draws upon existing literature
• practical advice for better preparation and intervention
• real student outcomes, databases, and interviews taken from exemplary intervention programs
• empirical research illuminating the role of class reproduction in education
• quantitative and qualitative analysis of the importance and effectiveness of several major policy interventions.

October 2010: 254 x 178: 296pp
Hb: 978-0-415-80032-7: £85.00
Pb: 978-0-415-80033-4: £27.99
eBook: 978-0-203-84901-9
For more information, visit: www.routledge.com/9780415800334

Handbook of Latinos and Education
Theory, Research, and Practice

Enrique G. Murillo, Jr., California State University-San Bernardino, USA, Sofia A. Villenas, Cornell University, USA, Ruth Trinidad, University of New Mexico, USA, Juan Sánchez, Texas Tech University, USA, Corinne Martinez, California State University-Long Beach, USA, Margarita Machado-Casas, University of Texas at San Antonio, USA

With its contributions to research, professional practice, and the emergence of related interdisciplinary studies, it provides a comprehensive review of rigorous, innovative, and critical scholarship and theory relevant to educational issues impacting Latinos.

2009: 254 x 178: 670pp
Hb: 978-0-8058-5839-6: £170.00
Pb: 978-0-8058-5840-2: £71.99
eBook: 978-0-203-86607-8
For more information, visit: www.routledge.com/9780805858402
Confronting Obstacles to Inclusion
International Responses to Developing Inclusive Education

Edited by Richard Rose, University of Northampton, UK
Series: David Fulton / Nasen

Confronting Obstacles to Inclusion uniquely and comprehensively addresses interpretations of inclusive education by drawing upon the experiences and expertise of leading writers and academics who have direct experience of teaching and researching this area around the world.

This landmark publication combines theoretical chapters with practical material demonstrating how the theories can be put into action in the classroom. The contributors, who all have regular contact with pupils and teachers in inclusive settings, provide a broad spectrum of ideas, examine a number of key themes and interpret these in an international context.

This authoritative text will be of immense interest and use to practitioners, policy-makers, researchers and campaigners who are working towards a more equitable and inclusive society. Through a synthesis of theory and practice the book offers readers an opportunity to explore local, national and international perspectives and raises questions with regards to our current understanding of inclusion. Whilst the interrogation of the concept of inclusion is, in itself important, the book provides examples of professional approaches to the key questions which are currently challenging the education of a diverse range of learners.

June 2010: 234 x 156: 328pp
Hb: 978-0-415-49361-1: £85.00
Pb: 978-0-415-49363-5: £29.99
eBook: 978-0-203-84678-0

For more information, visit: www.routledge.com/9780415493635

NEW

Critical Race Theory Matters
Education and Ideology

Margaret Zamudio, Christopher Russell, Francisco Rios and Jacquelyn L. Bridgeman, all at University of Wyoming, USA

Over the past decade, Critical Race Theory (CRT) scholars in education have produced a significant body of work theorizing the impact of race and racism in education. Critical Race Theory Matters provides a comprehensive and accessible overview of this influential movement, shining its keen light on specific issues within education. Through clear and accessible language, the authors synthesize scholarship in the field, highlight major themes and assumptions, and examine strategies of resistance and practices for challenging the existing inequalities in education. By linking theory to everyday practices in today’s classroom, students will understand how CRT is relevant to a host of timely topics, from macro-policies such as Bilingual Education and Affirmative Action to micro-policies such as classroom management and curriculum. Moving beyond identifying problems into the realm of problem solving, Critical Race Theory Matters is a call to action to put into praxis a radical new vision of education in support of equality and social justice.

September 2010: 229 x 152: 192pp
Hb: 978-0-415-99673-0: £80.00
Pb: 978-0-415-99674-7: £19.99
eBook: 978-0-203-84271-3

For more information, visit: www.routledge.com/9780415996747
Deficit thinking is a pseudoscience founded on racial and class bias. It ‘blames the victim’ for school failure instead of examining how schools are structured to prevent poor students and students of color from learning. Dismantling Contemporary Deficit Thinking provides comprehensive critiques and anti-deficit thinking alternatives to this oppressive theory by framing the linkages between prevailing theoretical perspectives and contemporary practices within the complex historical development of deficit thinking. 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 color, 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.

April 2010: 229 x 152: 248pp
Hb: 978-0-415-87709-1: £100.00
eBook: 978-0-203-85321-4

For more information, visit: www.routledge.com/9780415877107

NEW

3rd Edition

Chicano School Failure and Success
Past, Present, and Future
Edited by Richard R. Valencia, The University of Texas, Austin, USA

‘The newly expanded and updated edition is a rich melding and unique combination of expertise, experience, and exploration of the many complex problems and multidimensional issues experienced by Chicano students.’ – Enrique G. Murillo, Jr

The third edition of the bestselling collection, Chicano School Failure and Success presents a complete and comprehensive review of the multiple and complex issues affecting Chicano students today. Richly informative and accessibly written, this edition includes completely revised and updated chapters that incorporate recent scholarship and research on the current realities of the Chicano school experience. It features four entirely new chapters on important topics such as la Chicana, two way dual language education, higher education, and gifted Chicano students. Contributors to this edition include experts in fields ranging from higher education, bilingual education, special education, gifted education, educational psychology, and anthropology. In order to capture the broad nature of Chicano school failure and success, contributors provide an in-depth look at topics as diverse as Chicano student dropout rates, the relationship between Chicano families and schools, and the impact of standards-based school reform and deficit thinking on Chicano student achievement. Committed to understanding the plight and improvement of schooling for Chicanos, this timely new edition addresses all the latest issues in Chicano education and will be a valued resource for students, educators, researchers, policy-makers, and community activists alike.

December 2010: 254 x 178: 320pp
Hb: 978-0-415-88060-2: £90.00
eBook: 978-0-203-83598-2

For more information, visit: www.routledge.com/9780415880619

Immigration, Diversity, and Education
Edited by Elena L. Grigorenko, Yale University, USA and Ruby Takanishi, Foundation for Child Development, New York, USA

This edited volume presents an overview of research and policy issues pertaining to children from birth to ten who are first- and second-generation immigrants to the US, as well as native-born children of immigrants.

2009: 229 x 152: 320pp
Hb: 978-0-415-45627-2: £100.00
eBook: 978-0-203-87286-4

For more information, visit: www.routledge.com/9780415456272
Inclusive education has been incorporated in government education policy around the world. Key international organisations such as UNESCO and OECD declare their commitment to Education for All and the principles and practice of inclusive education. The Irregular School explores the foundations of the current controversies and argues that continuing to think in terms of the regular school or the special school obstructs progress towards inclusive education. The book contends that we need to build a better understanding of exclusion, of the foundations of the division between special and regular education, and of school reform as a precondition for more inclusive schooling in the future.

