

Reclaiming Education for Democracy

Thinking beyond No Child Left Behind

**Paul Shaker and
Elizabeth E. Heilman**

Sociocultural, Political, and Historical Studies in Education

Reclaiming Education Continuum Studies In Education Policy

Encarna Rodríguez



Reclaiming Education Continuum Studies In Education Policy:

A Political Sociology of Education Policy Helen Gunter, 2024-05-14 This book aims to restore the role of political analysis in education policy by presenting a new political sociology for framing conducting and presenting research In doing so it will be the first in the field to connect political thinking from Arendt with sociological thinking from Bourdieu **Lacan and Education Policy** Matthew Clarke, 2019-06-13 Lacan and Education Policy draws on the rich conceptual resources of Lacanian psychoanalysis Using Lacan s four discourses Matthew Clarke offers a sophisticated critique of recent education policy and the neoliberal model of political economy within which it sits including the ways in which education has been diminished and trivialised through the economistic and depoliticising moves of policy Clarke articulates possibilities for thinking differently about education and education policy beyond the reductive narratives of neoliberalism He argues that psychoanalytic theory is valuable not so much for allowing us to see what education really is but for offering insights into what prevents education from being enabling us to shift our focus instead into the possibilities education offers as a space of becoming The book suggests possibilities for conceptualising and creating the other side of education *Reclaiming Education* James Tooley, 2005-03-01 What is wrong with education Why do educational reforms always miss their target How can we create a better education system And what can we learn from other countries Reclaiming Education tackles the challenges facing education that really matter hte ones that academics often ignore parents demand solution to and politicians need to confront Drawing on his global research James Tooley shows that there is an alternative to poor quality and wasteful inefficiency in education and that education can be radically transformed to guarantee freedom and higher standards Tooley radically challenges any complacency we may have about education in the 21st century Sir Bob Salisbury Tooley is an extremist some of his ideas are outrageous Professor Geoffrey Walford University of Oxford This is truly a radical book It should be read by everyone who thinks deeply about education Sir Christopher Ball **Marxisms and Education** Noah De Lissovoy, 2019-07-23 Beginning from the premise that a range of Marxist theoretical tendencies or Marxisms inform recent critical scholarship in education this volume reaffirms rearticulates and interrogates central philosophical and practical commitments in this tradition Chapters engage important issues confronting the field in the present conjuncture in global capitalism including the meaning of democratic education neoliberalism s ideological and material assault on teaching and learning relationships between race and class in schooling and society models for critical and emancipatory pedagogy the implication of education in imperialism and colonialism and links between education and revolutionary organizations and movements Rather than attempting to provide a comprehensive view of the field this volume presents a diverse set of crucial interventions that take up foundational as well as contemporary developments in Marxist theory and consider their implications for the field of education The chapters in this book were originally published as journal articles by Taylor and Francis *The Politics of Public Education* Gunter, Helen M., 2018-11-28 At a time when public education and reform

agendas are changing the way we approach education this book critically examines the key issues facing the public with implications for education policy makers professionals and researchers Drawing on empirical evidence gathered over 20 years Helen Gunter confronts current issues about social justice and segregation She uses Arendtian ideas to help the reader to think politically about education and how and why public services education can be reimagined for the future

Private Schooling in Less Economically Developed Countries Prachi Srivastava,Geoffrey Walford,2007-05-14 The increased marketisation and privatisation of schooling in economically developing countries struggling to achieve Education for All and Millennium Development Goals warrants a focused examination of the phenomenon However there is little work on the nature and extent of private provision in countries that on the one hand are striving to meet international commitments of universal schooling provision and on the other face such challenges as constrained public budgets low levels of quality and persistent schooling gaps This volume brings together new research evidence from academics and policy makers on the nature and extent of private provision in a range of countries across Asia and Africa As South Asia and sub Saharan Africa account for the majority of the world s population of children out of school this book sheds new light on the changing context of schooling provision in some of the most vulnerable regions Of particular interest is the nature and potential impact of private provision on the educational opportunities of economically and socially disadvantaged children

