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: Inspection copy available.
An Aims-based Curriculum
The significance of human flourishing for schools

Michael Reiss and John White

'This exciting book gets right to the heart of the international debate on the curriculum ... This book should be required reading for any teacher about to review a school curriculum, or any government about to review a national curriculum.' - Brian Male, Director, The Curriculum Foundation

At present a revision of the English National Curriculum is in progress. As in many other countries across the globe, it is constructed around a number of largely academic school subjects.

An Aims-based Curriculum spells out a ground-breaking alternative. Its starting point is not subjects, but what schools should be for. It argues that aims are not to be seen as high-sounding principles that can be easily ignored: they are the lifeblood of everything a school does.

Michael Reiss and John White show this by beginning with overarching aims that will equip each learner to lead a personally fulfilling life and help others do so too. From these, they derive more specific aims covering the personal qualities, skills, and understanding needed for a life of personal, civic, and vocational well-being.

The second half of the book, on political realities of implementation, takes this process of deriving aims further. Some of its detailed aims, but by no means all, overlap with conventional curriculum objectives. It also looks at the role of the state in curriculum decisions, as well as the implications of the book’s central argument for student choice, school ethos, assessment, inspection, and teacher education.

From Exam Factories to Communities of Discovery
The democratic route

Frank Coffield and Bill Williamson

'Readers are invited and inspired to take action, so that as educators we create an educational spring and awakening where learning is the central organising principle.' - Toni Fazaeli, Institute for Learning

This book argues for a major change both in the daily practice of education and in the curriculum in order to deal with such threats to our collective well-being as environmental damage; intensified global competition; corrosive social inequalities in and between nations in the world; and the need for a new, just and sustainable economic model.
Law, Education, Politics, Fairness
England's extreme legislation for education reform
Dan Gibton

‘... offers key theoretical and empirical insights into the role and implications of the use of legislation as a tool of education reform ... it provides an engaging and well-informed exploration of the divergence between the world of education as seen through the lens of public legislation, and the operation of the schools system, under the influence of policy reform, on the ground.’ - Professor Neville Harris, University of Manchester

How does legislation shape education, and how is it applied as a policy tool?

This book analyses how and why England has had so much law-based education reform in the last three decades, and focuses on the period from 2000 to 2011. It looks at the politics and mechanisms of education policy, the reforms that fuelled it and were fuelled by it, and the figures and organizations involved in it and who bear its impact.

Based on more than a hundred in-depth face-to-face interviews with senior legislators, policymakers and educators, Dan Gibton presents many perceptions of the law, of the legislation process, and of what those involved saw as covert or overt agendas in its planning. He shows how alliances and identities shifted over the decade as governments and initiatives changed, and analyses their impact on education in England.

Aimed at policymakers, academics, and students of all social-science backgrounds, this book will have a very wide appeal. While the book’s primary field is education, it also comprehensively covers law and sociology. This will appeal to a broad range of higher education students, as well as those interested in a basic legal knowledge of educational reform in national and international contexts.

Making Evidence Matter
A new perspective for evidence-informed policy making in education
Chris Brown

‘It outlines how policy makers and researchers should interact as policy-learning communities to create deep, ongoing engagement with evidence to truly inform policy.’ - Professor Bette Chambers, Director, Institute for Effective Education, University of York

Grounded both in empirical and theoretical analysis, this book re-examines the arguments in favour of an evidence-informed approach to education policy; spotlights the factors that lead to a wide variety of evidence and perspectives being disregarded by policy makers; and sets out why a paradigm of partnership between researchers and policy makers is required in order to improve the future for policy development. It argues that policy will never be ‘evidence-informed’, nor will initiatives be truly successful in the long term, unless both researchers (as storytellers) and policy makers (as audiences) understand and play their part in the ‘evidence-informed’ process.

This book is aimed at both educational researchers and policy makers interested in enhancing the use of research outputs in policy making. While the book’s primary domain is education, the concept of evidence-informed policy making has salience across a number of sectors, notably health and social care.
New

Policing Youth Violence
Transatlantic connections
Ross Deuchar

'Deuchar provides a textured and compelling account of youth violence, unravelling the unique and common causes that lead impoverished teens to victimize in lethal ways ... Carefully researched and accessibly written, this volume is both essential reading for scholars and ideal for classroom use.' - Professor Francis Cullen, Distinguished Research Professor, University of Cincinnati

Gang violence is a growing concern for politicians, police, and the public. This book focuses on two cities with very different demographics and gang cultures – Cincinnati, Ohio and Glasgow, Scotland – and their innovative deterrence strategies.

Readers will ride along with operational police officers while they patrol the streets of these cities. They will hear the voices of senior officers, offenders, and street workers as they reflect upon the impact of the street culture and its relationship with territoriality and with social and cultural inequality.

The author draws upon his ethnographic research with police officers, young offenders, and street workers to analyse the different kinds of youth violence and their underlying causes. From his examination of the policy transfer principles that underpin the Cincinnati/Community Initiative to Reduce Violence (CIRV) he identifies potential strategies for dealing with the issues that lead to youth violence in cities in the West.

The book will be essential reading for those concerned with community welfare and criminal justice: politicians; youth/community leaders and social workers; academic researchers into policing, youth violence, and crime; and for police officers and leadership trainers.

• Oct 2013 • PB • Trentham Books
• ISBN 978-1-85856-519-4 • 244pp • £26.99 / $41.95

History of Education

The London Association for the Teaching of English 1947 - 67
A history
Simon Gibbons

‘This history tells how a small minority of English teachers, by slow persistent efforts, freed themselves from the shackles that were authoritatively imposed from above. Maybe a new generation can take on the torch.’ - John Dixon, Hon. D. Litt., author of ‘Growth through English’, and ‘A Schooling in English’

Traces the birth and development of the London Association for the Teaching of English. Founders of LATE, such as James Britton, Harold Rosen, and Nancy Martin, were critical in the development of an English-teaching pedagogy that still influences the work of teachers across many parts of the world today.

• Oct 2013 • PB • Trentham Books
• ISBN 978-1-85856-520-0 • 120pp • £23.99 / $39.95

Towards a universal upper secondary education system in England
A unified and ecosystem vision
Ann Hodgson and Ken Spours

The authors outline an education system that develops the potential of all and enhances the life chances of young people.

• Inaugural Professorial Lecture • Jun 2012 • PB
• ISBN 978-0-85473-923-3 • 36pp • £5.00 / $9.95
• Institute of Education
Britain is unique in the world in having a portfolio of national birth cohort studies that follow individuals from birth through childhood and into adult life. These studies, the first of which was established in 1946, have already been instrumental in providing evidence relevant to a wide range of policy issues particularly in the areas of health, child development, education, and employment.

In this lecture Jane Elliott uses a vivid narrative case study to illustrate the detailed information that the British Birth Cohort studies collect about individuals and their circumstances. She draws on an eclectic range of literature both to give an insight into the types of research that can be conducted using Britain’s unparalleled portfolio of birth cohort studies, and also to explore the narrative properties of the studies. She argues for the importance of examining individual life stories in order to complement the detailed quantitative information collected by the studies, and demonstrates how individual narratives can provide an appealing and compelling way to communicate the findings from quantitative analyses. However she also highlights some of the dangers of focusing only on the individual, and makes a broader case for using narrative methods to understand the social world and the intersubjective structures within which individuals try to make sense of their own lives and experiences.

Experiencing healthcare services research from the perspective of service users demonstrates that, although research methods are applied meticulously, research findings can still be misleading. In her Inaugural Professorial Lecture, Sandy Oliver offers two solutions.