The Irregular School builds on existing research and literature to argue for a comprehensive understanding of exclusion, a more innovative and aggressive conception of inclusive education and a genuine commitment to school reform that steps aside from the troubled and troubling notions of regular schools and special schools.

November 2010: 234 x 156: 232pp
Hb: 978-0-415-47989-9: £75.00
eBook: 978-0-203-83156-4
For more information, visit: www.routledge.com/9780415479905
Globalization and Education
Fazal Rizvi, University of Melbourne, Australia
Series: Routledge Key Ideas in Education

Globalization and Education provides a critical introduction to various theories of globalization and the implications they are assumed to have for educational policy and practice. Using the current global financial crisis as a backdrop, internationally renowned author Fazal Razvi examine a series of questions about the ways in which globalization has been variously represented in theoretical, policy and popular discourses. In clear, concise language, Rizvi argues that the problem is not the idea of globalization itself but a particular ideological representation of the manner in which educational policy and practice should be aligned to its dictates.

Both an introduction to the topic and a fresh analysis designed to elicit wide-ranging discussions, the book opens with discussion of some of the key contemporary theories of globalization and education in order to show these are shaped by a neo-liberal social imaginary. The second half of the book describes some of the discontents such a social imaginary has produced among particular groups of people, relegating them to the edges of the global community and resulting in vast and unacceptably high levels of inequalities. Not content to accept the popular assumption that there is no alternative to a neoliberal view of globalization, the book concludes with an overview of the many alternatives already proposed and the role that education might need to play in articulating a better, more democratic and just, way of imagining the interconnected and interdependent world.

July 2011: 229 x 152: 132pp
Hb: 978-0-415-88124-1: £70.00
Pb: 978-0-415-88163-0: £15.99
For more information, visit: www.routledge.com/9780415881630

Cross-border Partnerships in Higher Education
Strategies and Issues
Edited by Robin Sakamoto, Kyorin University, Japan and David W. Chapman, University of Minnesota, USA
Series: International Studies in Higher Education

Cross-border Partnerships in Higher Education looks beyond student and faculty exchanges to examine the myriad of ways international colleges and universities work together as institutions. These partnerships have involved the creation of branch campuses, joint research and technology initiatives, collaboration in strengthening institutional management, testing, faculty development efforts, collaboration in quality assurance, and sharing of technology. Cross-national collaborations are a growing financial and informational resource for universities, and non-Western schools are increasingly taking part.

The volume provides an overview of the purposes and types of cross-border collaborations, an analysis of the benefits, and an examination of issues arising from these efforts. A cross-cutting goal is to provide a critical look at the models being employed, the challenges encountered, and the unintended consequences of such collaboration, both positive and negative. The book is intended for scholars and students of international higher education, higher education leaders and practitioners who are charting a course toward greater cross-border collaboration, and leaders in international development assistance organizations that are often asked to support such initiatives.

June 2010: 229 x 152: 296pp
Hb: 978-0-415-87648-3: £100.00
For more information, visit: www.routledge.com/9780415876483

BROWSE AND ORDER ONLINE: www.routledge.com/education
International Research Collaborations
Much to be Gained, Many Ways to Get in Trouble
Edited by Melissa S. Anderson, University of Minnesota, USA and Nicholas H. Steneck, University of Michigan, USA
Series: International Studies in Higher Education

International Research Collaborations considers what can and does go wrong in cross-national research collaborations, and how scientists can avoid these problems in order to create and sustain productive, mutually-enriching partnerships.

Unfamiliar approaches to training, legal and regulatory complications, and differences in funding and administration pose challenges for collaboration that are then compounded by the need to satisfy the requirements of different research systems. To help today's international researchers create the best possible partnerships, chapters by funding officers, diplomats, attorneys, publishers, regulators, graduate students, industry researchers, administrators, and scholars of responsible research address the following key trouble spots: how research is organized and funded; the legal and normative environments of research; differences in regulation and oversight; variation in graduate education and postdoctoral training.

July 2010: 229 x 152: 312pp
Hb: 978-0-415-87541-7: £100.00
eBook: 978-0-203-84890-6
For more information, visit: www.routledge.com/9780415875417

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

What does it mean to be young, to be economically disadvantaged, and to be subject to constant surveillance both from the formal agencies of the state and from the informal challenge of competing youth groups? How are changing patterns of migration and work, along with shifting gender roles and expectations, impacting marginalized youth in the radically transformed urban city?

In Lost Youth in the Global City, the authors focus on young people who live at the margins of urban centers, 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.

February 2010: 229 x 152: 256pp
Hb: 978-0-415-99557-3: £100.00
Pb: 978-0-415-99558-0: £26.99
eBook: 978-0-203-85833-2
For more information, visit: www.routledge.com/9780415995580

International Organizations and Higher Education Policy
Thinking Globally, Acting Locally?
Edited by Roberta Malee Bassett, The World Bank, USA and Alma Maldonado-Maldonado, University of Arizona, USA
Series: International Studies in Higher Education

International Organizations and Higher Education Policy critically analyzes the impact influential organizations have at different levels of higher education policy development and implementation.

2009: 229 x 152: 328pp
Hb: 978-0-415-99043-1: £95.00
For more information, visit: www.routledge.com/9780415990431
NEW

Transnational and Borderland Studies in Mathematics Education
Edited by Richard S. Kitchen, University of New Mexico, USA and Marta Civil, University of Arizona, USA
Series: Studies in Mathematical Thinking and Learning

Every year, significant numbers of immigrant children from Mexico enter classrooms in the United States. These immigrants comprise a heterogeneous group of students with diverse needs, abilities, and experiences. Transnational and Borderland Studies in Mathematics Education is the first collection to offer research studies across these communities. Providing invaluable research on both sending and receiving communities in Mexico and the US, this collection considers the multiple aspects of children’s experiences with mathematics, including curriculum, classroom participation structures, mathematical reasoning and discourse – both in and out of school – and parents’ perceptions and beliefs about mathematics instruction. An important treatment of an insufficiently documented subject, this collection brings together researchers on both sides of the border to foster and support an interest in documenting evidence that will set the stage for future studies in mathematics education.

October 2010: 229 x 152: 232pp
Hb: 978-0-415-88052-7: £100.00
eBook: 978-0-203-84095-5

For more information, visit: www.routledge.com/9780415880527

Globalizing Education Policy
Fazal Rizvi, University of Melbourne, Australia and Bob Lingard, University of Queensland, Australia

This book provides an overview of some critical issues in educational policy and explores the key global drivers of policy change in education, suggesting that they do not operate in the same way on all nation-states, and have differential impact.

