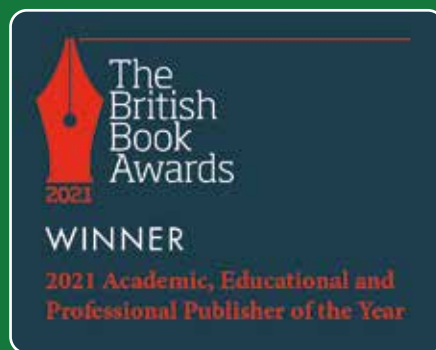


B L O O M S B U R Y



Education

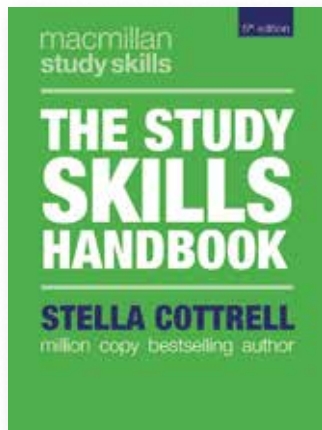
New Books Catalogue

October-December 2021

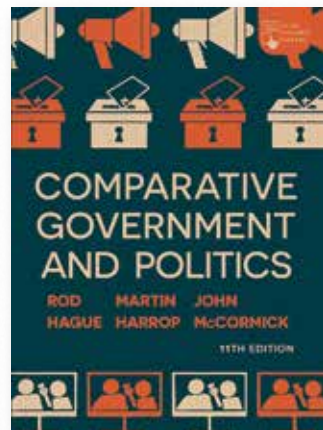
BLOOMSBURY AND RED GLOBE PRESS

In June 2021 Bloomsbury acquired Red Globe Press from Macmillan Education Limited, strengthening Bloomsbury's commitment to provide quality textbooks and resources to students worldwide. Red Globe Press specialises in publishing for Higher Education students globally in Humanities and Social Sciences, Business and Management, and Study Skills.

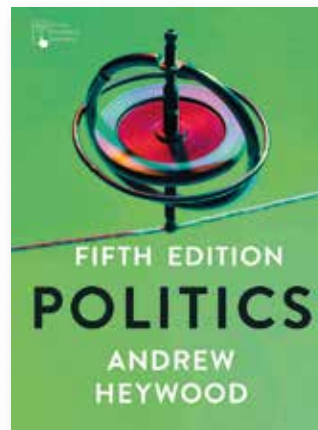
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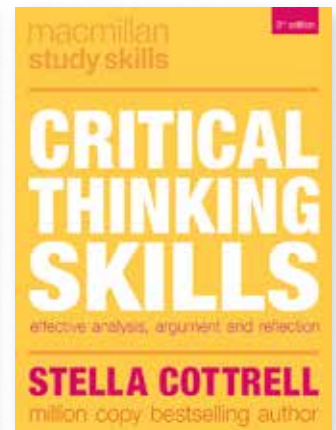
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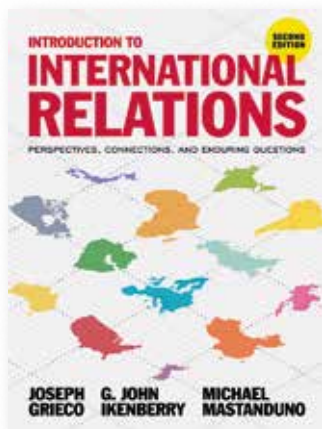
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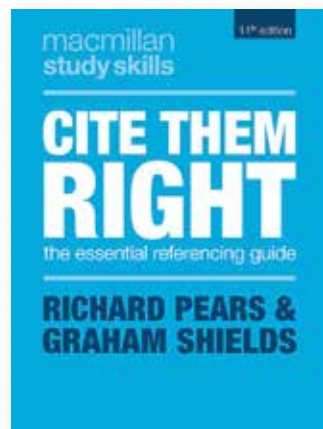
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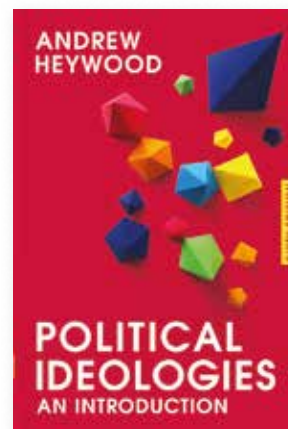
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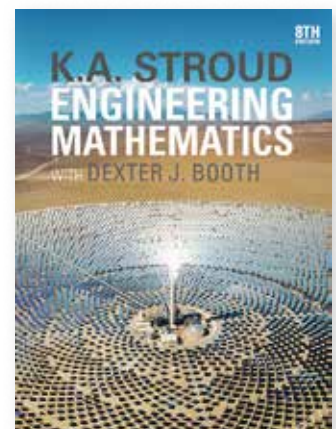
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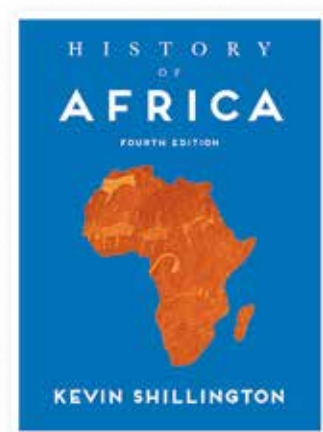
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9781352010275