The first focuses on the social attributes of a study, such as who designs it and who interprets its findings. The second focuses on how we can review research literature systematically to learn from many - inevitably partial - studies simultaneously. As systematic reviews have evolved for each new academic discipline or policy sector, they have provided clear, methodical and justifiable innovations for answering important questions from the available literature. Combining these two solutions in participatory systematic reviews makes sense of research literatures in terms that are most useful to potential users.
Leadership and Management

New

Are We Nearly There Yet? Progress, issues, and possible next steps for a self-improving school system

Toby Greany

The DfE’s 2010 white paper ‘The Importance of Teaching’ set out the Coalition’s aim to ‘create a school system which is self-improving’. In this inaugural lecture, Toby Greany assesses progress to date and the Coalition Government’s approach to developing a self-improving system. He argues that the Coalition is following at least four different reform approaches at the same time: the world class/no excuses approach, the freedom-to-teach approach, the market-based approach and the system-leadership approach. These differing approaches compete with each other, creating confusion at best and unresolvable tensions at worst, most obviously through an over-reliance on punitive accountability. The first three approaches do not reflect international evidence and practice in terms of effective system reform and school improvement, and do not appear to meet the Government’s own criteria for a self-improving system. The system-leadership approach appears to have more promise, but Greany makes a series of recommendations for how it could be enhanced. He concludes that if the self-improving system becomes no more than a narrative device to justify the removal of central and local government support, then a two-tier system will rapidly emerge in which some schools thrive, but large swaths are left behind.

Research Engagement for School Development

Raphael Wilkins

‘This wide-ranging book should be of particular interest to those wishing to understand more about how teachers can get involved in research, to the benefit of their pupils, their schools and themselves.’ - Caroline Sharp, National Foundation for Educational Research

This book will make a timely contribution because of the rising level of interest both in school-based practitioner action research, and in the notion of ‘evidence informed’ policies and strategies, which is topical in the UK and in other parts of the English speaking world.
This book explains the development of reading processes and preferences in children aged 7 to 11, and gives the rationale for guided reading. It explains clearly what teachers need to do in order to organise their classrooms, their resources and themselves in order to carry out guided reading successfully, and provides exemplar lessons.

Guiding Reading
A handbook for teaching guided reading at Key Stage 2
Angela Hobsbaum, Nikki Gamble and David Reedy

‘Examples of good practice are provided from which useful ideas can be gleaned.’ - Huw Thomas, Headteacher, Sheffield Review for Junior Education

Using eleven of W.B. Yeats’s poems, John Gordon explores ways of thinking about and teaching poetry in secondary schools and at undergraduate level. He draws together commentary, research, and his own professional experience, to enable his readers to develop flexible pedagogical judgement that can respond to the requirements of a range of students and the demands of texts of varied length and complexity. His readers will be able to apply the key principles he identifies to teaching a broad range of poems effectively and memorably.

A Pedagogy of Poetry is original and ambitious, theoretical, and practical. The author synthesizes literary criticism and analysis, considerations of literary pedagogy, the empirical research base, and the theoretical frameworks that underpin people’s responses to poetry. He analyses the key books on poetry and teaching and shows where historical understanding will illuminate a poem for students, for example through his analysis of Yeats’s ‘Easter 1916’. The book is an invaluable resource for English teachers in secondary schools, colleges, and higher education.

A Pedagogy of Poetry through the poems of W.B. Yeats
John Gordon

‘A brilliant book. Though directed towards the Secondary English teacher and focused on some poems by Yeats, this book has so much to offer those interested in literature and pedagogy. The ideas can be adapted for other poets or age groups. Refreshing, informed, and inspired. A must for anyone who cares about poetry and young people.’ - Morag Styles, Professor of Children’s Poetry, University of Cambridge

• Guided Reading • May 2006 • Spiral bound
• ISBN 978-0-85473-720-8 • 288pp • £25.00 / $48.95
• Institute of Education

• Jan 2014 • PB • Trentham Books
• ISBN 978-1-85856-497-5 • 164pp • £20.99 / $34.95
Reading Recovery and Every Child a Reader
History, policy, and practice
Edited by Sue Burroughs-Lange and Amanda Ince

“This is a book which should be read by both teachers and policy makers. It contains important lessons both at school and national levels as the education system works to ensure that every child gets the teaching and experience they need to become fluent and engaged readers.” - David Reedy, United Kingdom Literacy Association (UKLA)

This book describes the origins and implementation of an approach to early literacy designed to ensure that every child leaves primary school able to read. This approach, called Every Child a Reader, was developed from the established early literacy intervention, Reading Recovery. The book describes the main features of Reading Recovery - how it operates for each child, how the teachers are trained to teach them, and the infrastructure necessary for Reading Recovery to make an effective impact on the poorest literacy learners in primary school. The story of Every Child a Reader is a model of how effective interventions need to be supported to ensure that their effectiveness is not jeopardised as they expand in scale and scope.

It captures a particular period in educational and political history, surveying the policy and practice that shaped the implementation of a successful national early literacy intervention that has had a significant impact on school standards.

This book is essential reading for all those interested or involved in early literacy and the prevention of literacy failure through effective intervention; to those who have heard about Reading Recovery but are not familiar with its operation in the UK, and to those involved in managing large-scale interventions in schools.

Reading the World
What young children learn from literature
Sandra Smidt

By making and sharing stories, we come to understand our world and everything in it. Our lives are enhanced by the narratives we encounter, make and share - yet the time schools and preschools devote to reading and telling stories ever diminishes and now focuses primarily on literacy, not literature. This book is about stories and young children. The first part sets the theoretical framework: semiotics, narrative, culture, cultural tools. The second section looks at the oral tradition, wordless picture books, picture books with words, chapter books, popular culture and translation. The final section considers issues around controversy in literature, children as narrators, and what children do to adopt and subvert the world through their role play - their own acted out narratives. Reading the World is invaluable for early years teachers, nursery nurses, teaching assistants and other practitioners, but will appeal also to parents and carers, those who teach children at Key stages 1 and 2 and to students on initial teacher training courses. It will be of interest to the growing body of students following programmes on children’s literature and book making.
New

**Which Book and Why**

Using Book Bands and book levels for guided reading in Key Stage 1

Edited by Sue Bodman and Glen Franklin

'This book will be valuable not only to professionals in schools, but also to trainee teachers at the very start of their journey into teaching.'

- Alayne Öztürk, President of the United Kingdom Literacy Association (UKLA)

This new book builds on the success and strong foundations of Book Bands for Guided Reading. It demonstrates how effective Guided Reading for children aged 4–7 can be delivered to put them on the exciting road to reading. Reflecting changes in the pedagogical landscape, for the first time it also includes comprehensive coverage of the Phonics approach to literacy. It includes a multitude of resources – both in the book and on the accompanying CD-ROM – to support teachers in choosing the right approach and the right book at the right time to meet each child’s learning needs.

Its many new features include:

- a section devoted to using Guided Reading to develop word reading skills
- separation of reading for meaning and reading for information
- background information supporting links between theory and practice
- searchable, up-to-date databases of books and series for teachers using either Guided Reading or Phonics-based methods
- reviews of book schemes
- information to support setting up a guided reading library for Key Stage 1
- guidance and materials for assessing children and organizing groups and sample lessons
- materials to support the professional development sessions in each section.

It will be an essential resource for primary class teachers, intervention and support teachers, literacy subject coordinators, senior management teams, and school librarians.

• Feb 2014 • Spiral bound and CD • Institute of Education Press • ISBN 978-1-78277-022-0 • 184pp • £30.99

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Art and Music

**Forthcoming**

**Active Ageing with Music**

Supporting wellbeing in the third and fourth ages

Andrea Creech, Susan Hallam, Maria Varvarigou and Hilary McQueen

Active Ageing with Music explores the powerful potential for active music-making to support wellbeing amongst older people. Drawing on research evidence and the compelling stories of the research participants, this book explores the relationship between active ageing and engagement in music-making among older people, with particular reference to social, emotional, physical and cognitive wellbeing.

While major demographic transitions are currently underway, significant problems relating to the prevalence of social isolation, depression and chronic disease amongst older people have been noted, requiring cost effective and compassionate responses. This book demonstrates that engagement in active music-making offers just such a response.

Supported by strong evidence this book balances research with practice including:

- An outline of practical issues related to accessibility and resources
- Potential barriers to participation, including structural, intrapersonal and social barriers, alongside case study examples of potential solutions.
- Supporting principles and practices of facilitating groups of older people, with specific reference to musical groups.