2009: 234 x 156: 240pp
Hb: 978-0-415-41625-2: £78.00
eBook: 978-0-203-86739-6

For more information, visit: www.routledge.com/9780415416276

NEW IN PAPERBACK

Globalizing Education, Educating the Local
How Method Made us Mad
Ian Stronach, Liverpool John Moores University, UK

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

2009: 234 x 156: 240pp
Hb: 978-0-415-43111-8: £75.00
ALSO AVAILABLE IN PAPERBACK, SEE PAGE 37
eBook: 978-0-203-86362-6

For more information, visit: www.routledge.com/9780415619127

Global Crises, Social Justice, and Education
Edited by Michael W. Apple, University of Wisconsin-Madison, USA

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.

2009: 229 x 152: 224pp
Hb: 978-0-415-99596-2: £95.00
eBook: 978-0-203-86144-8

For more information, visit: www.routledge.com/9780415995979

GLOBALISATION, SOCIETIES AND EDUCATION
Edited by Roger Dale, University of Bristol, UK and Susan L. Robertson, University of Bristol, UK
Volume 9, 2011 • 4 issues per year
www.tandf.co.uk/journals/gse

BROWSE AND ORDER ONLINE:  www.routledge.com/education
International Perspectives on Student Outcomes and Homework
Family-School-Community Partnerships
Edited by Rollande Deslandes, Université du Québec à Trois-Rivières, Canada
Series: Contexts of Learning
2009: 234 x 156: 192pp
Hb: 978-0-415-47950-9: £75.00
eBook: 978-0-203-87697-8
For more information, visit:
www.routledge.com/9780415479509

International Perspectives on Contexts, Communities and Evaluated Innovative Practices
Family-School-Community Partnerships
Edited by Rollande Deslandes, Université du Québec à Trois-Rivières, Canada
Series: Contexts of Learning
Detailing practices that have proved effective alongside relevant case examples, this book analyses contributions from diverse countries facing common challenges, showing the way ahead for Family-School-Community Relations.
2009: 234 x 156: 256pp
Hb: 978-0-415-99158-2: £80.00
eBook: 978-0-203-87940-5
For more information, visit:
www.routledge.com/9780415991599

Mobile Learning Communities
Creating New Educational Futures
Patrick Alan Danaher, University of Southern Queensland, Australia, Beverley Moriarty, Central Queensland University, Australia and Geoff Danaher, Central Queensland University, Australia
Mobile Learning Communities explores the diverse ways in which traveling groups experience learning ‘on the run’, bringing together for the first time mobilities and learning communities into a single and comprehensive focus.
2009: 229 x 152: 224pp
Hb: 978-0-415-99159-9: £75.00
eBook: 978-0-203-87940-5
For more information, visit:
www.routledge.com/9780415991599

Trajectories of Education in the Arab World
Legacies and Challenges
Edited by Osama Abi-Mershed, Georgetown University, USA
Series: Routledge Advances in Middle East and Islamic Studies
In comparison to other parts of the developing world education in Arab countries has been lagging behind. This book examines the impact of Western cultural influence, the opportunities for reform and the sustainability of current initiatives.
2009: 234 x 156: 304pp
Hb: 978-0-415-48512-8: £80.00
eBook: 978-0-203-87375-5
For more information, visit:
www.routledge.com/9780415485128

DISCOURSE: STUDIES IN THE CULTURAL POLITICS OF EDUCATION
Edited by Bob Lingard, University of Queensland, Australia, Martin Mills, University of Queensland, Australia and Victoria Carrington, University of South Australia, Australia
Volume 32, 2011 • 5 issues per year
www.tandf.co.uk/journals/discourse
NEW IN 2011

The Routledge Companion to Education
Edited by James Arthur, University of Birmingham, UK and Andrew Peterson, Canterbury Christ Church University, UK

The Routledge Companion to Education presents the most comprehensive, up to date guide available to the major topics and theories in education. Forty specially commissioned chapters, covering all aspects of education, introduce you to the key thinkers, events, ideas, research and issues that have shaped the field of education.

• Part one opens with an exploration of the aims and purposes of education.
• Part two introduces the key theories and thinkers that have established the history, sociology, philosophy, and psychology of education.
• Part three is devoted to how we organise education and the topics that attract much contemporary interest.
• Part four covers the central concepts and theories needed for a comprehensive understanding of learning and knowledge.

The Routledge Companion to Education presents a succinct, detailed, authoritative overview of the main topics in education. Each chapter includes a descriptive introduction, an analysis of the key ideas and debates, the latest research and scholarship, exploration of how the issues will develop, key questions for research and carefully selected further reading to signpost you to important resources.

Jul 2011: 246 x 174: 528pp
Hb: 978-0-415-58346-6: £125.00
Pb: 978-0-415-58347-3: £25.00
For more information, visit: www.routledge.com/9780415583473

Rethinking Play and Pedagogy in Early Childhood Education
Concepts, Contexts and Cultures
Edited by Sue Rogers, Institute of Education, University of London, UK

Bringing together a collection of chapters from international experts in the field of early childhood education, Rethinking Play and Pedagogy in Early Childhood Education seeks to explore how play in the Early Years is valued as a means of learning. The book discusses how play is presented, transformed by institutional and pedagogical discourses and ultimately experienced by children. Adopting cultural, conceptual and contextual approaches to play and pedagogy across its chapters, this book addresses contemporary emerging issues surrounding play and pedagogy including: the application of critical and socio-cultural analyses to play in early childhood; renewed interest in the aesthetic, creative and affective dimensions of play in early childhood education; competing discourses of ‘performativity’, market forces, social reconstruction and child-centredness; children’s voice and participation within educational settings; globalization, migration and cultural pluralism; the role of digital technology in early childhood education; diversity, identity and social justice within early childhood settings.

Nov 2010: 234 x 156: 184pp
Hb: 978-0-415-48075-8: £75.00
eBook: 978-0-203-83947-8
For more information, visit: www.routledge.com/9780415480765

Going Beyond the Theory/Practice Divide in Early Childhood Education
Introducing an Intra-Active Pedagogy
Hillevi Lenz Taguchi, University of Stockholm, Sweden

Series: Contesting Early Childhood

This book identifies the gaps needing to be bridged to achieve a more inclusive and ‘just’ early childhood education, in relation to class, gender, sexuality, ethnicity, race, disabilities and age, and explores various ways of bridging these gaps.

2009: 216 x 138: 224pp
For more information, visit: www.routledge.com/9780415464451

BROWSE AND ORDER ONLINE: www.routledge.com/education
Handbook of Public Pedagogy
Education and Learning Beyond Schooling
Edited by Jennifer A. Sandlin, Arizona State University, USA, Brian D. Schultz, Northeastern Illinois University, USA and Jake Burdick, Arizona State University, USA

Series: Studies in Curriculum Theory

Bringing together scholars, public intellectuals, and activists from across the field of education, the Handbook of Public Pedagogy explores and maps the terrain of this burgeoning field.