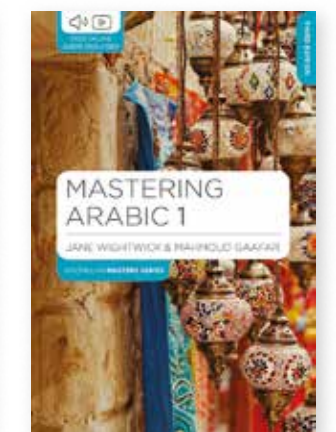
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Contents

Childhood & Youth Studies	2
Teacher Education	3
Comparative & International Education / Critical Pedagogy	4
Education Studies & Policy	5
Leadership & Management	6
Higher Education / Research Methods	7
Language & Education / History & Philosophy of Education	8
Representatives, Agents & Distributors	11

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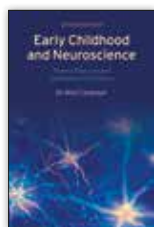
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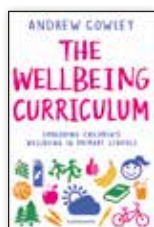
Early Childhood and Neuroscience

Theory, Research and Implications for Practice

Mine Conkbayir, *Early years consultant, UK*

A practical guide to understanding the complex and challenging subject of neuroscience and its use (and abuse) in early childhood policy and practice. Including a new Foreword by Laura Jana (Penn State University, USA), this edition features new chapters on the effects of childhood trauma, school readiness and neurodiversity. The chapters discuss questions, such as *Why should practitioners know about neuroscience?*; *how can neuroscience help?*; and *is it relevant?* It explores the nature vs. nurture debate through the lens of neuroscience and how critical the first three years of life are to healthy brain development, and provides a balanced overview of the debates by weaving discussion on the opportunities of using neuroscience in early childhood practice with in-depth discussion on the limitations and ethical implications.

UK November 2021 • US November 2021 • 352 pages • 13 bw illus
PB 9781350176447 • £21.99 / \$29.95 • HB 9781350176454 • £65.00 / \$90.00
ePub 9781350176478 • £19.79 / \$26.05
ePdf 9781350176461 • £19.79 / \$26.05
Bloomsbury Academic



The Wellbeing Curriculum

Embedding children's wellbeing in primary schools

Andrew Cowley, *Education Leader, UK*

Experienced school leader Andrew Cowley presents the ultimate guide to help primary schools develop a practical, principled and values-driven wellbeing curriculum for their pupils. *The Wellbeing Curriculum* covers a range of issues from self-awareness, looking after others and building trust, to exercise, healthy eating, cyberbullying, leadership, diversity and empowerment. It offers practical ideas for embedding a wellbeing curriculum into lessons, assemblies, PSHE and RSE sessions and as part of the school ethos. This is the must-have book for schools looking to adapt their pastoral approach and put pupil wellbeing at the heart of the curriculum.

UK October 2021 • 192 pages
PB 9781472986412 • £19.99
ePub 9781472986429 • £17.99 / \$23.44
ePdf 9781472986443 • £17.99 / \$23.44
Bloomsbury Education • Not available in the US



Qualitative Studies of Exploration in Childhood Education

Cultures of Play and Learning in Transition

Edited by Marilyn Fleeer, *Monash University, Australia*, Mariane Hedegaard, *University of Copenhagen, Denmark*, Elin Eriksen Ødegaard, *Western Norway University of Applied Sciences, Norway* & Hanne Værum Sørensen, *IA University College, Aarhus, Denmark*

This book uses the concept of exploration as a way of understanding transitions in children between the ages of 5 to 18 years old. Written by an international group of scholars from Australia, Brazil, China, Denmark, Finland, Greenland, India, Norway and the UK, the chapters offer a diverse set of case studies. The topics and themes covered include transitions in outdoor playtime, the transition to daycare, compassion in kindergarten, learning with fathers, transitions of Chinese traditional culture and disability.

UK November 2021 • US November 2021 • 240 pages • 10 bw illus
PB 9781350199460 • £28.99 / \$39.95 • HB 9781350199422 • £90.00 / \$120.00
ePub 9781350199446 • £81.00 / \$106.83
ePdf 9781350199439 • £81.00 / \$106.83
Series: Transitions in Childhood and Youth • Bloomsbury Academic



Give Children the Vote

On Democratizing Democracy

John Wall, *Rutgers University, USA*

Using political theory and drawing on childhood studies, this book argues that it is time to give children the vote. John Wall shows why suffrage cannot legitimately be limited according to age, as well as why truly universal voting is beneficial to all and can help to save today's crumbling democratic norms. It carefully responds to a wide range of objections concerning competence, knowledge, adult rights, power relations, harms to children, and much else. The book also introduces the concept of proxy-claim voting, wherein parents or guardians exercise proxy votes for non-competent persons, including but not only young children, up until whatever time those persons choose to claim or reclaim their vote for themselves. Ultimately, the book maps out a new vision of democratic voting that, by equally empowering children, is at last genuinely democratic.