In parallel, this book uses the participants own stories to underpin the argument that musical development is possible across the lifespan and that older people can and do progress as musicians.

The book will be of interest to all academics and practitioners interested in music psychology and the impact of music on well-being, music practitioners interested in leading musical activities with older people, occupational therapists and community musicians. Most importantly, this book will be of interest to individual older adults who are interested in how they may preserve and sustain their cognitive, social and emotional wellbeing throughout the latter stages of their lives.

• Jul 2014 • PB • Institute of Education Press • ISBN 978-1-78277-029-9 • 160pp • £24.99 / $41.95
Music Education in the 21st Century in the United Kingdom
Achievements, analysis and aspirations
Edited by Susan Hallam and Andrea Creech

‘... an important book, arriving at a critical moment for the future of music education in our state schools.’ - Bette Gray-Fow, Classroom Music

This book provides a timely and unique overview of music education in the UK by considering its achievements, analysing its current performance and setting out aspirations for the future. It addresses the power of music to influence and change human behaviour, analyses current and future issues in music education and casts a spotlight on particular areas of education. It includes a range of case study examples and evaluations of practice. The book is a landmark publication in the field of music education and will be essential reading for policy-makers, practitioners, music students, trainee music teachers and those who provide music services in the UK and internationally.

• Bedford Way Papers • Jul 2010 • PB
• Institute of Education

The Picture Book Maker
The art of the children’s picture book writer and illustrator
Karenanne Knight

‘Full of brilliant, clear, concise tutorials and advice, this book unpacks the picture book process beautifully. I would have loved to have read this when I was a student. But even as a published author and illustrator this book is worth its weight in gold. A go-to book for anyone wishing to enter the picture book industry, & 146; The Picture Book Maker & 146; would be a welcome addition to any illustrator’s or author’s bookshelf.’ - Emma Yarlett

This is a comprehensive, hands-on guide to writing and illustrating picture books for young children. It presents up-to-date critical scholarship in literacy, visual and textual studies with creative and practical approaches to the task of making a book for young children.

The author draws on her original research into children’s views on picture books and her historical and theoretical understanding of visual literacy to provide detailed information about how to create a picture book. Starting with a blank page, she goes through the steps of filling it with a location, peopling it with distinctive and interesting characters and developing plot and sub-plot. What will turn this creation into a book is described in knowledgeable detail: the qualities of various materials, the preferred format and size, the fonts young children like, the endpapers, the placing of the illustrations. Finally, she takes the would-be picture book maker or illustrator through the steps required to present their work most appealingly to a publisher.

The Picture Book Maker is essential reading for lecturers and students on BA and MA Illustration, Creative Writing and Design courses, and will be indispensable to educators and students in primary education who seek insights into the complexities of reading material for the early years audience, be it dual language texts, reading schemes, or the picture books that can widen horizons and imbue in children an enduring love of reading.

• May 2014 • PB • Trentham Books
• ISBN 978-1-85856-514-9 • 148pp • £24.99 / $41.95
Preparing for Success
A practical guide for young musicians
Susan Hallam and Helena Gaunt

‘... an extremely welcome addition to the literature, containing as it does a wealth of highly relevant and detailed case studies and exercises, plus inspirational ideas and sound advice. If you want to make a success of your career and your future, then this book is essential reading!’ - Paul Kirkham, Managing Director, Institute of Contemporary Music Performance

Pursuing a career in music is one of the most challenging and satisfying things you can do. Because music expresses something fundamental about our humanity, it is almost impossible to make it a profession without putting heart and soul into it.

This book is a practical guide for young people who wish to build a career as a professional musician. It will help you build a realistic professional vision, support your development, and understand what it takes to make a successful career. As well as providing lots of information drawn from recent research it offers practical tools and exercises, to enable you to relate the information to your own situation, and to help realise your potential.

The book covers three main areas:

• helping you to motivate yourself, set goals, and get the most from tuition, practise and rehearsal;
• nurturing your creativity and expanding your experience and professional horizons;
• mapping out the professional landscape and outlining vital parts of getting a career started.

Readers will find it an effective tool whenever they are in search of ways to understand their experiences, solve problems or identify goals. It will be of interest to students and teachers of music in all areas of education.

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Early Years and Primary Education

The Adventurous School
Vision, community and curriculum for primary education in the twenty-first century
Jane Reed, Kathy Maskell, David Allinson, Rosemary Bailey, Fernanda Bates, Sian Davies and Catherine Gallimore

‘Joyous learning between communities of teaching colleagues and their primary children shines through this book ... This is a practical engaging read that inspires the reader through the art of story.’ - Alison Peacock, Leader of the Cambridge Primary Review Network

This is a topical study of innovative and original practice in three primary schools. It aims to illustrate how they have made their schools successful. After an introduction and a background chapter colleagues describe the vision for their school, how it has come about and how they are putting it into practice in adventurous and exciting ways. Secondly, they describe their local context, who they serve and how they have revisited their purpose as a result of getting to understand more about their local area and setting. Thirdly, they give a picture of how they conceptualise, plan and implement their curriculum and design adventurous learning. Their primary focus is to create real learning for life – life as it is now and also life in the future and a broader view of the learning experiences and skills children need to be citizens in the world as it will be in their adult lifetime.

It looks at the ways in which the three schools have taken the power to make decisions about their school improvement priorities in ways that give their pupils a central and active rather than tokenistic role. It is about learning and leadership for everyone including the pupils. ‘The Adventurous School’ is characterised in the book as one that is creative and ingenious, develops a confident spirit and a hardy disposition, has a map and planned routes but is not rigid about the journey, is evolutionary, travels with others, takes risks, is questing, questioning and enquiring and is there for something more than itself.
Bridging Bands for Guided Reading
Resourcing for diversity into Key Stage 2
Shirley Bickler, Suzanne Baker and Angela Hobsbaum

The 'dip in literacy achievement' experienced by some children at age 7-8 may in part be due to a steep rise in text reading challenge that children encounter at this age. This guide will help teachers set up comprehensive Guided Reading resources that support children’s development as they move into Key Stage 2.

Leadership of Learning in Early Years Practice
A professional learning resource
Elaine Hallet

This book focuses upon effective pedagogical leadership and practice in the leadership of learning within early years settings and children’s centres. The book and accompanying DVD, containing real-life examples of early years leaders, provides a framework for reflective thinking and learning for those leading practice and working with children, parents, practitioners, educators, and teachers, to reflect upon their leadership of learning practice and consider further their leadership learning and development.

It is a professional learning resource for both practising and aspiring early years leaders, providing a timely response to Government recommendations to develop a knowledgeable workforce of graduate early years leaders. It aims to further leaders’ and aspiring leaders’ understanding of:

• leading pedagogy in settings;
• leading transition to school;
• leading children’s learning in the outdoor environment;
• leading a community of learning and practice;
• leading continuing professional learning;
• leading, creating, and sharing knowledge with parents;
• leading change for transformation;
• leading, creating, and sharing reflections.

It is essential reading for early years teachers, educators, candidates undertaking Early Years Teacher Status training (EYTS), EYTS and early years programme leaders, graduate and aspiring leaders, and all those involved in teaching and researching in the early years and childhood studies.
Men Who Teach Young Children
An international perspective
David Brody

‘His research delivers much more than vignettes of men at work. It clearly makes the case that if young children are to thrive, as the research of the past fifty years has promised, it will be because the field itself shrugs off narrow dictums about what young children are capable of learning.’ - Frances Rust, University of Pennsylvania, Graduate School of Education

Few men around the world work in daycare settings, nursery schools or kindergartens. Yet wherever they are found, men who are perceived to have crossed the gender boundary in their choice of profession are widely acclaimed as gifted educators and excellent caregivers. Policy makers who care about providing quality education for young children need to understand what attracts men to work with young children and how to retain them in the workforce so they can make the most of this underutilized human resource in early childhood education.