2009: 254 x 178: 712pp
Hb: 978-0-415-80126-3: £165.00
Pb: 978-0-415-80127-0: £70.99
eBook: 978-0-203-86368-8

For more information, visit: www.routledge.com/9780415801270

Handbook of Formative Assessment

Edited by Heidi Andrade, University at Albany, SUNY, USA and Gregory J. Cizek, University of North Carolina at Chapel Hill, USA

The Handbook of Formative Assessment comprehensively profiles this burgeoning field of study. Written by leading international scholars and practitioners, each chapter discusses key issues in formative assessment policy and practice.

2009: 246 x 174: 392pp
Hb: 978-0-415-99319-7: £110.00
Pb: 978-0-415-99320-3: £65.00
eBook: 978-0-203-87485-1

For more information, visit: www.routledge.com/9780415993203

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Volume 17, 2011 • 3 issues per year
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Deconstructing the Discourse of Standards and Accountability in Education

Peter M. Taubman, Brooklyn College, New York, USA

Series: Studies in Curriculum Theory

Taubman 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. He maps the totality of the transformation, taking into account the constellation of forces shaping it, and proposes an alternative vision of teacher education.

NEW IN 2011

The Routledge International Handbook of Creative Learning
Edited by Julian Sefton-Green, Pat Thomson, both at University of Nottingham, UK, Ken Jones, University of Keele, UK and Liora Bresler, University of Illinois at Urbana-Champaign, USA

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.

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.

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.

May 2011: 246 x 174: 512pp

Hb: 978-0-415-54889-2: £125.00

For more information, visit: www.routledge.com/9780415548892
Does Every Child Matter?
Understanding New Labour’s Social Reforms

Catherine A. Simon and Stephen Ward, both at Bath Spa University, UK

Every Child Matters represents the most radical change to education and welfare provision in almost two decades. This book moves beyond a descriptive ‘how to’ framework to examine the underlying political and social aims of this policy agenda.

The authors’ analysis reveals that Every Child Matters 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. Does Every Child Matter? explores the ramifications of this along three key lines of 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.

This book provides a unique and insightful critique of Every Child Matters and its contribution to understandings of New Labour social policy. It locates the genesis of the policy in terms of its social, political and historical contexts and questions the validity of constructing social policy around issues of child welfare.

June 2010: 234 x 156: 144pp
Hb: 978-0-415-49578-3: £75.00
Pb: 978-0-415-49579-0: £17.99
eBook: 978-0-203-84950-7
For more information, visit: www.routledge.com/9780415495790
NEW

Radical Education and the Common School
A Democratic Alternative

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

Series: Foundations and Futures of Education

What is education, what is it for and what are its fundamental values? Addressing these fundamental issues, Fielding and Moss contest the current mainstream dominated by markets and competition, instrumentality and standardisation, managerialism and technical practice. They argue instead for a radical education with democracy as a fundamental value, care as a central ethic, a person-centred education that is education in the broadest sense, and an image of a child rich in potential.

Radical education, they say, should be practiced in the ‘common school’, a school for all children in its local catchment area, age-integrated, human scale, focused on depth of learning and based on team working. Working closely with other schools and with local authorities, the book concludes by examining how we might bring such transformation about.

December 2010: 234 x 156: 208pp
Hb: 978-0-415-49828-9: £75.00
eBook: 978-0-203-83740-5

For more information, visit: www.routledge.com/9780415498296

NEW

School Trouble
Identity, Power and Politics in Education

Deborah Youdell, Institute of Education, University of London, UK

Series: Foundations and Futures of Education

In this book, Deborah Youdell brings together theories of counter-politics and radical traditions in education to make sense of the politics of daily life inside schools and explores a range of resources for thinking about and enacting political practices that make ‘school trouble’. The book offers a solid introduction to the much-debated issues of ‘intersectionality’ and the limits of identity politics and the relationship between schooling and the wider policy and political context. It pieces together a series of tools and tactics that might destabilise educational inequalities by unsettling the knowledges, meanings, practices, subjectivities and feelings that are normalised and privileged in the ‘business as usual’ of school life. Engaging with curriculum materials, teachers’ lesson plans and accounts of their pedagogy, and ethnographic observations of school practices, the book investigates a range of empirical examples of critical action in school. The book draws on the work of Michel Foucault, Judith Butler, Ernesto Laclau and Chantel Mouffe, and Gilles Deleuze and Felix Guattari to make sense of these practices.

October 2010: 234 x 156: 176pp
Hb: 978-0-415-47987-5: £75.00
eBook: 978-0-203-83937-9

For more information, visit: www.routledge.com/9780415479882

Education for All
The Future of Education and Training for 14–19 Year-Olds


Written by the six co-directors of the Nuffield Review of 14–19 Education and Training, this book asks ‘What makes an educated nineteen year old?’ in the light of evidence collected over five years by the most thorough investigation of every aspect of fourteen–nineteen education and training to date.

2009: 234 x 156: 252pp

For more information, visit: www.routledge.com/9780415547222
NEW

Schools and Schooling in the Digital Age
A Critical Analysis

Neil Selwyn, London Knowledge Lab, University of London, UK

Series: Foundations and Futures of Education

This book presents a wide-ranging and critical exploration of a topic that lies at the heart of contemporary education. The use of digital technology is now a key feature of schools and schooling around the world. Yet despite its prominence, technology use continues to be an area of education that rarely receives sustained critical attention and thought.

Tackling the wider picture, addressing the social, cultural, economic, political and commercial aspects of schools and schooling in the digital age, this book offers to make sense of what happens, and what does not happen, when the digital and the educational come together in the guise of schools technology. In particular, the book examines contemporary schooling in terms of social justice, equality and participatory democracy. Seeking to re-politicise an increasingly depoliticised area of educational debate and analysis, the author concludes by suggesting what forms schools and schooling in the digital age could, and should, take.

October 2010: 234 x 156: 192pp
Hb: 978-0-415-58929-1: £75.00
Pb: 978-0-415-58930-7: £24.99
eBook: 978-0-203-84079-5
For more information, visit: www.routledge.com/9780415589307

Transforming Children’s Spaces
Children’s and Adults’ Participation in Designing Learning Environments

Alison Clark, The Open University, UK

Based on two actual building projects, this book is the first of its kind to demonstrate the possibilities of including young children’s perspectives in the design and review of children’s spaces.

Situated at the heart of the debate about the relationship between the built environment and its impact on children’s learning and wellbeing, Transforming Children’s Spaces provides insights into how young children see their environment; discusses children’s aspirations for future spaces; develops the ‘Mosaic approach’, pioneered by the author, as a method for listening to young children and adults.