The Routledge International Encyclopedia of Education Gary McCulloch,David Crook,2013-11-26 The Routledge International Encyclopedia of Education is a unique and major resource for the field of education It is a comprehensive single volume work arranged alphabetically and comprising around 600 entries The entries range from definitions of key educational concepts and terms to biographies of key educators and specially written substantial essays on major educational topics The volume includes authoritative and critical commentary on historical and contemporary themes examinations of continuities changes and emerging issues and discussions of the educational traditions and features of major countries and continents The following special features are also included Unrivalled coverage of education in a single volume Entries by leading international educational researchers Contributors drawn from all over the globe including Australia Brazil Canada China Finland India Israel Japan New Zealand South Africa the United Kingdom and the United States A distinguished international advisory board Fully cross referenced and indexed Suggestions for further reading Offering insight into the world of education in an interesting informed and sometimes provocative way The Routledge International Encyclopedia of Education is an invaluable work of reference for educators students researchers and policy makers in education and related fields internationally

Consultants and Consultancy: the Case of Education Helen M. Gunter,Colin Mills,2017-02-27 This book is a comprehensive study into and about consultants doing consultancy and having influence in ways that generate concerns about an emerging consultocracy with privileged access to governments and public services It presents a detailed mapping of consultants and consultancy in education as a site of change and modernisation in public sector service provision

It considers consultancy at a macro level of globalised policy at a meso level of national government policy and at a micro level with vivid descriptions and analyses of consultants at work The rapid rise of edubusinesses combined with the restructuring of public services in western style democracies has generated new types of knowledge actors within education policy Three main developments that have led to this change are the entry of education policy and service consultants from within major companies into the public education market place the emergence of celebrity entrepreneurial actors and private businesses who make interventions into Universities and schools and the rapid growth of small businesses based on individuals who have relocated their work from the public to the private sector Such knowledge actors and the complexities they bring to public education are as yet under described and largely un theorized Based on current research and drawing upon a range of theoretical tools this book fills the gap Gunter and Mills provide an invaluable contribution to scholarship on the neoliberal restructuring of public education by mapping and analyzing the under examined yet central role of corporate education consultants Their thoughtful and thorough discussion expands our understanding of how consultants promote and trade in the ideologies of corporate culture Gunter and Mills show how consultants are integral to both knowledge making practices in schools and a radical reform agenda for schools in the UK and around the globe This is an accessible and important volume for not just policy and politics scholars but anyone concerned about defending public forms of education and associated living at a moment when they are increasingly being positioned for pillage by profiteers Kenneth J Saltman University of Massachusetts Dartmouth USA Politics, Education and Social Change Agnieszka

Gromkowska-Melosik, Inetta Nowosad, Aleksandra Boroń, Marzanna Farnicka, Marcin Gierczyk, 2025-01-20 The authors analyse macro level political decisions across various societies as well as individual actions and experiences to advocate for a more inclusive and effective education system capable of driving social change They consider relationships between politics education and social change in various contexts and dimensions The macro level of educational policy and politics is confronted with the micro realities of human biographies However the authors do not consider people who are influenced by political decisions as incapacitated mass Thus social change always results from these macro micro connections This interdisciplinary book includes themes related to political sciences education and sociology which resulted from the authors study of contemporary social and education phenomena It gives insight into interesting paradoxes and controversies

School Leadership and Education System Reform Toby Greany, Peter Earley, 2021-08-26 How can school leaders shape organisations that offer consistently high quality rounded and equitable education in the context of rapid change How can wider education systems support and encourage all schools to succeed in this way What are the challenges and opportunities involved What can we learn from existing evidence and research *School Leadership and Education System Reform* 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 is substantially revised and updated with ten completely new

chapters It includes contributions from a range of leading thinkers and researchers in the field of educational leadership and management 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 New chapters look at System governance and lateral accountability in self improving school systems Leading curriculum development and accelerating progress for disadvantaged children in schools Effective deployment of teaching assistants leadership for inclusion School collaboration partnerships and system leadership Securing improvement at scale across multiple schools and across localities New conceptions of leadership including ethical and invitational leadership School Leadership and Education System Reform provides accessible but research and theory informed chapters each of which includes summaries and suggestions for further reading

Academic Achievement in Bilingual and Immersion Education Elizabeth Rata, Tauwehe Sophie Tamati, 2021-12-29 This book is about two innovative methods for teachers of bilingual students to use in improving their academic achievement Transacquisition Pedagogy or TAP developed by Tauwehe Sophie Tamati is the method described in the book's first part It uses principles of flexible bilingualism and a task sequenced approach The success of TAP in an intervention study in two of New Zealand's Māori schools illustrates how cognitive and linguistic processes can be used to increase student conceptual understanding and to improve their academic biliteracy Part two is about the Curriculum Design Coherence Model CDC Model created by Elizabeth Rata It shows teachers how to design concepts content and competencies to connect academic knowledge and thinking processes The CDC Model has proved its success in the Knowledge Rich School Project in New Zealand and England TransAcquisition Pedagogy and the CDC Model are aligned TAP works by putting the CDC design method into practice The separate usefulness of TAP and the CDC Model and the added value of their alignment provides an innovative approach to education Used together or separately they provide invaluable teaching methods for bilingual immersion and mainstream education

