



# **RATIONING EDUCATION**

**POLICY, PRACTICE, REFORM AND EQUITY**

**DAVID GELBORN AND DEBORAH YODanis**

# Rationing Education Policy Practice Reform And Equity

**Gillborn, David, Youdell, Deborah**



## **Rationing Education Policy Practice Reform And Equity:**

Rationing Education Gillborn, David, Youdell, Deborah, 1999-12-01 This research should make us extremely sceptical that the constant search for higher standards and for ever increasing achievement scores can do much more than put in place seemingly neutral devices for restratification Michael W Apple John Bascom Professor of Curriculum and Instruction and Educational Policy Studies University of Wisconsin Madison Recent educational reforms have raised standards of achievement but have also resulted in growing inequalities based on race and social class School by school league tables play a central role in the reforms These have created an A to C economy where schools and teachers are judged on the proportion of students attaining five or more grades at levels A to C To satisfy these demands schools are embracing new and ever more selective attempts to identify ability Their assumptions and practices embody a new IQism a simple narrow and regressive ideology of intelligence that labels working class and minority students as likely failures and justifies rationing provision to support those often white middle class boys already marked for success This book reports detailed research in two secondary schools showing the real costs of reform in terms of the pressures on teachers and the rationing of educational opportunity It will be important reading for any teacher researcher or policymaker with an interest in equality in education *Politics, Policies and Pedagogies in Education* Bob Lingard, 2013-07-24 In the World Library of Educationalists international experts compile career long collections of what they judge to be their finest pieces of work extracts from books key articles salient research findings major theoretical and practical contributions so the world can read them in a single manageable volume Readers will be able to follow the themes and strands and see how their work contributes to the development of the field Bob Lingard has spent the last 30 years researching and writing in universities in Australia England and Scotland about changing education policy issues His work is written from a sociological perspective and with a commitment to social justice He is the co editor and co author of 17 books and more than 100 journal articles and book chapters In *Politics Policies and Pedagogies in Education* Bob Lingard provides critical sociological engagement with the politics of education The focus is education policy and the impact of globalization including epistemological and methodological issues necessary for researching education policy today Topics analyzed include educational restructuring new accountabilities and testing mediatization of education policy policy as numbers the global policy field and policy borrowing pedagogies Lingard also considers the nature of educational research today He has selected 12 of his key writings and in a critical introduction situates and contextualizes the work against key developments in the field and in the changing world Education and Political Subjectivities in Neoliberal Times and Places Eva Reimers, Lena Martinsson, 2016-10-04 *Education and Political Subjectivities in Neoliberal Times and Places* investigates the conditions and possibilities for political subjectivities to emerge in international educational contexts where neoliberal norms are repeated performed and transformed Through demonstrating the possibility of political subjectivities this book argues that neoliberalism should neither be considered post political nor a natural law by

which educational practices have to abide This book considers how political subjectivities are made possible in education in spite of dominant neoliberal norms Chapters address key theoretical discussions surrounding these different sometimes contradicting norms and their relationship to education economy and politics This innovative approach considers diverse educational and political initiatives in the wake of new public management postcolonial perspectives on neoliberal education and educational practices and critical possibilities The book advocates understanding and enacting democracy as an experiment based on the conception that democracy is constantly constructed and constitutes a transformative process in society in general as well as in education This book advances the argument that there is still room for political subjectivity in spite of the dominance of neoliberal educational governance It will appeal to researchers academics and postgraduate students in the fields of higher education education policy and politics sociology of education and comparative and international education as well as those interested in neoliberalism new public management and inequality

Demythologizing Educational Reforms Arthur T. Costigan, Leslee Grey, 2014-08-21 There are dozens of myths surrounding educational reform today maintaining the school's role in economic competitiveness the deficiency of teachers the benefits of increased testing and the worthiness of privatization In this volume the editors argue that this discussion has been co-opted to reflect the values and worldviews of special interest groups such as elites in power politicians corporate educational foundations and the media Prominent educational writers tackle contemporary issues such as neoliberalism suburban schooling charter schools and parental involvement They expose the logic behind the talk and critically examine these problematic beliefs to uncover meaningful improvements in education which are better grounded in the social economic political and educational realities of contemporary society *Critical Theories, Radical Pedagogies, and Global Conflicts* Gustavo Fischman, 2005 We are living in a time of resurgent global conflicts and imperialistic tensions a time in which many children are being left behind by school systems that appear more concerned with developing accountability schemes and standardized models of testing than with defending the right of every child to have access to a good education The efforts of countless teachers activists and families working and living in poor areas around the world are labeled as failures entirely discredited on the basis of their expendability in relation to capital gains or simply ignored In response to these oppressive and challenging conditions this book's contributors a group of committed educators and activists working in an ethos of solidarity across geopolitical and geographical borders have advanced arguments and strategies that link educational transformation to the larger struggle to transform oppressive social relations In a clear attempt to move beyond both nostalgia and romanticism *Critical Theories Radical Pedagogies and Global Conflicts* draws from a range of viewpoints conceptual and thematic transnational and crosscultural First World and Third World to articulate new directions for teachers and activists working to demonstrate that another education and indeed another world is possible **Educating Our Black Children** Richard Majors, 2005-06-29 Exclusion and miseducation of black children is endemic in the US and UK