UK November 2021 • US November 2021 • 240 pages
PB 9781350196261 • £17.99 / \$24.95 • HB 9781350196285 • £55.00 / \$75.00
ePub 9781350196308 • £16.19 / \$22.14
ePdf 9781350196292 • £16.19 / \$22.14
Bloomsbury Academic

Transitions in Childhood and Youth

Megan Adams, *Monash University, Australia*, Marilyn Fleeer, *Monash University, Australia* and Mariane Hedegaard, *University of Copenhagen, Denmark*



Developmental Dynamics and Transitions in High School

Sofie Pedersen, *Roskilde University, Denmark*

This book is about young people and their transitions throughout their first year of high school, deepening our understanding of how it is to grow up, to enter new institutional settings, and how to understand youth life. It explores the everyday life of six young people as they enter high school and follows them closely as they encounter and try to make sense of the different standards, values and demands that are built into the institutional setting of high school. The chapters explore how institutional and interpersonal transitions are connected, and must be understood in their coherence at institutional and interpersonal levels.

UK December 2021 • US December 2021 • 240 pages
HB 9781350141728 • £90.00 / \$120.00
ePub 9781350141742 • £81.00 / \$106.83
ePdf 9781350141735 • £81.00 / \$106.83
Series: Transitions in Childhood and Youth • Bloomsbury Academic

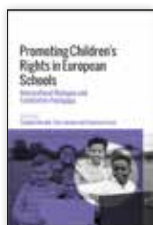


The Art Teacher's Guide to Exploring Art and Design in the Community

Ilona Szekely, Eastern Kentucky University, USA

Drawing on an abundance of examples from Finland, Italy, New Zealand, Spain and the USA, Szekely inspires readers to look beyond the classroom walls to develop meaningful art experiences for students. She shows the myriad art forms, media expressions, and design professions that have the influence and potential to shape the local environment, reaching far beyond the traditional museum and gallery venue. Underpinned by a clear philosophical foundation, the field-tested approaches show readers how to create meaningful art experiences using everyday objects and diverse collective experiences. She also shows that innovative and exciting art lessons don't need large amounts of funding, transportation or even a museum within the local community.

UK October 2021 • US October 2021 • 208 pages • 10 bw illus
PB 9781350096295 • £24.99 / \$34.95 • HB 9781350096301 • £75.00 / \$100.00
ePub 9781350096318 • £22.49 / \$29.96
ePdf 9781350096325 • £22.49 / \$29.96
Bloomsbury Academic



Promoting Children's Rights in European Schools

Intercultural Dialogue and Facilitative Pedagogy

Claudio Baraldi, University of Modena and Reggio Emilia, Italy, Erica Joslyn, University of Suffolk, UK, Federico Farini, University of Northampton, UK, Chiara Ballestri, University of

Modena and Reggio Emilia, Italy, Luisa Conti, University of Jena, Germany, Vittorio Iervese, University of Modena and Reggio Emilia, Italy & Angela Scollan, Middlesex University, UK

This book provides a rich and articulated series of reflections on theory and practice and explorations on the ways in which facilitators, teachers and educators can adopt and use a dialogic methodology to solicit children's active participation in classroom communication. The author team bring together the analysis of activities in 48 classes involving at least 1000 children across England, Germany and Italy. Each chapter looks at reflection on practice, outcomes, and reaction to facilitation of both teachers and children, drawing out the complex comparative lessons within and between classrooms across the three countries.

UK December 2021 • US December 2021 • 256 pages • 15 bw illus
HB 9781350217782 • £90.00 / \$120.00
ePub 9781350217805 • £81.00 / \$106.83
ePdf 9781350217799 • £81.00 / \$106.83
Bloomsbury Academic



Learning to Teach English and the Language Arts

A Vygotskian Perspective on Beginning Teachers' Pedagogical Concept Development

Peter Smagorinsky, University of Georgia, USA

This volume explores how beginning teachers' pedagogical concepts are shaped by a variety of influences. Challenging popular thinking about the binary roles of teacher education programs and school-based experiences in the process of learning to teach, Smagorinsky illustrates that teacher education programs and classroom/school contexts are not discrete contexts for learning about teaching, nor are each of these contexts unified in the messages they offer about teaching. Smagorinsky revisits theoretical understandings, including Vygotsky's concept development work.

UK October 2021 • US October 2021 • 264 pages
PB 9781350210585 • £28.99 / \$39.95
Previously published in HB 9781350142893
ePub 9781350142916 • £81.00 / \$106.83
ePdf 9781350142909 • £81.00 / \$106.83
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Doing Diversity Differently in a Culturally Complex World

Critical Perspectives on Multicultural Education

Megan Watkins, University of Western Sydney, Australia & Greg Noble, University of Western Sydney, Australia

Drawing on a comprehensive research project, this book explores the understandings of multiculturalism that exist amongst teachers, parents and students, and the challenges facing multicultural education in the 21st century. The authors examine how schools address questions around diversity, and argue for a transformative multiculturalism involving a more critically reflexive approach to understanding the processes, relations and identities of the contemporary world.

UK November 2021 • US November 2021 • 240 pages • 2 bw illus
PB 9781350012998 • £24.99 / \$34.95 • HB 9781350013001 • £75.00 / \$100.00
ePub 9781350013025 • £22.49 / \$29.96
ePdf 9781350013018 • £22.49 / \$29.96
Bloomsbury Academic



A New Perspective on Education in the Digital Age

Teaching, Media and Bildung

Jesper Tække, Aarhus University, Denmark & Michael Paulsen, University of Southern Denmark, Denmark

This book is available as open access through the Bloomsbury Open Access programme and is available on www.bloomsburycollections.com.