American Public Education and the Responsibility of its Citizens Sarah M. Stitzlein, 2017-06-01 Public school systems are central to a flourishing democracy where children learn how to solve problems together build shared identities and come to value justice and liberty for all However as citizen support for public schools steadily declines our democratic way of life is increasingly at risk Often we hear about the poor performances of students and teachers in the public school system but as author Sarah M Stitzlein asserts in her compelling new volume the current educational crisis is not about accountability but rather citizen responsibility Now more than ever citizens increasingly do not feel as though public schools are our schools forgetting that we have influence over their outcomes and are responsible for their success In effect accountability becomes more and more about finding failure and casting blame on our school administrators and teachers rather than taking responsibility as citizens for shaping our expectations of the classroom determining the criteria we use to measure its success and supporting our public schools as they nurture our children for the

future American Public Education and the Responsibility of its Citizens sheds an important light on recent shifts in the link between education and citizenship helping readers to understand not only how schools now work but also how citizens can take an active and influential role in shaping them Moving from philosophical critique of these changes to practical suggestions for action Stitzlein provides readers with the tools habits practices and knowledge necessary to support public education Further by sharing examples of citizens and successful communities that are effectively working with their school systems Stitzlein offers a torch of hope to sustain citizens through this difficult work in order to keep our democracy strong

Reflective Teaching in Further, Adult and Vocational Education Margaret Gregson, Yvonne Hillier, Gert Biesta, Sam Duncan, Lawrence Nixon, Trish Spedding, Paul Wakeling, 2015-02-26 *Reflective Teaching in Further Adult and Vocational Education* is the definitive textbook for reflective professionals in further adult and vocational education drawing on the experience of the author team and the latest research including that of the Teaching and Learning Research Programme TLRP findings It offers extensive support for trainee and practising teachers in further adult and vocational settings for both practice based training and career long professionalism Now in its fourth edition written by a collaborative author team of further adult and vocational education experts led by Yvonne Hillier and Margaret Gregson *Reflective Teaching in Further Adult and Vocational Education* offers two levels of support practical guidance for practitioner success with a focus on the key issues including individual and collaborative approaches to reflective practice a systematic approach to educational improvement based upon Joint Practice Development and evidence informed principles to aid understanding of how theories can effectively inform teaching practices and offer ways to develop deeper understanding of effective practices The new edition is also enhanced by improved navigation and updated pedagogical features including a revised chapter structure and text design all new case studies activities figures and diagrams The team includes Margaret Gregson University of Sunderland UK Yvonne Hillier University of Brighton UK Gert Biesta University of Luxembourg Luxembourg Sam Duncan Institute of Education University College London UK Lawrence Nixon University of Sunderland UK Trish Spedding University of Sunderland UK Paul Wakeling Havering Sixth Form College UK *Reflective Teaching in Further Adult and Vocational Education* directly compliments and extends the chapters of this book It has been designed to provide convenient access to key texts working as a compact and portable library The associated website www.reflectiveteaching.co.uk offers supplementary resources including reflective activities research briefings and advice on further readings It also features a glossary of educational terms links to useful websites and showcases examples of excellent research and practice This book forms part of the *Reflective Teaching* series edited by Andrew Pollard and Amy Pollard offering support for reflective practice in early primary secondary further vocational university and adult sectors of education

Unbundling the University Curriculum Kate O'Connor, 2022-09-02 In a context in which explicit attention to the curriculum has been sidelined in universities strategy this book makes an argument for why curriculum matters both in understanding the effects of

unbundled online learning and more broadly It takes up two particular curriculum issues which are amplified in an unbundled context differences in the formulation of curriculum between disciplines and professional fields and the extent these are recognised in university strategy and the push for constructivist pedagogies and its effects on curriculum construction Since the onslaught of MOOCs in 2012 unbundled forms of online learning offered via partnerships with external online program management and MOOC providers have grown significantly across the university sector There has been much debate about the implications of these partnerships but the focus has predominantly been on the engagement of students and their learning This book takes a different and novel approach looking instead at the effects on curriculum and knowledge Drawing on selected case studies the book reflects on how university leaders and academics engaged with MOOCs and other forms of unbundled online learning in the early 2010s and the effects of these reforms on curriculum practice It captures in detail the complex and difficult work involved in university curriculum making in a way rarely seen in discussions of higher education And it generates new insights about some of the critical problems manifest in the ongoing moves to embrace unbundled online learning today