Emphasising the importance of visual and verbal methods of communication, this fascinating book demonstrates how practitioners and young children can articulate their perspectives, and shows how participatory methods can support new relationships between children, practitioners and architects.

February 2010: 234 x 156: 240pp
Hb: 978-0-415-45859-7: £80.00
eBook: 978-0-203-85758-8
For more information, visit: www.routledge.com/9780415458603

The Cambridge Primary Review Research Surveys

Edited by Robin Alexander, University of Cambridge, UK

Brings together the twenty-eight research surveys from the Cambridge Primary Review – England’s biggest enquiry into primary education for over forty years – and is an essential reference tool for professionals, researchers, students and policy-makers working in the fields of early years, primary and secondary education.

2009: 246 x 174: 880pp
Hb: 978-0-415-54869-4: £250.00
For more information, visit: www.routledge.com/9780415548694
**Children, their World, their Education**

Final Report and Recommendations of the Cambridge Primary Review

Robin Alexander, University of Cambridge, UK, Berry Mayall, Institute of Education, University of London, UK, Stephanie Northen, Education Journalist and Editor, UK, Gillian Pugh, National Children’s Bureau, UK, Colin Richards, University of Cumbria, UK, David Utting, Writer, Researcher, Policy Analyst and former Associate Director at the Joseph Rowntree Foundation, UK, Michael Armstrong, Harwell Primary School, Oxfordshire, UK, Julia Flutter, University of Cambridge, UK, Linda Hargreaves, University of Cambridge, UK, David Harrison, Wynne Harlen, University of Bristol, UK, Elizabeth Hartley-Brewer, Writer and Education Consultant, UK, Ruth Kershner, University of Cambridge, UK and John Macbeath, University of Cambridge, UK

‘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.’ – Bob Garton, Head Teacher, London

‘This is the most thorough, research-based analysis of primary schools I have seen in over two decades of reporting on education. It should carry the testimonial ‘This book should change English primary schools forever’.’ – Mike Baker, formerly Senior BBC Education Correspondent

‘There is a simple account of the Cambridge Primary Review, which is essentially about awe and wonder: it is a formidable achievement.’ – Andrew Pollard, British Educational Research Journal

This is the eagerly-awaited final report from the Cambridge Primary Review, the most comprehensive enquiry into English primary education for over forty years. The book is grounded in evidence from research, official data and the enquiry’s thousands of individual and organisational witnesses.

2009: 246 x 174: 608pp
Hb: 978-0-415-54870-0: £95.00
Pb: 978-0-415-54871-7: £35.00
For more information, visit: www.routledge.com/9780415548717

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**NEW IN 2011**

**Learning Futures**

Education, Technology and Social Change

Keri Facer, Manchester Metropolitan University, UK

Drawing on ten years of research into educational innovation, incorporating scientists, teachers, students, industry professionals and policy-makers, this book challenges the often adopted notion of a single, linear educational future. Considering alternative strategies for conceptualising the future of education, Keri Facer takes into account the challenges that future decades may face, including: the effects of climate change on technologies; socio-technical developments relevant to educators; changing relationships between humans and machines; ageing populations and intergenerational relationships; the theoretical and practical knowledge and tools needed.

Packed with examples from around the world and utilising vital research undertaken by the author while running ‘The UK’s FutureLab’ the book helps to bring into focus the future that is just over the horizon.

April 2011: 234 x 156: 208pp
Hb: 978-0-415-58142-4: £80.00
Pb: 978-0-415-58143-1: £19.99
For more information, visit: www.routledge.com/9780415581431

**NEW IN PAPERBACK**

**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, 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.

2009: 254 x 178: 512pp
Hb: 978-0-415-95861-5: £125.00
eBook: 978-0-203-88299-3
For more information, visit: www.routledge.com/9780415889278
NEW IN 2011

Shaping Education Policy
Power and Process
Edited by Douglas E. Mitchell, University of California, Riverside, USA, Robert L Crowson, Vanderbilt University, USA and Dorothy Shipps, Baruch College, USA

Shaping Education Policy is a comprehensive overview of education politics and policy during the most turbulent and rapidly changing period in American history. Respected scholars review the history of education policy to explain the political powers and processes that shape education today. Chapters cover major themes that have influenced education, including the civil rights movement, federal involvement, the accountability movement, family choice, and development of nationalization and globalization. Sponsored by the Politics of Education Association, this edited collection examines the tumultuous shifts in education policy over the last six decades and projects the likely future of public education. This book is a necessary resource for understanding the evolution, current status, and possibilities of educational policy and politics.

March 2011: 229 x 152: 336pp
Hb: 978-0-415-87504-2: £95.00
eBook: 978-0-203-83735-1
For more information, visit: www.routledge.com/9780415875059

Education in Political Science
Discovering a Neglected Field
Edited by Anja P. Jakobi, Kerstin Martens, both at University of Bremen, Germany and Klaus Dieter Wolf, Darmstadt University of Technology, Germany

Series: Routledge/EPCR Studies in European Political Science

This pioneering volume is devoted to the analysis of education from the perspective of political science, applying the full range of its analytical perspectives and methodological tools.

2009: 234 x 156: 256pp
Hb: 978-0-415-49477-9: £70.00
eBook: 978-0-203-87331-1
For more information, visit: www.routledge.com/9780415494779

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

Class in Education argues for a materialist understanding of class in analyzing the structure of owning and power in social relations, and as a key element in the restructuring of society in a more egalitarian way.

2009: 234 x 156: 224pp
Hb: 978-0-415-45027-0: £78.00
eBook: 978-0-203-87093-8
For more information, visit: www.routledge.com/9780415450270

4th Edition

Adult Education and Lifelong Learning
Theory and Practice
Peter Jarvis, University of Surrey, UK

Now in its fourth edition, Adult Education and Lifelong Learning is well established, and is regarded as the most widely used text about adult education. Fully revised and updated with substantial additional material, this fourth edition takes account of many changes which have occurred in the field of adult education. With new features for students and researchers, updates incorporate:

• material on the ethical and political implications of lifelong learning
• detailed information on changes relating to globalisation
• increased emphasis on societal changes
• information on the way technologies are affecting the way people learn
• changing approaches to knowledge, knowledge acquisition and knowledge assessment.

Students of education and education studies will find this an invaluable course companion, whilst practitioners and researchers in adult and lifelong learning will find this new fully-up-to-date edition even broader in scope than the last.

February 2010: 234 x 156: 352pp
Hb: 978-0-415-49478-6: £85.00
For more information, visit: www.routledge.com/9780415494816
2nd Edition

Education as Enforcement
The Militarization and Corporatization of Schools

Edited by Kenneth J. Saltman, DePaul University, USA and David A. Gabbard, East Carolina University, USA

The first volume to focus on the intersections of militarization, corporations, and education, Education as Enforcement exposed the many ways schooling has become the means through which the expansion of global corporate power are enforced. Since publication of the first edition, these trends have increased to disturbing levels as a result of the extensive militarization of civil society, the implosion of the neoconservative movement, and the financial meltdown that radically called into question the basic assumptions undergirding neoliberal ideology. An understanding of the enforcement of these corporate economic imperatives remains imperative to a critical discussion of related militarized trends in schools.