This book fills a research gap, presenting the biographies of six talented men from Britain, Norway, Holland, Switzerland, Israel and the United States who have all been working with the youngest children for many years. A cultural lens is used to understand their motivation and reveal the difficulties they faced in choosing the profession, getting trained, working with young children and their parents, and opting to remain in the field. Their personal narratives will inspire other men to consider the profession and will shed light on society’s influence on cross gendered career pathways. The scholarly analysis of the case studies aims to help early childhood teacher educators to recognize and take account of what male degree candidates in their programs uniquely have to offer.

This book is a must for early childhood leaders who are interested in moving towards gender equality in the workforce. Those responsible for college and university training programs will need this book in order to gain empathy with the men they have recruited, and to learn how to go about making men feel more comfortable in their programs. Supervisors of men in the early childhood workforce will broaden their perspectives on the work lives of these minority employees, and will learn how to support their becoming part of a team consisting largely of women educators. The most significant contribution of this book is the window it gives to readers about men’s unique contribution to the care and education of young children around the world.

Higher Education and Lifelong Learning

Beyond Bulimic Learning
Improving teaching in further education
Frank Coffield, Cristina Costa, Walter Müller and John Webber

“Beyond Bulimic Learning goes beyond identifying a medical metaphor for a sick sector, it prescribes the educational remedies that could lead to its cure. Essential reading.” - Joel Petrie, Advanced Lecturer, Dyslexia Support & Teacher Education, The City of Liverpool College

Students are binging on large amounts of information and then, in government induced bouts of vomiting otherwise known as national tests, they spew it all out. This is how Frank Coffield introduces the term Bulimia Academica, which he treats every bit as seriously as its medical counterpart. Students resort to bulimic learning to cope with a testing regime that ministers in England would have you believe is robust and rigorous, but is in fact purgative and emetic.

This book presents not only a powerful critique of current government policies, but also a considered response to that all-important question from classroom teachers: Within the tight parameters set by government policy, what could I do more effectively in class next Monday? This book argues that, although there is no such thing as ‘best practice’ to identify and copy, there are a number of far more effective approaches, such as harnessing the potential power of feedback.

Three co-authors also make important contributions that extend the scope of the book. John Webber introduces the notion of ‘studentship’ – the skills, behaviours, and beliefs that students need to become better at learning and thinking. Cristina Costa shows how students’ creativity can be released by using new technologies. And Walter Müller points to the damaging effects on German schools of politicians treating them as economic instruments in the global race, subjected to market discipline.

Written in a clear, engaging, and thought-provoking style with a compelling evidence base, Beyond Bulimic Learning is much more than a ‘how to’ book to improve teaching in the adult and further education sector. It also explores in detail the central question: Can we transform classrooms and colleges without first transforming the role of the state?

• Apr 2014 • PB • Institute of Education Press
• ISBN 978-1-78277-073-2 • 184pp • £24.99 / $41.95
New

Browne and Beyond
Modernizing English higher education
Edited by Claire Callender and Peter Scott

Reflecting the changing ideological and economic perspectives of the government of the day, the expansion of higher education in England has prompted numerous reforms aimed at reshaping and restructuring the sector and its funding. Leading to student riots and sparking some of the sharpest controversies in British higher education, the reforms introduced in 2012/13 are by far the most radical, and those concerning higher education funding and student finances the most far-reaching. This book seeks to unpack the drivers for the reforms while locating them in a broad historical, ideological, and policy context.

Informed by the vast literature and research on higher education, this book brings together recognized experts, including leading academics and policy analysts. One strand of chapters provides history and context while another examines particular issues and themes, including: historical antecedents of the reforms and tuition fee policies; the distinctive characteristics of the reforms; an economic critique of the limits to marketization and the commodification of higher education; the drivers behind social mobility and widening participation and the subsequent impact of tuition fees; the consequences of fee-setting policies among institutions; the impact on part-time students; the entrance of new providers in the higher education sector; the impact on institutional autonomy and freedom; and the policy vacuum on postgraduate education and the future of research.

While the reforms have attracted significant media coverage focusing on their short-term consequences, this book goes far beyond the media headlines to identify the nature of the reforms and to understand their impact on higher education institutions, students, and society as a whole.

• Bedford Way Papers • Oct 2013 • PB
• ISBN 978-1-78277-023-7 • 244pp • £27.99 / $44.95
• Institute of Education Press
Higher Education for the Public Good: Views from the South
Edited by Brenda Leibowitz

'The time has come for universities to take sides. They cannot just be players on the field - they need to pick a side. And that side should be the public good.' - Professor Russell Botman, Rector, Stellenbosch University

The authors of this inspiring collection discuss philosophical approaches and present empirical and practical ideas for teaching and learning at university for the public good. The book is enriched by international perspectives as well as a uniquely southern focus.

It explores the purpose and ethos of the university; its conception of graduate attributes; the way programmes and teaching are delivered; and the institution’s approach to academics and their professional development.

It will be indispensable to all universities who are evaluating their own principles and practice.

• Jan 2013 • PB • Trentham Books
• ISBN 978-1-85856-521-7 • 220pp • £24.99 / $41.95

Post-Compulsory Education and Lifelong Learning across the United Kingdom: Policy, organisation and governance
Edited by Ann Hodgson, Ken Spours and Martyn Waring

‘This is another authoritative analysis of post-compulsory education and training, from an expert research team with an excellent reputation. The authors exploit in depth the opportunity to contrast differences between the four UK countries, and draw important lessons from these comparisons. This volume provides very solid and valuable policy analysis to help lifelong learning make progress in the next decade.’ - Tom Schuller, Director of the Inquiry into the Future of Lifelong Learning and Director of Longview

This book brings together the perspectives of researchers, policy-makers and practitioners from across England, Wales and Scotland. It analyses each country’s approach to national policy, organisation, governance and practice.

• Bedford Way Papers • J an 2011 • PB
• ISBN 978-0-85473-904-2 • 188pp • £19.99 / $32.95
• Institute of Education

Forthcoming
Professional Life in Modern British Higher Education
Edited by Bryan Cunningham

This is a ‘problem-focused’ book, dealing with significantly changing aspects of higher education – including professional identities, academic values, pedagogies, and quality assurance – and exploring the effects of these changes upon professional life in universities. It offers a range of perspectives on the ways in which societal, legislative, and educational trends and ‘events’ have transformed, and are further significantly transforming, the work of the professional higher education academic.

The first half of the twentieth century witnessed the continuing evolution of the academic profession, and the inter-war elite image of university academics owed something to the self-constructed notion of ‘academic freedom’. But this image was persistently reconstructed after the Second World War, time and again transforming the professional identity, autonomy, duties, and expectations of academic life in higher education. The historical thread running through the book serves to remind the reader that academic life in the university has never been static, and that new times have brought forth new professional conditions, expectations, identities, and paradigms.

Drawing on contributions from specialist areas of professionally oriented university work, including teacher education and clinical education, as well as ranging more broadly over professional work in higher education, Professional Life in Modern British Higher Education will appeal and resonate among a UK and international readership of university teachers and administrators, as well as students taking courses with a focus on higher and professional education.

• Bedford Way Papers • Sep 2014 • PB
• ISBN 978-0-85473-999-8 • 160pp • £25.99 / $42.95
• Institute of Education Press
The Question of Conscience
Higher education and personal responsibility
David Watson

‘Here something new and special has been written about universities. Personal formation through higher learning often falls short of its promise, as David Watson notes, but it is an immensely rich process and in many ways it forms modern societies. If [this book] is widely read we will have another reason to be optimistic about the future of higher learning, additional to those rightly identified by Watson in this thoughtful and accessible book.’ - Simon Marginson, Professor of International Higher Education, Institute of Education

Most of the claims about the purposes and achievements of higher education are irreducibly individualistic: it will change your life, through conversion or confirmation of faith, by improving your character, by giving you marketable ‘abilities’, by making you a better member of the community, or by being simply ‘capable’ of operating more effectively in the contemporary world. All of these qualities scale up, of course, but in differing ways.