This book takes a long hard look at the two countries and uncovers what they can learn from each other in their approaches to tackling this problem. The material in the book is the result of extensive work with educators, researchers and scholars working in the area of education and disaffection in the US and the UK. Richard Majors and his contributors are at the vanguard of research into this topic and this book is one of the most important titles published on the education of black children in recent times. Gathering together the issues and looking at real world approaches, this book does not simply advance the debate; it tables some serious solutions to serious problems. This is a ground-breaking book based on cutting-edge research from writers and experts recognised the world over for their expertise. People will take note of what this book has to say.

**Social Justice, Education, and Identity** Carol Vincent, 2003. This collection will give readers interested in questions of social justice and education access to the work of some of the key contributors to the debate in the UK.

**The Irregular School** Roger Slee, 2011-04-19. 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.

**Understanding the Causes and Consequences of School Exclusions** Feyisa Demie, 2022-07-19. This book outlines a study of the causes and consequences of school exclusions. It explores the experiences of schools, teachers, parents and governors and includes a focus on the experience of Black and minority ethnic students and those with special educational needs and disabilities. The book presents the results of detailed empirical research from English schools that studied teachers, school leaders, parents, governors, educational psychologists and school staff experience with school exclusions. The book examines the scale of the problem and underlying factors, the disproportionality of exclusions for SEND and minority ethnic students, comparative international literature on exclusions and implications for policy, practice and research. Providing a comprehensive overview of the factors affecting school exclusions, the book will be of great interest to researchers, academics and students in the areas of education policy, inclusion and special education needs in education. It will also be of interest to policy makers and education professionals including special educational needs co-ordinators and headteachers.

**The Structure of Schooling** Richard Arum, Irene R. Beattie, Karly Ford, 2015. This comprehensive reader in the sociology of education examines important topics and exposes students to examples of sociological research on schools. Drawing from classic and contemporary scholarship, the editors have chosen readings that examine current issues and reflect diverse theoretical approaches to studying the effects of schooling on individuals and society.

**Becoming A Teacher: Issues In Secondary Education** Dillon, Justin, Maguire, Meg, 2011-07-01. *Becoming a Teacher 4e* remains a unique and powerful combination of ideas, analysis, questions, answers and wisdom, drawing on the professional experience of the editors and contributors.

*What Teachers Need to Know* Matthew Bruce Etherington, 2017-03-31. Every generation has sought to make teaching and learning more inclusive and equitable, but pesky questions always remain, such as how can teaching and learning be conducted in ways that satisfies and respects everyone? What are the parameters of an inclusive pedagogy? Who

defines its principles How should these principles be taught and by whom And by what authority shall they be grounded These types of thorny questions occupy the essence of educators and the authors of this book This book is about teachers educators and topics related to inclusion Teachers and educators have a lot to know therefore the topics are broad and relevant to the times What should teachers know about special needs religion and spirituality Aboriginality the environment tolerance and school choice Although teachers have knowledge of their subject matter knowledge alone is not sufficient They must know and understand how people learn A teacher must also care deeply about who they teach And this teacher knowledge grows and changes over time as teachers become more experienced informed skilled and wiser At the same time no teacher preparation will be sufficient because there will always be discussions that were never had and knowledge that was never shared Time has its costs and there is only so much a formal education can prepare someone This book helps to satisfy a cavity in learning for teachers and educators in general

*Key Issues in Secondary Education* John Beck, Mary C. Earl, 2003-09-11 Praise for First Edition *Key Issues in Secondary Education* addresses crucial cross curricular issues which are central to secondary schooling in the new millennium We are confident that this book will make a major contribution to the understanding of new teachers as they grapple with issues that go beyond subject boundaries and as they explore the fundamental issues which affect schools and young people today Donald McIntyre and Mike Younger This eagerly awaited second edition has been fully up dated and revised with new chapters on the nature and measurement of intelligence and issues of race and racism in school and society Other chapters addressing the rapidly changing world of educational policy and innovation have been substantially rewritten to take account of recent developments and current debates All contributors write clearly and accessibly without over simplifying the complexity of the issues or the value they pose