Drawing on 15 years of action-based research with sociology of education, medium theory and educational theory, including the Bildung-tradition, this book explores ideas of emancipation, edification, self-formation and democratic education to show how new media might be used.

UK November 2021 • US November 2021 • 240 pages • 18 bw illus
HB 9781350167179 • £90.00 / \$120.00
ePub 9781350167193 • £81.00 / \$106.83
ePdf 9781350167186 • £81.00 / \$106.83
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Transforming Teacher Education with Mobile Technologies

Edited by Kevin Burden, University of Hull, UK & Amanda Naylor, University of York, UK

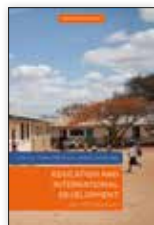
An international, comparative overview of current thinking and research in the field of mobile learning and teaching/teacher education. Drawing together contributions with teachers and teacher educators

engaged in a European project, the book investigates practices further afield and provides insight into research and cutting-edge pedagogical practice in teaching and teacher education using mobile learning. The volume also explores possible future developments in this field using an innovative methodology associated with Snoek's work.

UK December 2021 • US December 2021 • 256 pages • 10 bw illus
PB 9781350212084 • £28.99 / \$39.95
Previously published in HB 9781350095632
ePub 9781350095656 • £81.00 / \$106.83
ePdf 9781350095649 • £81.00 / \$106.83
Series: Reinventing Teacher Education • Bloomsbury Academic

INSPECTION

2ND EDITION



Education and International Development

An Introduction

Edited by Tristan McCowan, UCL Institute of Education, University College London, UK & Elaine Unterhalter, UCL Institute of Education, University College London, UK

Written by leading academics from Argentina, Canada, India, Netherlands, South Africa, UK, USA, and New Zealand, this second edition has been fully updated in light of recent changes in the field, such as the introduction of the Sustainable Development Goals and the increased focus on environmental sustainability and equality. The book includes four new chapters on sustainable development, private providers, decolonisation and learning outcomes as well as a range of pedagogical features including key concept boxes, biographies of influential thinkers and practitioners, further reading lists, questions for reflection and debate, and case studies from around the developing world.

UK August 2021 • US August 2021 • 448 pages
PB 9781350119055 • £26.99 / \$36.95 • HB 9781350119062 • £80.00 / \$110.00
ePub 9781350119086 • £24.29 / \$32.56
ePdf 9781350119079 • £24.29 / \$32.56
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COLLECTIONS



International Schooling

Privilege and Power in Globalised Societies

Lucy Bailey, Bahrain Teachers College, Bahrain

Presenting new research from countries including Russia, Malaysia, the UAE, the UK, and Bahrain, this book explores ways in which international schools adapt to local cultural contexts; and examines the views of parents, students, teachers and school leaders towards the education that they provide. The author argues international schooling offers contradictory potential. On one hand it is a progressive movement to promote internationalism and inter-cultural understanding, and on the other hand it is a system through which structural inequalities are replicated, or even accentuated, by its creation of a new global elite.

UK October 2021 • US October 2021 • 192 pages
HB 9781350169999 • £90.00 / \$120.00
ePub 9781350170018 • £81.00 / \$106.83
ePdf 9781350170001 • £81.00 / \$106.83
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COLLECTIONS



Critical Pedagogy for Healing

Paths Beyond "Wellness", Toward A Soul Revival of Teaching and Learning

Edited by Tricia Kress, Molloy College, USA, Christopher Emdin, Columbia University, USA & Robert Lake, Georgia Southern University, USA

This is the first book to explicitly link healing and wellness practices with critical pedagogy. Bringing together scholars from the Brazil, Canada, Malta and the USA, the chapters combine critical pedagogy and social justice education to reorient the conversation around wellness in schools. The contributors provide fresh perspectives that address short-term goals of wellness alongside long-term goals of healing in schools and society by attending to underlying causes of social sickness including institutional racism, colonialism, xenophobia, Christo-centrism, and hetero-patriarchy.

UK December 2021 • US December 2021 • 288 pages
PB 9781350192683 • £24.99 / \$34.95 • HB 9781350192676 • £75.00 / \$100.00
ePub 9781350192706 • £22.49 / \$29.96
ePdf 9781350192690 • £22.49 / \$29.96
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Education, Equality and Justice in the New Normal

Global Responses to the Pandemic

Edited by Inny Accioly, Fluminense Federal University, Brazil & Donaldo Macedo, University of Massachusetts Boston, USA

Written by leading scholars and activists from Brazil, Chile, Greece, Italy, Malta, the UK, and the USA, this book argues that education is vital in addressing the complex social and political problems which have been exacerbated by the coronavirus pandemic crisis. The chapters cover the tensions and contradictions that fuel debates in education concerning social distancing, collective illness, increasing social and economic inequality and privatization reforms. The contributors argue for social and environmental justice, the importance of educators and teacher unions, the role of environmental education, the need to guarantee cultural diversity and the strengthening of ancestral cultures.