David Watson explores the question of what higher education sets out to do for students through a number of lenses, including the ‘evolutionary’ stages of modern university history, the sense participants and observers try to make of them, and a collection of ‘purposes’, or intended personal transformations. The resulting combinations are clustered, around major questions about the role of universities for their students, and in society at large. He concludes by testing claims about the role of higher education in developing varieties of personal responsibility. This book identifies and explores how varied these claims have been over the long history of the higher enterprise, but also how strong and determined they invariably are.

Social Mobility and Higher Education
The life experiences of first generation entrants in higher education
Mary Stuart

At a time when the shape of society in the UK is changing, this book makes clear what social mobility is and explores what enables upward mobility. Education is seen as a key element in creating opportunities and life chances central to developing a more equal society, but the diminishing level of opportunity available to people from lower socio-economic groups is increasingly causing concern.

Mary Stuart examines the role of higher education in supporting social mobility from the viewpoint of students who went to university during the last half century. Based on nearly 150 life history accounts from graduates who were the first in their families to enter higher education, she shows how individuals moved from their families, often in poor communities, to achieve at university and go on to work in academia. Through a life history approach, the author analyzes these graduates perceptions of the changes to their lives, their social position and its effect on their identities.

The stories reveal a pattern of movement and of flow, often locating the individuals between and within class, gender and ethnic identities, and linking theories of social mobility to the wider debates on an increasingly mobile world. The book tracks the impact of changes to policies for higher education from the 1950s to the present day through the lens of individual life stories and richly details the effects of political decisions on ordinary people’s lives.Governments of all flavours have expressed interest in the question of social mobility.

This book is important reading for policy makers, teachers, academics and university managers.
Interconnecting Worlds
Teacher partnerships for bilingual learning
Charmian Kenner and Mahera Ruby

The complementary schools attended by bilingual children significantly enhance the children's educational achievement. Yet mainstream teachers are largely unaware of their pupils' other worlds, so the children's bilingual identities and resources remain hidden or marginalised in mainstream school.

This inspiring book demonstrates what can be done to bring them to light and build the children's learning power. The authors draw on two innovative action research projects in east London to show how mainstream and complementary teachers can work together as equal partners.

It tells an important story to teachers, teacher educators, policymakers and all who are studying and researching bilingual learning internationally.

- Nov 2012 • PB • Trentham Books Ltd

Comprehensive Achievements
All our geese are swans
Edited by Tamsyn Imison, Liz Williams and Ruth Heilbronn

‘It’s essential reading for anyone who cares about state education, both its past and, more vitally, its future.’ - Zadie Smith

Schools in England are radically changing their organization and governance, casting aside the founding principle of the 1944 Education Act that education is a public service and abandoning the ideal of education as nurturing a sense of community. This book presents a portrait of a successful comprehensive school, between the years 1980 and 2000. It illustrates how education could be broad-based, holistic, and creative, enabling children to love learning and develop as all-round people, in addition to passing examinations.

More than fifty insider contributions contextualized by historical accounts tell the story of a thriving school based on non-selective principles. The voices are of the students, teachers, governors, and parents. Together they show how it is possible for a well-led school with well-chosen staff to hold firm to their professional and moral beliefs, and in doing so resonate with their pupils, parents, and the wider school community.

This book is aimed at all those interested in education: parents, governors, teachers, teacher-educators, and policymakers. As a well-grounded case study of a non-selective school it belongs on the reading list of graduate and undergraduate degrees in education.

- Oct 2013 • PB • Trentham Books
Silence in Schools
Helen E. Lees

'Lees makes the case for silence to be recognised in the school setting, and not seen as defective and dysfunctional.'
Jackie Cosh, Education Writer, University of Glasgow, PressData

This is the first book to examine the practice of silence in schools as an effective, and cost free, pedagogic tool.

The author talks with headteachers and teachers about how they use silence in the classroom and they reflect on its benefits to the children and themselves. She presents case studies of schools which have introduced meditation, quiet spaces and silent moments, and analyses how these initiatives contribute to the students’ experience and learning and enhance the schools’ ethos.

It is important reading for headteachers and teachers, policy makers, educational researchers and parents.

• Jul 2012 • PB • Trentham Books
• ISBN 978-1-85856-475-3 • 174pp • £21.99 / $36.95

Becoming NEET
Risks, rewards, and realities
Christopher Arnold and Tracey Baker

'This is a vital book for those who want a depth and breadth of understanding of NEETs in the UK today. Well-researched case studies added to the statistics and history underscore the need for appropriate, localized early intervention to prevent later harm.'
Carl Parsons, Visiting Professor of Social Inclusion Studies, University of Greenwich

Over one million young people are now NEET - Not in Education, Employment, or Training. The waste of human resource is tragic and the resultant disaffection could dangerously destabilise society. This book describes the challenges and risks for young people within the NEET category, and the chaotic and confusing lives some young people lead, which increase vulnerability to becoming NEET.

In a unique collaboration, a Local Authority Educational Psychologist and a Connexions Personal Adviser examine the histories of employment and childhood to reveal the context of NEET. They describe how information about children’s lives can be used to develop screening tools to facilitate early intervention in schools.

The five case studies presented are drawn from interviews with young people who have been affected by the experience of being NEET, their families, schools and Personal Advisers. The studies enable readers to understand the complexity of young people’s lives from different perspectives. Such insights can be used to develop effective ways of reducing the incidence of NEET among our most vulnerable young people.

The book will be of value to everyone working with young people and striving to prevent NEET, in particular staff at secondary schools and academies, and personal advisers, educational psychologists, administrators and youth workers.

• Jul 2013 • PB • Trentham Books
• ISBN 978-1-85856-524-8 • 176pp • £23.99 / $39.95
New

Educating for Hope in Troubled Times
Climate change and the transition to a post-carbon future
David Hicks

'We are entering a period of great transition; stormy times of uncertainty, threat and possibility, which will especially affect the lives of young people; yet guides to the future for educators and their students are woefully few. David Hicks’s new book is timely, significant, and necessarily bold; a critically important navigational guide to the learning journey we must all make to a low-carbon and very different future. It is at once a wake-up call and an inspirational guide to all educators striving to help young people to navigate an uncertain future.'

- Professor Stephen Sterling

This book explores three global issues - climate change, peak oil and the limits to growth. It sets out the facts about the inevitable yet still largely unknown changes, and examines the feelings and attitudes the coming changes engender. It offers teachers ways to engage with vital but too often avoided issues, and to share success stories and sources of hope for the future.

In these troubled and fast changing times yesterday is no longer an accurate guide to tomorrow. We have to understand and be able to prepare young people for a future very different from today’s world. This book is about developing new ways of being and exploring new horizons. The insight and support it provides will help make teachers more knowledgeable and better able to prepare learners for the transition to a post-carbon future.

This book is essential reading for primary and secondary teachers and for students and tutors in Initial Teacher Education. It will also be of value to headteachers, governors, educational researchers and others concerned with matching policy and practice to the demands of changing times. It will develop critical enquiry in Geography, English, Science, Citizenship Education, Personal, Social and Health Education and inspire those working in education for sustainability, sustainable schools and global education.

- May 2014 • PB • Trentham Books

New

Learning Spaces for Social Justice
International perspectives on exemplary practices from preschool to secondary school
Edited by Hanna Ragnarsdóttir and Clea Schmidt

'This accessible collection explores the progress that can be made when students, teachers and communities come together to advance social justice in a diverse range of settings.'

- Professor David Gillborn, Director, Centre for Research in Race & Education, University of Birmingham, UK

Drawing on international best practice from schools and classrooms, this book is a timely and invaluable collection that engages with innovative school practices promoting social justice and empowerment for learners and teachers who are diverse in race, ethnicity, language, gender, sexual orientation, or faith.

International in approach, widely researched, theoretically informed, and straightforwardly written, it illustrates the perpetual process of working towards the goals of social justice and empowerment, and some of the many ways this is done.