Education as Enforcement elaborates upon the central arguments of the first edition and updates readers on how recent events have reinforced their continued original relevance. In addition to substantive updates to several original chapters, this second edition includes a new foreword by Henry Giroux, a new introduction, and four new chapters that reveal the most contemporary expressions of the militarization and corporatization of education. New topics covered in this collection include zero-tolerance, foreign and second language instruction in the post-9/11 context, the rise of single-sex classrooms, and the intersection of the militarization and corporatization of schools under the Obama administration.

August 2010: 229 x 152: 336pp
Hb: 978-0-415-87599-8: £88.00
Pb: 978-0-415-87601-8: £25.99
eBook: 978-0-203-84322-2

For more information, visit:
www.routledge.com/9780415876018

Education, Politics and Religion
Reconciling the Civil and the Sacred in Education

James Arthur, University of Birmingham, UK,
Liam Gearon, University of Plymouth, UK and
Alan Sears, University of New Brunswick, Canada

In recent years a number of popular books have savaged religion arguing it is a dangerous delusion that poisons human societies and relationships. This is but the most recent manifestation of a secularising agenda that has been sweeping contemporary democratic societies since the Enlightenment. This book pushes back against that agenda, examining its key assumptions and arguing that the exclusion of religious people and ideas from education and the public square is both undemocratic and unwise.

For the most part the book draws arguments and examples from Christianity, the religious tradition of the authors, but it recognises that many religions share the concerns and possibilities examined. The book examines contemporary expressions of the secularising agenda in Western democracies with particular focus on how that is played out in education. It demonstrates how republican theory understood within a faith perspective provides a shared understanding and substantive basis for education within a Western democracy. It explores the historical connections and disconnections between religion and civic life in the West from ancient to contemporary times and examines religiously based civic action and pedagogical approaches contending both have the potential to contribute greatly to democracy.

June 2010: 234 x 156: 176pp
Hb: 978-0-415-56548-6: £75.00
eBook: 978-0-203-84657-5

For more information, visit:
www.routledge.com/9780415565493

HISTORY OF EDUCATION
PUBLISHED ON BEHALF OF THE HISTORY OF EDUCATION SOCIETY, UK
INCLUDED IN THE SOCIAL SCIENCES CITATION INDEX®

Edited by David Crook, Institute of Education, University of London, UK and Deirdre Raftery, University College Dublin, Ireland

Volume 40, 2011 • 6 issues per year
www.tandf.co.uk/journals/histofed

BROWSE AND ORDER ONLINE: www.routledge.com/education
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, it is argued, provide the signposts for the way ahead.

February 2010: 234 x 156: 184pp
Hb: 978-0-415-55310-0: £75.00
Pb: 978-0-415-55311-7: £18.99
eBook: 978-0-203-85803-5
For more information, visit: www.routledge.com/9780415553117

NEW

The Marketisation of Higher Education and the Student as Consumer
Edited by Mike Molesworth, Richard Scullion and Elizabeth Nixon, all at Bournemouth University, UK

Until recently government policy in the UK has encouraged an expansion of Higher Education to increase participation and with an express aim of creating a more educated workforce. This expansion has led to competition between Higher Education institutions, with students increasingly positioned as consumers and institutions working to improve the extent to which they meet ‘consumer demands’.

Changes in higher education have been rapid, and there has been little critical research into the implications. This volume brings together internationally comparative academic perspectives, critical accounts and empirical research to explore fully the issues and experiences of education as a commodity, examining: the international and financial context of marketisation; the new purposes of universities; the implications of university branding and promotion; league tables and student surveys vs. quality of education; the higher education market and distance learning; students as ‘active consumers’ in the co-creation of value; changing student experiences, demands and focus.

With contributions from many of the leading names involved in Higher Education including Ron Barnett, Frank Furedi, Lewis Elton, Roger Brown and also Laurie Taylor in his journalistic guise as an academic at the University of Poppleton, this book will be essential reading for many.

September 2010: 234 x 156: 264pp
Hb: 978-0-415-58445-6: £80.00
Pb: 978-0-415-58447-0: £24.99
eBook: 978-0-203-84282-9
For more information, visit: www.routledge.com/9780415584470

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

Bringing together a group of the best and most creative educational thinkers to reflect on the purpose and future of public education, this collection of original essays by leading social and educational commentators in North America attempts to articulate a new vision for education, especially public education, and begin to set an alternative direction.

2009: 229 x 152: 304pp
For more information, visit: www.routledge.com/9780415994262
NEW

The Politics of American Education

Joel Spring, Queens College and the Graduate Center of the City University of New York, USA

Series: Sociocultural, Political, and Historical Studies in Education

Turning his distinctive analytical lens to the politics of American education, Joel Spring looks at contemporary educational policy issues from theoretical, practical, and historical perspectives. This comprehensive overview documents and explains who influences educational policy and how, bringing to life the realities of schooling in the twenty-first century and revealing the ongoing ideological struggles at play.

Coverage includes the influence of global organizations on American school policies and the impact of emerging open source and other forms of electronic textbooks.

Thought-provoking, lucid, original in its conceptual framework and rich with engaging examples from the real world, this text is timely and useful for understanding the big picture and the micro-level intricacies of the multiple forces at work in controlling US public schools. It is the text of choice for any course that covers or addresses the politics of American education.

The interactive Companion Website accompanying this text includes relevant data, public domain documents, YouTube links, and links to websites representing political organizations and interest groups involved in education.

December 2010: 229 x 152: 296pp
Hb: 978-0-415-88439-6: £90.00
eBook: 978-0-203-83899-0
For more information, visit:
www.routledge.com/9780415884402

4th Edition

Political Agendas for Education
From Change We Can Believe In to Putting America First

Joel Spring, Queens College and the Graduate Centre of the City University of New York, 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 of Political Agendas for Education focuses on the Republican and Democratic parties in the 2008 national election and post-2008 election era, considered within the context of the evolution of the Republican and Democratic education agendas.

2009: 229 x 152: 208pp
Hb: 978-0-415-80642-8: £95.00
eBook: 978-0-203-86625-2
For more information, visit:
www.routledge.com/9780415806435

Researching Violence, Democracy and the Rights of People

Edited by John Schostak, Manchester Metropolitan University, UK and Jill Schostak, University of East Anglia, UK

This book explores what is at stake methodologically for researchers seeking to expand opportunities for people to become visible upon the public stages of debate, decision making and action, making audible their experiences of wrongs and injustices.