UK October 2021 • US October 2021 • 208 pages
PB 9781350225770 • £16.99 / \$22.95 • HB 9781350225763 • £50.00 / \$68.00
ePub 9781350225794 • £15.29 / \$20.83
ePdf 9781350225787 • £15.29 / \$20.83
Bloomsbury Academic

COLLECTIONS



Transnational Feminist Politics, Education, and Social Justice

Post Democracy and Post Truth

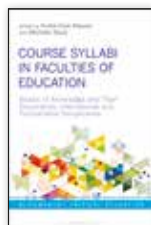
Edited by Silvia Edling, University of Gavle, Sweden & Sheila Macrine, University of Massachusetts Dartmouth, USA

Written by an international all-female group of academics and activists, this book argues that xenophobia, racism, patriarchy and nationalism, and their convergences with conservatism and neoliberalism, can be fought with transnational feminist politics and emancipatory educational praxis. Showcasing new research from a range of international contexts, this book offers new ways of combating the oppression of women, people of color and minority groups and helps us to better understand the current political and social landscape.

UK December 2021 • US December 2021 • 272 pages
PB 9781350174450 • £24.99 / \$34.95 • HB 9781350174467 • £75.00 / \$100.00
ePub 9781350174481 • £22.49 / \$29.96
ePdf 9781350174474 • £22.49 / \$29.96
Bloomsbury Academic

NEW IN PB

COLLECTIONS



Course Syllabi in Faculties of Education

Bodies of Knowledge and their Discontents, International and Comparative Perspectives

Edited by André Elias Mazawi, University of British Columbia, Canada & Michelle Stack, University of British Columbia, Canada

This book problematizes one of the least researched phenomena in teacher education, the design of course syllabi, using critical and decolonial approaches. It looks at the struggles that scholars, policy makers, and educators from a diverse range of countries including India, Switzerland, Iran, Saudi Arabia, Qatar, Germany, Canada, the USA, and Palestine face as they design course syllabi in higher education settings.

UK December 2021 • 288 pages
PB 9781350192744 • £28.99 / \$39.95
Previously published in HB 9781350094253
ePub 9781350094284 • £81.00 / \$106.83
ePdf 9781350094260 • £81.00 / \$106.83
Series: Bloomsbury Critical Education • Bloomsbury Academic



Education and Technology

Key Issues and Debates

Neil Selwyn, Monash University, Australia

Focusing on the social as well as the technical aspects, Selwyn addresses fundamental questions about education and technology. This new edition features new chapters on trends in AI and 'big data' driven automation of education, and the future(s)

of education and technology. The people, practices, processes and structures behind the rapidly increasing use of technologies in education are given careful consideration, with an emphasis on the implications of digital technologies for individuals and institutions. Post-digital perspectives, personalized learning, digital labour, and the environmental features of digital education are now covered. Expanded study questions, annotated further reading, a new glossary of key terms and a companion website are included to support readers.

UK December 2021 • US December 2021 • 240 pages
PB 9781350145559 • £24.99 / \$34.95 • HB 9781350145542 • £75.00 / \$100.00
ePub 9781350145566 • £22.49 / \$29.96
ePdf 9781350145535 • £22.49 / \$29.96
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Against Sex Education

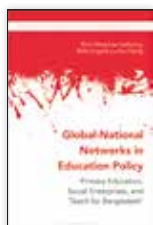
Pedagogy, Sex Work, and State Violence

Caitlin Howlett, DePauw University, USA

This book is available as open access through the Bloomsbury Open programme and is available on www.bloomsburycollections.com.

Through analysis centred on the marginalised lives of sex workers, this book explores the relationship between sex education and sex work and reveals how sex education continues to reinforce sexism, racism, colonialism and capitalism. Drawing on Foucauldian genealogy, feminist history, epistemology, post-humanism, and queer of color critique, this book calls for an end to sex education as a federally funded project and argues for new pedagogical approaches to educating about sex, gender, and sexuality in schools.

UK October 2021 • US October 2021 • 192 pages
HB 9781350178441 • £90.00 / \$120.00
ePub 9781350178465 • £81.00 / \$106.83
ePdf 9781350178458 • £81.00 / \$106.83
Series: Radical Politics and Education • Bloomsbury Academic



Global-National Networks in Education Policy

Primary Education, Social Enterprises, and 'Teach for Bangladesh'

Rino Wiseman Adhikary, University of Queensland, Australia, Bob Lingard, University of Queensland, Australia & Ian Hardy, University of Queensland, Australia

Set against the backdrop of globalization and global philanthropy, this book offers new perspectives on the sociological dynamics and governance implications of 'social entrepreneurial' policy in education. The authors examine the spatialities, relationships and culture that powerfully mediated the making and localisation of 'Teach for Bangladesh', and demonstrate how TFB's policy model became established in Bangladesh through complex policy work. Through empirical research from Bangladesh, the book draws out the broader implications in relation to education policy-making in a globalizing world.