Taking a case study approach, the book outlines and describes effective models of social justice and empowerment for diverse learners and diverse teachers developed by schools. With case studies ranging from preschool to secondary school, and with examples from both rural and urban environments, it is essential reading for classroom teachers and administrators, teacher-education students and their teachers.

The contributors range from across Europe, Scandinavia and North America.

- Oct 2013 • PB • Trentham Books
- ISBN 978-1-85856-518-7 • 170pp • £24.99 / $41.95
Making Education Work
How Black men and boys navigate the further education sector

Sheine Peart

This book challenges the notion that Black boys are resistant to education and incapable of achieving academically. Charting the educational progress of Black boys after they leave secondary school for the further education sector reveals how they take control of their educational careers and do well in the different environment. That so many Black boys start so well in primary school yet fail in secondary school is well documented.

This book explores the educational trajectories of young Black men once they are in college and examines the institutional cultures of schools and colleges and the taught curricula of both sectors. Using phenomenological inquiry and student narratives, it examines the key issues that shape the education of Black men after 16.

The book is for all teachers, trainers and educators interested in making a difference to the academic success of Black men and boys in college.

Date of publication 2013
Price £22.99 / $37.95

Resisting Racism
Race, inequality, and the Black supplementary school movement

Kehinde Andrews

‘Those interested in racial equality, education, organising and community building will find both inspiration and insight in this important book.’ - Dr Rob Berkeley, Director, Runnymede Trust

In the 1960s Black communities in the UK mobilised against the discrimination and inequality their children experienced in mainstream schooling, setting up Black supplementary school projects where the deficits in educational provision could be rectified. Almost fifty years of Black supplementary schools, organised on a volunteer basis by parents, teachers, churches and community groups, are brought to life in this book.

This is the first comprehensive account of the Black supplementary school movement. It charts the historical development of the movement; explores the different ideologies that emerged; examines the importance and conceptions of Blackness; and looks at the relationship to mainstream schools and the prospects for the future of Black supplementary education.

It is essential reading for everyone who is interested in overcoming racism in education and in sociological and policy responses to racism generally. All those involved in improving the educational experiences of discriminated against groups should read this book.

Date of publication 2013
Price £23.99 / $39.95

Respecting Difference
Race, faith and culture for teacher educators

Heidi Safia Mirza and Veena Meetoo

‘This book provides a straightforward and pragmatic approach to dealing with issues that are all too often fraught with feeling. The helpful approach of a narrative with examples organised thematically provides for readers who want to just dip in as well as for more thoroughgoing consideration. Recommended.’ - David Ruebain, Chief Executive, Equality Challenge Unit

This book demonstrates how teacher educators in the UK and worldwide can attract, recruit and support black and minority ethnic students to become much needed and valued future teachers and educational leaders.

It gives a snapshot of policy and practice on the PGCE; clear and up-to-date descriptions of race-relations policies, procedures and legislative guidance; clarification of the responsibilities of tutors in relation to professional practice in issues of diversity; case studies based on real examples, such as how to support Muslim women students.

It is essential reading for all providers of initial teacher education (ITE) and relevant for those working with students in higher education.

Date of publication 2012
Price £19.99 / $26.95

Social Justice Re-Examined
Dilemmas and solutions for the classroom teacher

Edited by Rowena Arshad, Terry Wrigley and Lynne Pratt

‘This rich collection will help to empower new and experienced teachers in moving towards a socially just future and holding onto a sense of joy in teaching.’ - Professor Meg Maguire, King’s College London

The classroom situations and strategies presented here will help teachers negotiate their way through complex situations and bring about constructive change. This book clarifies concepts and value differences and the subtle ways in which inequality often works.

Theoretical as well as practical it looks at issues including: race, gender, poverty and class, sexuality, religion, English as an Additional Language, Islamophobia, Traveller children and ADHD. The book is essential reading for all teachers, especially student teachers, early career teachers and teacher educators.

ISBN 978-1-85856-507-1
Date of publication 2012
Price £22.99 / $37.95
Transforming Practice
Critical issues in equity, diversity and education
Edited by Janet Soler, Christopher S. Walsh and Anna Craft

This Open University Reader critically examines educational issues of equity, diversity and social justice and how they are socially, culturally, economically rooted in educational practice across diverse educational settings and all sectors. It highlights research and good practice and pedagogies that support social justice and inclusivity.

Travellers and Home Education
Safe spaces and inequality
Kate D’Arcy

‘&#145;This book makes an original contribution to a neglected area of research. A must read for anyone interested in educational inclusion, social justice and equity.’ - Dr Khalwant Bhopal, Reader in Education, University of Southampton

Elective home education (EHE) is a legal alternative to school in England but the statutory requirements for provision are remarkably vague. This book explores the use of EHE by Gypsy and Traveller families. The accounts of their experiences and their views about education spaces reveal the racism and discrimination their children encounter in school, and how they still lose out when they opt for EHE.

The voices of Gypsies and Travellers are seldom heard. The stories they tell here give the lie to the stereotypical assumptions based on the pejorative portrayals that are pedalled in the media, are echoed in the mainstream literature and which too often shape the scripts of the education providers. Kate D’Arcy brings the insights offered by the Travellers together with a searching analysis of EHE provision to yield valuable new understandings about inequality in education.

Travellers and Home Education is essential reading for teachers and educational managers, student teachers, academics, policy makers and for the Traveller communities. The critical appraisal of race and racism will particularly interest those who are passionate about working towards social justice.

Unsafe Gods
Security, secularism and schooling
Lynn Davies

‘This is a time of immense tension in the world - over religion and secularism, over security and conflict, over what counts as legitimate knowledge and ways of understanding, and over education’s role in dealing with all of this. Lynn Davies has written an important book that is filled with crucial theoretical insights and very real examples that can help us find our way in these troubled times. It gives us hope for a better future.’ - Professor Michael W. Apple, Educational Policy Studies, University of Wisconsin, Madison

This book makes the compelling argument that religion can be complicit in conflict and that a new secularism is vital to foster security. Using insights from complexity science, it shows how dynamic secularism can be used to accommodate diverse faiths and beliefs within worldly politics.

Exploration of the interplay of religion and education in the context of security and notions of safe schools offers new understandings of how religions learn – or instead remain frozen accidents that hinder societies from adapting to change. The book shows how turbulence and amplification underscore the necessity for an education that is critical even of patriarchal religious texts and that recognizes the power of satire and humour.

Lynn Davies follows her groundbreaking work on education and extremism to draw on work in mentoring those at risk of radicalization and consider how the radicalized learn and unlearn their behaviours. She presents international examples to show how a foundation in secular rights and freedoms can enable young people to develop the skills and networks to create change without turning to violence.
New

**You, Me and Diversity**

*Picturebooks for teaching development and intercultural education*

Anne M. Dolan

‘This engaging and well-researched book explores how picturebooks can make complex social and environmental issues accessible to children. With a focus on critical thinking, intercultural learning and action-based projects, it offers an inspiring approach that promises to make a significant contribution to current practice.’ - Dr Stephen Scoffham, Faculty of Education, Canterbury Christ Church University

You, Me and Diversity offers teachers and student teachers approaches for teaching children about development education and promoting intercultural understanding through carefully selected picturebooks.

Research by the United Kingdom Literacy Association in 2007 found that few teachers are aware of such books. They feel unable to select appropriate contemporary literature to use in class, and rely instead on the books they enjoyed as children. Irish Aid, through the DICE (Development and Intercultural Education) project, funded the research that underpins this book, so that teachers can make use of the wealth of excellent and appealing modern picturebooks that deal sensitively with contemporary issues.

Dr Dolan critiques a selection of the books she identifies and advises on how to use them in the classroom. She provides a directory of recent picturebooks that feature development and intercultural themes such as climate change, migration and social justice, and range from the earthquake in Haiti to the struggles for civil rights. The framework used for categorizing the picturebooks gives teachers a planning tool to ensure they offer children a full range of development and intercultural perspectives while also adhering to literacy guidelines.

Every primary school teacher and student teacher needs to read this book so they can widen their pupils’ global and cultural horizons while simultaneously developing their literacy skills.