2009: 234 x 156: 272pp
Hb: 978-0-415-47877-9: £80.00
eBook: 978-0-203-86360-2
For more information, visit:
www.routledge.com/9780415478786

BROWSE AND ORDER ONLINE: www.routledge.com/education
The Routledge International Handbook of the Sociology of Education

Edited by Michael W. Apple, University of Wisconsin-Madison, USA, Stephen J. Ball, Institute of Education, University of London, UK and Luis Armando Gandin, Federal University of Rio Grande do Sul, Brazil

This collection brings together the work of a group of the world’s leading sociologists of education to explore and address key issues and concerns within the discipline. The chapters draw upon theory and research to provide ‘state of the art’ accounts of contemporary educational processes, global trends, and changing and enduring forms of social conflict and social inequality. The topics which are addressed are of international relevance and significance.

2009: 246 x 174: 441pp
Hb: 978-0-415-48663-7: £125.00
Ebook: 978-0-203-86370-1
For more information, visit: www.routledge.com/9780415486637

NEW IN 2011

Critical Curriculum Studies
Education, Consciousness, and the Politics of Knowing

Wayne Au, California State University, Fullerton, USA

Critical Curriculum Studies offers a novel framework for thinking about how curriculum relates to students’ understanding of the world around them. Author Wayne Au draws heavily upon critical traditions within curriculum theory, feminist theory, and teaching and learning to develop a ‘critical standpoint theory’ for understanding how the orientation of school curriculum relates to the development of student consciousness.

Using evidence from struggles over standards, high-stakes testing, textbook adoptions, and the politics of classroom practice, the work done in Critical Curriculum Studies will help educators and educational theorists better understand how the politics of knowledge, as well as social relations, are embedded within the very structure of curricular knowledge itself as part of the environmental design of classrooms.

July 2011: 229 x 152: 224pp
Hb: 978-0-415-87711-4: £100.00
Pb: 978-0-415-87712-1: £27.99
For more information, visit: www.routledge.com/9780415877121

Controversy in the Classroom
The Democratic Power of Discussion

Diana E. Hess, University of Wisconsin-Madison, USA

Through rich empirical research from real classrooms throughout the nation, Controversy in the Classroom demonstrates why schools have the potential to be particularly powerful sites for democratic education.

2009: 229 x 152: 216pp
Hb: 978-0-415-96228-5: £85.00
Ebook: 978-0-203-87888-0
For more information, visit: www.routledge.com/9780415962292
NEW IN 2011

**The New Political Economy of Urban Education**

Neoliberalism, Race, and the Right to the City

**Pauline Lipman**, Professor of Educational Policy Studies in the College of Education, University of Illinois, Chicago, USA

Urban education and its contexts have changed in powerful ways. Old paradigms are being eclipsed by global forces of privatization and markets and new articulations of race, class, and urban space. These factors and more set the stage for Pauline Lipman’s insightful analysis of the relationship between education policy and the neoliberal economic, political, and ideological processes that are reshaping cities in the United States and around the globe.

Using Chicago as a case study of the interconnectedness of neoliberal urban policies on housing, economic development, race, and education, Lipman explores larger implications for equity, justice, and ‘the right to the city’. She draws on scholarship in critical geography, urban sociology and anthropology, education policy, and critical analyses of race. Her synthesis of these lenses gives added weight to her critical appraisal and hope for the future, offering a significant contribution to current arguments about neoliberal education reforms and the transformation of cities. By examining the cultural politics of why and how these relationships resonate with people’s lived experience, Lipman pushes the analysis one step further toward a new educational and social paradigm rooted in radical political and economic democracy.

Hb: 978-0-415-39992-1: £85.00
Pb: 978-0-415-39993-8: £24.99

For more information, visit: www.routledge.com/9780415399921

**Race, Whiteness, and Education**

**Zeus Leonardo**, University of California, Berkeley, USA

‘The author boldly addressed an issue that most people wish to ignore [Leonardo] succeeded in beginning a fresh discourse on race by asking hard questions while presenting an even more difficult reality accompanied with possible solutions.’ – Education Review, March 2010

Race, Whiteness, and Education reaffirms a critical appreciation of whiteness within race studies of education. It interrogates the racial center and produces insights into race relations and the common sense understandings that sustain it.

Hb: 978-0-415-99317-3: £85.00
Ebook: 978-0-203-88037-1

For more information, visit: www.routledge.com/9780415993173

**Hidden Markets**

The New Education Privatization

**Patricia Burch**, University of Wisconsin-Madison, USA

Drawing on analytic tools, The New Educational Privatization examines specific domains that the education industry has had particular influence on—home schooling, remedial instruction, management consulting, test development, data management, and staff development.

Hb: 978-0-415-95566-9: £85.00

For more information, visit: www.routledge.com/9780415955676
NEW

World Yearbook of Education 2011
Curriculum in Today's World: Configuring Knowledge, Identities, Work and Politics

Edited by Lyn Yates, University of Melbourne, Australia and Madeleine Grumet, University of Chapel Hill, USA

This edited volume brings together international contributors to analyse and reflect on the way the events of the last decade have influenced the curriculum in their countries. As they address nationalism in the face of economic globalisation, the international financial crisis, immigration and the culture of diaspora, they ask how national loyalties are balanced with international relationships and interests. They ask what has changed about history and civics post 9/11, and they ask how countries that have experienced profound political and economic changes have addressed them in curriculum.

These interactions and changes are a subject of particular interest for an international yearbook in that they are almost always permeated by global movements and influenced by multinational bodies and practices. And as these essays show, in curriculum, global and international issues are explicitly or implicitly also about local and national interests and about how citizens engage their rights and responsibilities. This volume brings together a new approach to perspectives on curriculum today and a new collection of insights into the changes from different parts of the world.

January 2011: 234 x 156: 280pp
Hb: 978-0-415-57582-9: £85.00
eBook: 978-0-203-83049-9
For more information, visit: www.routledge.com/9780415575829

World Yearbook of Education 2010
Education and the Arab 'World': Political Projects, Struggles, and Geometries of Power

Edited by André E. Mazawi, University of British Columbia, Canada and Ronald G. Sultana, University of Malta, Malta

The World Yearbook of Education 2010 opens up discussions about improving the relationship between the Arab World and the West, beyond the divide of most current approaches.