UK November 2021 • US November 2021 • 224 pages • 1 bw illus
HB 9781350169180 • £90.00 / \$120.00
ePub 9781350169203 • £81.00 / \$106.83
ePdf 9781350169197 • £81.00 / \$106.83
Series: New Directions in Comparative and International Education • Bloomsbury Academic



The Bloomsbury Handbook of Solitude, Silence and Loneliness

Edited by Julian Stern, Bishop Grosseteste University, UK, Malgorzata Walejko, University of Szczecin, Poland, Christopher A. Sink, Old Dominion University, USA & Wong Ping Ho, The Hong Kong University of Education, Hong Kong

This volume is the first major account integrating research on solitude, silence and loneliness from across academic disciplines and across the lifespan. The editors explore how being alone – in its different forms, positive and negative, as solitude, silence and loneliness – is learned and developed, and how it is experienced in childhood and youth, adulthood and old age. Philosophical, psychological, historical, cultural and religious issues are addressed by distinguished scholars from Europe, North America and Asia.

UK December 2021 • US December 2021 • 432 pages • 26 bw illus
HB 9781350162136 • £130.00 / \$175.00
ePub 9781350162150 • £117.00 / \$153.74
ePdf 9781350162174 • £117.00 / \$153.74
Series: Bloomsbury Handbooks • Bloomsbury Academic



The Bloomsbury Handbook of Rural Education in the USA

Edited by Amy Price Azano, Virginia Polytechnic Institute and State University, USA, Karen Eppley, Pennsylvania State University, USA & Catharine Biddle, University of Maine, USA

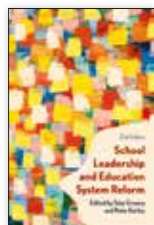
This handbook looks at definitions, histories, policies and the way demographic changes

influence rural education in the USA, including topics such as district governance, higher education attainment, rural school partnerships, and school leadership. They explore curriculum studies, including place-based and trauma-informed pedagogies, rural literacies, rural stereotype threat, and achievement. They also look at issues of identity and equity in rural schools by providing an overview of the literature related to diverse populations in rural places, including indigenous populations, African Americans, Latinx communities and exceptional learners. Each section concludes with a response by an international scholar.

UK October 2021 • US October 2021 • 400 pages
HB 9781350172005 • £130.00 / \$175.00
ePub 9781350172029 • £117.00 / \$153.74
ePdf 9781350172012 • £117.00 / \$153.74
Series: Bloomsbury Handbooks • Bloomsbury Academic

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2ND EDITION



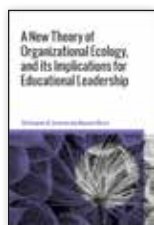
School Leadership and Education System Reform

Edited by Toby Greany, University of Nottingham, UK & Peter Earley, UCL Institute of Education, University College London, UK

This book considers the ways in which school leadership and its practice has changed and developed in response to a rapidly changing educational context over the last decade. This new edition includes new and updated chapters from a range of leading thinkers and researchers in the field of leadership and management, all of whom are connected to the world-leading UCL Institute of Education. Theoretically and conceptually informed, the contributors draw on recent empirical research studies into leadership, learning and system reform in England and more widely to explore the key issues for contemporary school leadership and management in high-autonomy-high-accountability systems.

UK September 2021 • US September 2021 • 368 pages • 10 bw illus
PB 9781350173514 • £24.99 / \$34.95 • HB 9781350173521 • £75.00 / \$100.00
ePub 9781350173538 • £22.49 / \$29.96
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A New Theory of Organizational Ecology, and its Implications for Educational Leadership

Christopher M. Branson, Australian Catholic University, Australia & Maureen Marra, inLeadership, New Zealand

This book argues that it is precisely the limited interpretation of what truly constitutes an organisational ecosystem that has constrained its effectiveness. Branson and Marra argue that a far more ecologically comprehensive interpretation is needed to illuminate a more insightful explanation of the organisation's cultural dynamics and the essential role of the leader within this context. As well as looking at the implications for leadership and culture in general, they hone in on the specifics of the educational sector.

UK October 2021 • US October 2021 • 224 pages • 15 bw illus
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COLLECTIONS



Strengthening Anti-Racist Educational Leaders

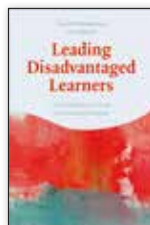
Advocating for Racial Equity in Turbulent Times

Edited by Anjalé D. Welton, University of Illinois at Urbana-Champaign, USA & Sarah Diem, University of Missouri, USA

This edited collection sets out the socio-political context in which anti-racist leadership operates and discussing the preparation of anti-racist leaders and what anti-racist leadership looks like in practice. It explores how the school community, including students, parents, community organizers activists and policymakers, facilitate the school's culture and climate as well its management and operations. The contributors also consider the support mechanisms needed to sustain anti-racist leadership efforts and explores how to foster scholarly partnerships between educational scholars and practicing educational leaders.

UK November 2021 • US November 2021 • 272 pages • 10 bw illus
HB 9781350167810 • £90.00 / \$120.00
ePub 9781350167834 • £81.00 / \$106.83
ePdf 9781350167827 • £81.00 / \$106.83
Series: Bloomsbury Race, Ethnicity and Belonging in Education • Bloomsbury Academic

INSPECTION



Leading Disadvantaged Learners

From Feeling a Failure to Achieving Success

David Middlewood, University of Warwick, UK, Ian Abbott, University of Warwick, UK & Roberto Pamas, George Mason University, USA

Drawing on a range of research, including case studies and interviews with children, parents, teachers and school leaders in rural and urban contexts in England, Greece, India, Malaysia, Seychelles, South Africa, Tanzania, and the USA, the author team explore commonalities amongst schools achieving outstanding learning outcomes in adverse conditions. The authors put forward key principles, strategies and actions that can be taken in any school to raise the achievement of those children from disadvantaged contexts at whole school, classroom and individual level.