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**Teachers and Teaching**

**Critical Practice in Teacher Education**

*A study of professional learning*

Edited by Ruth Heilbronn and John Yandell

‘Although this case is set in the UK, it should be required reading for teacher educators and policy-makers everywhere’ - Ken Zeichner, Boeing Professor of Teacher Education, University of Washington

This timely book uncovers all of the processes that should be considered when high-quality teacher education is designed, delivered and studied around the world. Written by experienced teacher educators, this book shows what critical practice is and how it can be used to facilitate a deeper understanding of practice that draws upon personal experience and knowledge of theory, research and policy. Critical Practice in Teacher Education outlines a compelling argument that the best quality teacher education should not just be experienced in schools, but simultaneously in different overlapping communities, including those from the course and discipline or subject area. Attention is directed towards how reading, writing and assessment are used with students to undertake tasks such as developing portfolios, participating in reflective discussions and writing autobiographically, and to how this can develop their intellectual identities and practical judgment. The book presents five in-depth case studies, each of which tell a particular story from a particular subject perspective, illustrating how a range of approaches can be taken on initial teacher training and Masters-level courses. Each story features descriptions of challenges and assignments along with excerpts of the students’ responses. Critical Practice in Teacher Education is a must for all policy-makers, teacher educators and their students, school-based mentors and local authorities who want to understand, improve and develop the quality of teachers’ professional development.

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**Teaching and Learning in the Twenty-First Century**

*What is an ‘institute of education’ for?*

Chris Husbands

Explores the extent to which teaching is changing in response to external pressures in the twenty-first century. It examines the implications for teachers, schools and learners and asks what this means for research, teacher education and the nature of an ‘institute of education’.
Assessment

Assessment for learning
Why, what and how?

Dylan Wiliam

‘So, who should read this book? Anyone who is involved in teaching will gain something, even if it is just an understanding of why it is so difficult to improve one’s practice as a teacher. I would particularly recommend the booklet to those who have responsibility for CPD in a school or teacher education in a wider sense, because they are the ones who need to be implementing the ideas in this book.’ - Jane Gabb, Equals, the Journal of the Mathematical Association, Vol. 16, No. 3

Wiliam argues that if we are to be successful in raising student achievement, as well as clear about what we want teachers to do differently, we have to understand why changing teachers’ practice is so difficult, and this will require radical changes in the way we treat teachers’ professional development.

Care and Families

Parenting
Responsibilities, risks and respect

Carol Vincent

This lecture argues that there is a need for researchers and practitioners to deconstruct understandings of what constitutes ‘good’ parental behaviour in relation to educational settings, and instead to engage with the diversity of perspectives which families from different social class and ethnic groups bring to the education of their children.

Childhood Studies

A History of the Sociology of Childhood

Berry Mayall

‘It is a resource for students and scholars alike interested in the study of children and their childhoods.’ - Professor Daniel Thomas Cook, Rutgers University,

Co-editor, Childhood: A Journal of Global Child Research

This concise book gives a history of how the sociology of childhood has developed, contextualised in the history of sociology. It draws on the author’s own experiences, considers a wide range of published documents and includes contributions on specific topics by some of the main players in the field: Jens Qvortrup, Priscilla Alderson, Liesbeth de Block and Virginia Morrow.

The book describes how this relatively new discipline evolved and considers its principal propositions. It looks back to the post-war period, notably in the USA, and shows how sociological ideas about childhood arose from developmental psychology; how they began to be formulated to act in complement to psychological ideas and how some US psychologists began to explore variations in ideas about childhood in varying societies. It also explores the history of sociological ideas about childhood in both the UK and, most importantly, mainstream Europe and considers links between sociological and rights agendas.

This book concludes with consideration of the latest developments in this field such as globalisation and media studies; work in other languages, such as French and Portuguese and gives an account of work emerging in the majority world and its relevance for theoretical developments.

It is essential reading for university students on all varieties of childhood courses. It contextualises this field within theory and provides a clear picture of the constituents of the discipline. It is also relevant to those working within psychological paradigms but with an interest in considering alternative and complementary approaches.

• Inaugural Professorial Lecture • Jun 2009 • PB
• ISBN 978-0-85473-788-8 • 44pp • £5.00 / $9.95
• Institute of Education
Citizenship

**Gujarati Communities Across the Globe**

Shamriona Mawani and Anjoom A. Mukadam

'This is an important collection for anyone interested in globalized and transnational religion in the modern world.' - John E. Cort, Religious Studies Review 39.2

This is the first study to offer insight into the everyday lives and evolving identities negotiated by Gujaratis in a global context: in India, the United Kingdom, North America, Australia, New Zealand, East Africa and South Asia.

Its orientation around the themes of nationalism, migration, new ethnicities, language and religion makes it an essential resource for students of South Asian studies, religious studies, the sociology of religion, social anthropology, diasporic studies, cultural and ethnic studies.

It will also interest those who wish to understand how identities of a diasporic and post-diasporic community can be strengthened despite moving away from one’s original roots.

- Jan 2012 • PB • Trentham Books Ltd
- ISBN 978-1-85856-502-6 • 188pp • £22.99 / $37.95

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Drama and Film

**Applied Theatre in Action**

Jennifer S. Hartley

'A truly inspiring and engaging read about implementing and developing applied theatre. If you work with Theatre of the Oppressed techniques there is a great section with exercises utilised and developed.' - Seaford Musical Theatre

Dr Hartley, who works internationally in applied theatre, presents the practice with passion and intellectual clarity, showing how it can be used by practitioners in and outside the world of theatre. She dispels the mystique around applied theatre and argues for it to develop with each project, so it never becomes stagnant.

- Sep 2012 • PB • Trentham Books Ltd
- ISBN 978-1-85856-496-8 • 192pp • £22.99 / $37.95

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**From Aan to Lagaan and Beyond**

A guide to the study of Indian cinema

K. Moti Gokulsing and Wimal Dissanayake

'From Aan to Lagaan is a unique critical guide to one of the greatest dream-factories in the world. It is the first time that a compilation has avoided the shame of hagiography and the obscurity of pretentious academia.' - Farrukh Dhondy, Writer, playwright and screenwriter

This authoritative and accessible guide to the study of Indian Cinema is the first designed specifically to help students and teachers understand the complexities of Indian cinema, including Bollywood. It covers theory, how an Indian movie is made; technology; the cast and crew, designers/choreographers; censorship, insurance and advertising.

- Jan 2012 • PB • Trentham Books Ltd
- ISBN 978-1-85856-504-0 • 248pp • £24.99 / $41.95

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**Learning and communication in digital multimodal landscapes**

Carey Jewitt

In this lecture Carey Jewitt shows how design and use of technologies has a key role in communication and learning, and how their use can shape practices and potentials and change resources.

- Inaugural Professorial Lecture • Apr 2013 • PB
- ISBN 978-1-78277-018-3 • 34pp • £5.99 / $9.95
- Institute of Education Press

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Imagining the Real
Towards a new theory of drama in education
David Davis

The current educational climate has brought the development of drama as an art form to a standstill - if not a regression. There has never been a more urgent need to develop the art of classroom drama and take a qualitative leap forward in both theory and practice. Drama needs to deal with actions and images in order to focus on a ‘reality’. What that reality is in both art and life, how to search for it and the role of imagination and reason in that process is the subject of this book.

Part One provides a detailed account of the drama teacher’s art and craft, focusing on Process Drama through which the students can imagine the real. It re-states and develops the best practice of the last 50 years, including the role of dramatic action and the use of objects; handling the components of the art form by teachers and independently by students; the use of objectives and counterobjectives to produce tension and focus meaning; structuring and internal coherence; and the nature of learning through drama. Part Two (with Chris Cooper) examines the ways in which ideas and meanings are created and controlled in society. By reworking the key ideas and methods in Part One from a Bondian perspective, it shows that Process Drama can engage with the new developments in form through the work of playwright Edward Bond.