2009: 235 x 156: 424pp
Hb: 978-0-415-80034-1: £85.00
eBook: 978-0-203-86359-6
For more information, visit: www.routledge.com/9780415800341

NEW IN 2011

Education and Sustainability
Learning Across the Diaspora, Indigenous, and Minority Divide

Seonaigh MacPherson, British Columbia Institute of Technology, Canada

Series: Routledge Research in Education

This book critically examines the impact of migration, education, development, and the spread of English on global bio-linguistic and cultural diversity. Derived from findings from a comparative eco-linguistic study of intergenerational language, culture, and education change in the Tibetan Diaspora, the book extends its analysis to consider the plight of other peoples who find themselves straddling the Indigenous-Minority-Diaspora divide. The author explores the overlapping and distinctive sustainability challenges facing indigenous and minority communities when they are connected by and within diasporas, and seeks to adequately explain the discontinuities and disjunctures between their educational struggles and achievement levels.

March 2011: 229 x 152: 272pp
Hb: 978-0-415-88215-6: £70.00
For more information, visit: www.routledge.com/9780415882156

Postcolonial Perspectives on Global Citizenship Education

Edited by Vanessa Andreotti, University of Canterbury, New Zealand and Lynn Mario de Souza, University of Sao Paulo, Brazil

Series: Routledge Research in Education

This volume bridges the gap between contemporary theoretical debates and educational policies and practices. It applies postcolonial theory as a framework of analysis that attempts to engage with and go beyond essentialism, ethno- and euro-centrism through a critical examination of contemporary case studies and conceptual issues. From a transdisciplinary and post-colonial perspective, this book offers critiques of notions of development, progress, humanism, culture, representation, identity, and education. It also examines the implications of these critiques in terms of pedagogical approaches, social relations and possible future interventions.

June 2011: 229 x 152: 240pp
Hb: 978-0-415-88496-9: £75.00
For more information, visit: www.routledge.com/9780415884969
NEW IN 2011

Islamic Education and Indoctrination
The Case in Indonesia
Charlene Tan, Nanyang Technological University, Singapore
Series: Routledge Research in Education
This book critically discusses the concept of indoctrination in the context of Islamic education. It argues that indoctrination occurs when a person holds to a type of beliefs known as ‘control beliefs’ that result in ideological totalism. Using Indonesia as an illustrative case study, the book expounds on the conditions for an indoctrinatory tradition to exist and thrive. Examples of indoctrinatory traditions include the Islamic school co-founded by Abu Bakar Ba’asyir and the militant organization Jemaah Islamiyah. The book further proposes ways to counter and avoid indoctrination in formal, non-formal and informal education. It highlights the need to create and strengthen educative traditions that are underpinned by religious pluralism, strong rationality and strong autonomy. Examples of such educative traditions in Indonesia will also be discussed.

Combining philosophical inquiry with empirical research, this book is a timely contribution to the study of contemporary and often controversial issues in Islamic education.

March 2011: 229 x 152: 208pp
Hb: 978-0-415-87976-7: £70.00
For more information, visit: www.routledge.com/9780415879767

Minority Students in East Asia
Government Policies, School Practices and Teacher Responses
Edited by JoAnn Phillion, Purdue University, USA, Ming Tak Hue, The Hong Kong Institute of Education and Yuxiang Wang, Purdue University, USA
Series: Routledge Series on Schools and Schooling in Asia
In Minority Students in East Asia authors discuss their research on minority students’ schooling (elementary to higher education) in Mainland China, Hong Kong, Japan, South Korea, and Taiwan. Minority students’ educational issues are often neglected in the literature and in practice; this concern is emerging as a world-wide phenomenon. Due to a focus on the economy and trade, social and educational conditions that have resulted from globalization – in particular issues pertaining to minority groups’ education, language and other human rights-receive less attention. In addition, many areas of East Asia have traditionally viewed themselves as single-ethnicity countries and have not articulated strong agendas around minority rights. The purpose of this book is to highlight key educational conditions for specific minority populations in specific regions of East Asia. Sub-themes addressed include government policies related to minorities; school practices and teacher perspectives on minorities; identity construction in terms of language and culture; national vs. ethnic identity; teacher education issues; and parental issues.

July 2011: 229 x 152: 256pp
Hb: 978-0-415-88839-4: £75.00
For more information, visit: www.routledge.com/9780415888394

Intercultural and Multicultural Education
Enhancing Global Interconnectedness
Edited by Carl A. Grant, University of Wisconsin-Madison, USA and Agostino Portera, University of Verona, Italy
Series: Routledge Research in Education
By addressing intercultural and multicultural education in a global context, this volume brings together the dynamic discussions and lively debate of intercultural and multicultural education taking place across the world. Not content with discussion of theory or practice at the expense of the other, this collection of essays embodies dialogical praxis by weaving together a variety of epistemologies, ideologies, historical circumstances, pedagogies, policy approaches, curricula, and personal narratives. Contributors take readers to the countries, schools, and nongovernmental agencies where intercultural education and multicultural education, either collectively or singularly, are active (often central) concepts or practices in the daily educational undertaking and discourse of society. Readers are also informed about how intercultural education and/or multicultural education within a country came to be and will learn about the debates over intercultural education and/or multicultural education at both the government and local level.

July 2010: 229 x 152: 366pp
Hb: 978-0-415-87674-2: £70.00 • eBook: 978-0-203-84858-6
For more information, visit: www.routledge.com/9780415876742
NEW IN 2011

The Politics of Education
Challenging Multiculturalism
Edited by Christos Kassimeris and Marios Vryonides, both at European University Cyprus, Cyprus

Series: Routledge Research in Education
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Jane Green, London University, UK
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Edited by Kris Van den Branden, Katholieke Universiteit Leuven, Belgium, Piet Van Avermaet and Mieke Van Houtte, Ghent University, Belgium

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Throughout the world, equity and excellence in education is a major issue of concern. International comparative studies such as those carried out by OECD (PISA) have launched a worldwide debate on the effectiveness of educational systems (macro level), schools (meso level) and teachers (micro level) in terms of enhancing equity and excellence. Inspired by the OECD research and spurred by national policy-making, quantitative and qualitative research studies have recently been conducted in different parts of the globe aiming to provide deeper insight into the crucial variables that have an impact on equity, excellence or both. This volume aims to compile a rich collection of research-based contributions, providing a state-of-the-art resource on what we know about this topic today.

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Edited by Philip E. Kovacs, University of Alabama in Huntsville, USA

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Antoni Verger, Universiteit van Amsterdam, the Netherlands

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Realizing Children’s Rights

Edited by Joan E. Durrant, University of Manitoba, Canada and Anne B. Smith, University of Otago, New Zealand

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This book describes the unfolding of a global phenomenon: the legal prohibition of physical punishment of children. Until thirty years ago, this near-universal practice was considered appropriate, necessary and a parental right. But a paradigm shift in Conceptions of childhood has led to a global movement to redefine it as violence and as a violation of children’s rights. Today, many countries have prohibited it in all settings, including the home. This remarkable shift reflects profound cultural changes in thinking about children and their development, parent-child relationships, and the role of the state in family life.

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