UK November 2021 • US November 2021 • 208 pages
PB 9781350128286 • £24.99 / \$34.95 • HB 9781350128293 • £75.00 / \$100.00
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NEW IN PB

COLLECTIONS



Pluralist Publics in Market Driven Education

Towards More Democracy in Educational Reform

Ruth Boyask, Auckland University of Technology, New Zealand

This book opens a conversation on the nature of the public in education systems weary from market driven educational reform. Within contemporary education settings Ruth Boyask observes publicness, defined by public sphere and democratic education theory. Boyask's investigations of publicness are founded in conceptualising public education as pluralist, unbounded and conditional. These concepts are important for ongoing and future debate on public education. Boyask argues that by opening a conversation about the nature of the public within these sites they become open to public scrutiny and through debate arise new ideas for challenging market-driven restrictions to contemporary public education.

UK November 2021 • US November 2021 • 192 pages • 10 bw illus
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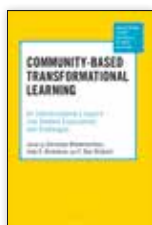
Pursuing Teaching Excellence in Higher Education

Towards an Inclusive Perspective

Margaret Wood, York St John University, UK & Feng Su, Liverpool Hope University, UK

This book explores the concept of teaching excellence and its framing in neoliberal ideological assumptions of performativity, new public management and competition. It argues for more critical, nuanced and sustainable understandings of how teaching excellence is understood and enacted. Wood and Su argue that greater emphasis should be given to the plurality of stakeholders' perspectives in higher education and that the dialogic space needs to become a multiple perspective debate on the matter of teaching excellence. They also argue for the debate to be reconceptualised in more democratic terms as a space for learning together across multiple stakeholder perspectives.

UK October 2021 • US October 2021 • 192 pages
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Community-Based Transformational Learning

An Interdisciplinary Inquiry into Student Experiences and Challenges

Edited by Christian Winterbottom, Jody S. Nicholson, & F. Dan Richard, all of University of North Florida, USA

This book draws on the increasing evidence that course-learning conducted in an applied, community setting, can positively transform students' professional and personal identity and creates new ways of thinking and working in university courses and pre-professional experiences. International examples are provided of experiences integrated in courses across multiple disciplines across an American university whose mission is focused on teaching. Qualitative and quantitative data depict how these experiences impact students and each chapter presents how community-engagement has been established as an effective approach in the different disciplines.

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Series: Understanding Student Experiences of Higher Education • Bloomsbury Academic



Scholarly Leadership in Higher Education

An Intellectual History of James Bryan Conant

Wayne J. Urban, University of Alabama, USA

Urban explores the ways in which Conant achieved largely successful attempts to modernize Harvard by upgrading both its student body and its faculty. He explores the intellectual excellence agenda that Conant pursued both with students and academics, and the ramifications of this, as well as the nature of Conant's part-time handling of the role of president. Urban also looks at Conant's intellectual breadth, as scientist and humanist, which showed itself prominently in his activities in pursuit of general education reform. Conant's combination of intellect and agenda was unusual for a president in his own time, and is exceedingly rare in contemporary university presidencies.

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Changing Higher Education in India

Edited by Saumen Chattopadhyay, Jawaharlal Nehru University, India, Simon Marginson, University of Oxford, UK & N. V. Varghese, National University of Educational Planning and Administration, India

This book brings together experts and emerging researchers from India and the UK to discuss the challenges the higher education system in India faces and to explore positive solutions. The team shine the spotlight on financing and funding, governance and regulation, sector organisation and institutional classification, equity and social inclusion, the large and poorly regulated private sector, Union-State relations in higher education, student political activism, and internationalisation.

UK December 2021 • US December 2021 • 256 pages • 15 bw illus
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Series: Bloomsbury Higher Education Research • Bloomsbury Academic



The Roma in European Higher Education

Recasting Identities, Re-Imagining Futures

Edited by Louise Morley, University of Sussex, UK, Andrzej Mirga, Roma Education Fund & Nadir Redzeqi, Roma Education Fund

This book brings together authors from diverse national and organisational locations including academics, activists of Roma and non-Roma origin and policymakers from Canada, Chile, Finland, Greece, Hungary, Macedonia, Poland, Romania, Serbia, the UK, and the USA. It offers insight into various and often hard-to-overcome barriers preventing Roma individuals benefiting from opportunities of higher education. Key topics covered include the representation of Roma communities as living on the margins, racism, anti-Gypsyism, Romaphobia, hate crimes and discriminatory practices. The book urges to endorse solutions that would go beyond what neo-liberal philosophy has been envisioning.