**Understanding Education** Sharon Gewirtz, Alan Cribb, 2009-09-28 Who should be educated when by whom and how What purposes should education serve Why does education matter These fundamental questions of value are not always seen as central to the sociology of education However this book argues that they are pivotal and provides a sophisticated and engaging introduction to the field that is designed to open up these important debates It draws attention to the many points of disagreement that exist between major thinkers in the sociology of education and the values on which their ideas are based By involving readers in crucial questions about the potential contribution of sociology to education policies and practices it aims to bridge the divide between education as it is talked about by academics and the concerns of policymakers and educators who have to make practical decisions about what is to be done Chapter by chapter the book introduces competing approaches in the sociology of education structural functionalism symbolic interactionism Marxism feminism critical race theory and poststructuralism It shows how these can be applied to major themes such as social reproduction the politics of knowledge multicultural education identity and teachers work Throughout the authors emphasise the importance of understanding social and educational values and the ways in which these underpin and impact upon the work of both

academics and educators      Globalization and Educational Restructuring in the Asia Pacific Region K. Mok,Anthony Welch,2003-03-13 The focus of this book is to examine the growing impact of globalization on education policy and development in the Asia Pacific region It analyses the reaction of selected societies and the strategies that their governments have adopted in response to the tidal wave of marketization corporization commercialization and privatization Particular attention is paid to educational restructuring in the context of globalization      School Choice and Student Well-Being A. Kelly,2007-08-16 This review of research in school choice adapts Sen s theory of Capability developing a more complex theoretical framework for understanding education markets This gives those most affected by the perceived failure of public education a better explication of the tension between the rhetoric of public good and the reality of everyday disadvantage

**Developments in Sociology** Robert Burgess,Anne Murcott,2014-06-11 Appropriate as a supplemental text to courses in Sociology Providing an overview grounded in research *Developments in Sociology* focuses on the major areas of theoretical methodological and substantive developments in sociology Each author takes a field of study in which they are an acknowledged expert and highlights the way in which the subject has developed over the last fifty years      *Testing Times* Gordon Stobart,2008-03-18 Assessment dominates our lives but its good intentions often produce negative consequences An example that is central to this book is how current forms of assessment encourage shallow for the test learning It is true to say that as the volume of assessment increases confidence in what it represents is diminishing This book seeks to reclaim assessment as a constructive activity which can encourage deeper learning To do this the purpose and fitness for purpose of assessments have to be clear Gordon Stobart critically examines five issues that currently have high profile status intelligence testing learning skills accountability the diploma disease formative assessment Stobart explains that these form the basis for the argument that we must generate assessments which in turn encourage deep and lifelong learning This book raises controversial questions about current uses of assessment and provides a framework for understanding them It will be of great interest to teaching professionals involved in further study and to academics and researchers in the field      **Key**

**Issues in Education and Social Justice** Emma Smith,2012-03-05 This book focuses on educational experience as a lifelong and society wide issue The author draws on research policy and contemporary thinking in the field to provide a comprehensive guide to the educational inequalities that may exist and persist throughout an individual s educational course Providing an international perspective on different ethnic gender and social groups the book covers a broad range of issues including theoretical policy and research developments inequalities that may exist during the years of schooling government policy and beyond the school classroom      **The SAGE Handbook of Gender and Education** Christine Skelton,Becky Francis,Lisa Smulyan,2006-10-23 The Handbook of Gender and Education brings together leading scholars on gender and education to provide an up to date and broad ranging guide to the field It is a comprehensive overview of different theoretical positions on equity issues in schools The contributions cover all sectors of education from early years to higher

education curriculum subjects methodological and theoretical perspectives and gender identities in education Each chapter reviews synthesises and provides a critical interrogation of key contemporary themes in education This approach ensures that the book will be an indispensable source of reference for a wide range of readers students academics and practitioners The first section of the Handbook Gender Theory and Methodology outlines the various feminist perspectives on researching and exploring gender and education The section critiques the notion of gender as a category in educational research and considers recent trends evident especially in the gender and underachievement debates to locate gender difference solely within biology This section provides the broad background upon which the issues and debates in the other sections can be situated Section two Gender and Education considers the differing ways in which gender has been shown to impact upon the opportunities and experiences of pupils students teachers and other adults in the different sectors of education It also includes a chapter on single sex schooling Section three Gender and School Subjects comprises chapters that cover gender issues within the teaching and learning of particular school subjects for example maths literacy and science It also includes topics such as sex education and assessment The chapters in section four Gender identity and educational sites address up to date issues which have a long history in terms of explorations into gender and educational opportunities More recent inclusions in the debates such as disability sexuality and masculinities are discussed alongside the more traditional concerns of race social class and femininities The final section Working in Schools and Colleges illuminates the working lives of teachers and academics The chapters cover such topics as school culture career progression and development and the gendered identities of professionals within educational institutions The contributors to this book have been selected by the editors as authorities in their specific area of gender and education and are drawn from the international scholarly community



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