The Politics of Knowledge in Education Elizabeth Rata,2012 This book explores the decline of the teaching of epistemic conceptual knowledge in schools its replacement with everyday social knowledge and its relation to changes in the division of labor within the global economy It argues that the emphasis on social knowledge in postmodern and social constructionist pedagogy compounds the problem and examines the consequences of these changes for educational opportunity and democracy itself

Research Handbook on Curriculum and Education Elizabeth Rata,2024-04-12 This incisive Handbook brings together a wealth of innovative research from international curriculum and education experts to ask the question what knowledge should be taught in school how should it be taught and for what purpose

The Voluntary City David T. Beito,Peter Gordon,Alexander Tabarrok,2002 Challenges the orthodoxy that insists government alone can improve community life

Educational Goods Harry Brighouse,Helen F. Ladd,Susanna Loeb,Adam Swift,2018-01-26 An ambitious effort that succeeds in providing a fundamentally new way to talk about and think about policy choices in education Jeffrey R Henig Teachers College Columbia University We spend a lot of time arguing about how schools might be improved But we rarely take a step back to ask what we as a society should be looking for from education what exactly should those who make decisions be trying to achieve In Educational Goods two philosophers and two social scientists address this very question They begin by broadening the language for talking about educational policy educational goods are the knowledge skills and attitudes that children develop for their own benefit and that of others childhood goods are the valuable experiences and freedoms that make childhood a distinct phase of life Balancing those and understanding that not all of them can be measured through traditional methods is a key first step From there they show how to think clearly about how those goods are distributed and propose a method for combining values and evidence to reach decisions They conclude by showing the method in action offering detailed accounts of how it might be applied in school

finance accountability and choice The result is a reimagining of our decision making about schools one that will sharpen our thinking on familiar debates and push us toward better outcomes Every education decision maker and every education researcher would benefit from reading this book David N Figlio School of Education and Social Policy Northwestern University Imaginative informative and unfailingly constructive Michael S McPherson co author of Lesson Plan An Agenda for Change in American Higher Education New Materialisms and Environmental Education David A. G. Clarke, Jamie McPhie, 2023-07-24 New materialisms refers to a broad contemporary and significant movement of thought across the social sciences and cultural studies which attempts to re turn to renew or create alternative philosophies of matter Such philosophies spring from multiple sources but are in general an attempt to bring the indissolubility of the social and environmental more forcefully into our analytical frames and modes of inquiry and tackle a perceived over reliance on discourse and language in the so called post modern era of philosophy and social science This movement in thought is underlaid by and meets up with the climate and biodiversity crises and the nature of the human condition and modes of learning or becoming within the field of environmental education This volume brings together academics working at differing intersections of environmental education and new materialisms highlighting tensions knots and lines of flight across and for research practice and theory As such this collection draws on multiple interpretations and streams of thought within new materialisms and demonstrates their significance for those engaging with environmental education policy practice and research This book was originally published as a special issue of the journal Environmental Education Research

Pedagogies and Curriculums to (Re)imagine Public Education Encarna Rodríguez, 2015-06-04 This book discusses current market based educational discourses and how they have undermined the notion of the public in public education by allowing private visions of education to define the public democratic imagination Against this discouraging background this text embraces Freire s understanding of hope as an ontological need and calls for finding new public grounds for our public imagination It further articulates Freire s mandate to unveil historically concrete practices to sustain democratic educational visions no matter how difficult this task may be by 1 presenting an indepth description of the pedagogies and curriculums of eleven schools across historical and geographical locations that have worked or are still working with disenfranchised communities and that have publicly hoped for a better future for their students and by 2 reflecting on how the stories of these schools offer us new opportunities to rethink our own pedagogical commitment to public visions of education To promote this reflection this book offers the notion of publicly imagined public education as a conceptual tool to help understand the historical and discursive specificity of schools hopes and to re claim public schools as legitimate sites of public imagination

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