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ePub 9781350109650 • £81.00 / \$106.83
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Post-Qualitative Research and Innovative Methodologies

Edited by Matthew K E Thomas, Deakin University, Australia & Robin Bellingham, Deakin University, Australia

This book works towards imagining and enacting the future of qualitative research methodology, exploring the contested relationship between theory and method. The contributors use theory and method to disrupt established traditions, creating new alternative possibilities for research in identity, agency, power, social justice, space, materiality, and alternate forms of transformation. Including recent and innovative research practices that challenge taken-for-granted assumptions in education and social science, the book opens new ground for alternative ways of thinking about doing research in these fields. Major theoretical perspectives explored and applied include: posthumanism, poststructuralism, feminist theory, ecofeminism, new materialism, SF, and critical theory.

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Teaching English-Medium Instruction Courses in Higher Education

A Guide for Non-Native Speakers

Ruth Breeze, University of Navarra, Spain & Carmen Sancho Guinda, Universidad Politecnica de Madrid, Spain

This book provides practical help and guidance for non-native English-speaking higher education lecturers faced with the need to deliver lectures and seminars in English. It builds on the authors' years of experience as researchers and teacher trainers in the area of English Medium Instruction (EMI), combining practical advice and research findings with useful case studies from different global settings, including Australia, China, Hong Kong, Slovakia, Spain, the UK and the USA, and a range of subject areas, such as philosophy, mathematics and genetics.

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ePub 9781350169784 • £26.09 / \$35.17
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Transition and Continuity in School Literacy Development

Edited by Pauline Jones, University of Wollongong, Australia, Erika Matruglio, University of Wollongong, Australia & Christine Edwards-Groves, Charles Sturt University, Australia

This book addresses a significant gap in the research literature on transitions across the school years: the continuities and discontinuities in school literacy education and their implications for practice. Across different curriculum domains, and using social semiotic, ethnographic, and conversation-analytic approaches, the contributors investigate key transition points for individual students' literacy development, elements of literacy knowledge that are at stake at each of these points, and variability in students' experiences. Grounding its discussion in classroom voices, experiences and texts, this book reveals literacy-specific curriculum demands and considers how teachers and students experience and account for these evolving demands.

UK December 2021 • US December 2021 • 256 pages
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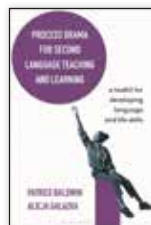
LGBTQ+ History in High School Classes in the United States since 1990

Stacie Brensilver Berman, New York University, USA

This book is available as open access through the Bloomsbury Open programme and is available on www.bloomsburycollections.com.

From grassroots campaigns and activism to top-down initiatives for and against curricular reform, this book investigates the movement to integrate LGBTQ+ history into high school history courses in the USA. Stacie Brensilver Berman charts the development of the movement from the founding of the Gay, Lesbian and Straight Education Network (GLSEN) and the passing of the Fair, Accurate, Inclusive, and Respectful (FAIR) Education Act in California, to the resurgence of conservative thought after the 2016 election.

UK October 2021 • US October 2021 • 272 pages • 10 bw illus
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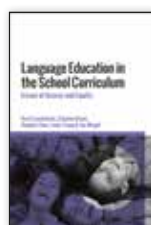
Process Drama for Second Language Teaching and Learning

A Toolkit for Developing Language and Life Skills

Patrice Baldwin, independent consultant, UK & Alicja Galazka, University of Silesia, Poland

This book explains why drama works as an enjoyable, social, and emotionally engaged way for children, young people and adults to learn languages, as well as showing how it provides motivating contexts and structures for acquiring and using real language in imagined worlds. The authors present 20 practical, adaptable strategies, based on research and accompanied by exemplar lessons, each designed to engage learners and stimulate purposeful talk within meaningful contexts.

UK October 2021 • US October 2021 • 192 pages
PB 9781350164741 • £21.99 / \$29.95 • HB 9781350164758 • £65.00 / \$90.00
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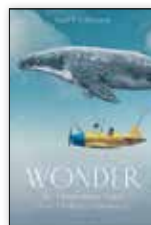
Language Education in the School Curriculum

Issues of Access and Equity

Ken Cruickshank, The University of Sydney, Australia, Stephen Black, University of Technology Sydney, Australia, Honglin Chen, University of Wollongong, Australia, Linda Tsung, University of Sydney, Australia & Jan Wright, University of Wollongong, Australia

The authors explore the impact of learning languages on the thinking, educational experiences and outcomes of young people across a range of ethnic backgrounds and socioeconomic statuses. They show the importance of having equal access to languages study in a world where young people will have increasingly more diverse working lives and argue that the gap in languages between policy and uptake is really a gap in the thinking of policy makers and government.

UK November 2021 • US November 2021 • 248 pages • 10 bw illus
PB 9781350192584 • £28.99 / \$39.95
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Wonder

The Extraordinary Power of an Ordinary Experience

Vlad P. Glaveanu, Webster University Geneva, Switzerland

This book is dedicated to wonder and wondering, mundane phenomena that, despite their great value for education and other spheres of human experience, often go unnoticed both inside and outside the classroom. We know little about this phenomenon, its biological, psychological, social and cultural underpinning, and even less about how to foster it and harness its benefits in education. This book gives a scientific yet accessible account of wondering and proposes a new way of understanding wonder, while at the same time offering practical tools for cultivating wonder within ourselves, our interpersonal relations, and within educational practice.

UK December 2021 • US December 2021 • 224 pages
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