This approach forges an exciting and effective path of exploration towards a new theory of drama in education. Imagining the Real will be essential reading for drama students at first and higher degree level, students on initial courses of teacher education, drama teachers, lecturers in higher and further education and theatre workers generally.

Oily Cart
All sorts of theatre for all sorts of kids
Edited by Mark Brown

‘There are good theatre companies, and there are great theatre companies. There are great theatre companies and there is Oily Cart.’ - Lyn Gardiner, Guardian drama critic

Acclaimed theatre company Oily Cart has for 30 years been making colourful musical interactive theatre for young children and for children and young adults with learning disabilities or on the spectrum of autism. This fascinating book presents a rich and illuminating picture of its three decades of skilled theatre making.

It is an essential source book for theatre practitioners who make, or are seeking to make, theatre for young children or for children and young adults with learning disabilities; teachers and students who are engaged in Special Educational Needs, early years and nursery work, or drama and theatre; and anyone interested in drama therapy or music therapy.

Theatre for Young Audiences
A critical handbook
Edited by Tom Maguire and Karian Schuitema

This exciting book illuminates children’s theatre today and presents an analysis of the best and most innovative work, whether it follows the tradition of adapting children’s literature into performances which incorporate puppetry, dance and live music or whether it represents the rich cultural influences in the UK.

The contributors consider issues of ownership, active spectatorship and audience interaction. They analyse creative methods such as using ‘child’s play’; making theatre for specific audiences such as profoundly disabled young people; connecting teenagers with Shakespeare; engaging children with the global multicultural society; the work of TiE today and much else. The contributors are Gill Brig, David Broster, Dominic Hingorani, Jeanne Klein, Geoffrey Readman, Matthew Reason, James Reynolds, Karian Schuitema, Tom Maguire, Peter Wynne-Wilson, Jan Woziak and Oily Cart’s Tim Webb.
Gender and Sexuality

Schoolgirl Pregnancy, Motherhood and Education
Dealing with difference
Kerry Vincent

Pregnant schoolgirls and schoolgirl mothers describe their educational experiences and aspirations at schools. This book offers practical suggestions for achieving affirming educational experiences and better educational outcomes for these pupils. It argues for recognition of a greater range of differences among young people and for the development of broader conceptualisations of social inclusion and exclusion.

Anyone who has a specific interest, or responsibility, in supporting vulnerable pupils, including girls who become pregnant while still of statutory school age will find it invaluable.

- Faith in Education

Islam and Education
The manipulation and misrepresentation of a religion
Lynn Revell

Fear or extremism and associations with terrorism and radicalisation characterise popular views on Islam. Lynn Revell shows how these fears and misconceptions are too often perpetuated in education through textbooks, the curriculum and the recent guidance to teachers of religious education in schools, when they ought to be interrogated and challenged. It considers how the initiatives Context, Prevent, RESilience and the community cohesion agenda have imposed new levels of government intervention into the way Islam is represented in the classroom.

This book analyses the dominant approaches to teaching of Islam in the context of changing policies on race ethnicity and the recent discussions about the relevance of multiculturalism. It argues for a transformation of the teaching of Islam in schools so that pedagogy and the curriculum challenge the historical misrepresentation of Islam and address Islamophobia.

It is an important book for education professionals and those interested in the links between religion, education and social policy. For religious education teachers it is essential reading.

- Science and Maths

Making mathematics phenomenal
Dave Pratt

This lecture examines how careful design can ‘phenomenalise’ mathematics and support not only engagement but also focus on key ideas.

- Forthcoming

Reaching In, Reaching Out
Faith schools, community engagement, and 21st-century skills for intercultural understanding
Marie Parker-Jenkins, Meli Glenn and Jan Gernan Janmaat

Jewish and Muslim schools have particularly faced public scrutiny in Britain, and though they are two very different types of communities, among what they share is that they are magnets for intolerance and criticism, often in the form of Anti-Semitism and Islamophobia. This book helps fill the gap in our understanding of these particular faith schools, exploring the role they play in sustaining their own religious heritage but also engaging with the wider society. This book is intended to explore the important role that community engagement can play in faith schools by examining: the experiences of some Jewish and Muslim schools within England; Jewish and Muslim concepts of community; alternatives for preparing children for the skills and knowledge needed in the 21st Century; and the implications for policy and practice in other faith schools and those not characterized by a religious ethos or affiliation.
Forthcoming

Education and Social Mobility
Dreams of success
Kate Hoskins and Bernard Barker

‘This book provides a powerful analysis of social mobility and the role of education in closing the gap. Young people’s rich narratives of their educational experiences, and their dreams and aspirations, vividly unfold in a series of accounts that are beautifully crafted to reveal a sociological imagination missing in mainstream social mobility research. We are made aware of the emptiness of government and policy rhetoric, and the importance of family, communities, and wider socio-economic influences in understandings of social mobility. Education and Social Mobility vividly illustrates the ways in which social mobility works, or, in far too many cases, does not work for young people. Its compelling and authoritative account should be read by practitioners, policy makers and parents.’- Professor Diane Reay, University of Cambridge

Education and Social Mobility examines Government plans to improve upward mobility in England and considers the chances of success in the light of qualitative interviews with 88 school students. The 15-to 19-year-olds in two state secondary schools were invited to reflect on their lives, education and dreams of the future. Their responses offer fascinating insights into young people’s aspirations, choices and decisions, and suggest that governments consistently underestimate the resistances to mobility that are embedded in social and occupational structures.

This original school-based research is combined with lively analysis of the concepts and issues entailed in understanding social mobility and change. It is essential reading for policy makers and everyone who is interested in the extent to which education can change and improve society. It presents discomfiting data and theoretical insights for academics and practitioners, and is an authoritative guide for undergraduate and post-graduate students following courses which deal with youth identities, education studies and social justice. The book raises fundamental doubts about current policy and proposes a constructive alternative for all our children.

• Jun 2014 • PB • Trentham Books
• ISBN 978-1-85856-613-9 • 188pp • £24.99 / $41.95

Forthcoming

STEM Strategies
Student ambassadors and equality in higher education
Clare Gartland

More skilled young people are urgently needed in science, technology, engineering and mathematics in the UK. This book indicates how policy can be developed to encourage young people to consider STEM careers. It challenges widely held assumptions about how role models help raise aspirations and support progression to Higher Education and asks whether role models really do encourage pupils, particularly girls, into STEM careers.

The research presented here examined New Labour’s widening participation policy of encouraging university student ambassadors to work as role models with younger students and school pupils. The study of STEM student ambassadors working in engineering and medicine at two contrasting universities reveals how ambassadors are positioned by the discourses and activities that surround them. It examines the developing relationships between pupils and ambassadors, the learning engendered in different learning contexts, and the matching of ethnic, classed and gendered identities.

The book questions the assumption that university students are role models for school pupils simply by virtue of their gender, ethnic and classed identities and their status as university students. But it also provides valuable insights into how encounters between pupils and university students can effectively support and encourage pupils in STEM subjects.

STEM Strategies is essential reading for policy makers and for school, FE and HE practitioners involved in outreach and interested in social justice. It is especially relevant to practitioners working with ambassadors in education and to people in industry working on STEM ambassador programmes and will also interest those who are looking at diversity and access to HE and at identity formation. The multidisciplinary approach developed in the book makes a unique contribution to a developing body of evidence on how best to support the diversification of students in the STEM subject areas.

• Jul 2014 • PB • Trentham Books
• ISBN 978-1-85856-617-7 • 194pp • £25.99 / $42.95
Women and Success
Professors in the UK academy

Kate Hoskins

‘One of the strengths of this book is that the author is mindful of the social and historical circumstances that surrounded entry into and success within the academy.’ - Tanya Fitzgerald, Journal of Educational Administration and History, 45.1

Remarkably little is known about the women who have successful careers in higher education. This book provides telling insights into the experiences of twenty women professors of different backgrounds and ages who work in various academic disciplines within the UK academy.

The stories are revealing and the empirical and theoretical understandings make the book essential reading for undergraduate and postgraduate students, further and higher education professionals and active researchers.

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