Voices in the Air
Making sense of policy and practice in education
Chris Husbands

The expectations of education have never been higher: around the world, governments are re-shaping their education systems, transforming early years, schools and universities through far-reaching reform in curriculum, assessment, teaching, accountability and funding. As Director of the Institute of Education for five years of tumultuous change in education, Chris Husbands drew on research and knowledge about practice to set educational change into a wider context – unpicking the logic of reforms and analysing their likely impact. Voices in the Air brings together his journalism and policy commentary, and provides a wide-ranging account of the nature, shape and impact of policy reform in education.

Sep 2016  PB  978-1-78277-178-4  200pp  £19.99 / $32.95

Research and Policy in Education
Evidence, ideology and impact
Geoff Whitty with Jake Anders, Annette Hayton, Sarah Tang and Emma Wisby

The OECD tells us that 90 per cent of education reforms are not properly evaluated. So it seems that governments have not lived up to their own ideals of evidence-informed policymaking. Research and Policy in Education argues that education policy is as often driven by political ideologies as by solid research evidence. It explores this claim with case studies of:

• the Coalition government’s reform of teacher training towards a school-led approach;
• the use of evidence in international policy borrowing and the rhetoric of ‘what works’;
• the deployment of policies that aim to narrow the social class achievement and participation gap.

The book concludes with a plea for more discipline-based research on education, and a reassertion of the importance of the sociology of education as an essential resource for making sense of contemporary education policy.

Feb 2016  PB  978-1-78277-084-8  134pp  £24.99 / $41.95
Dewey in Our Time
Learning from John Dewey for transcultural practice
Edited by Peter Cunningham and Ruth Heilbronn

This book brings together leading writers from around the world who are actively engaged in applying Dewey’s thought to the challenges facing educational systems and teachers in school. Issues concerning equity, social justice, curriculum and pedagogy, teachers’ roles and their professional identity are considered, with examples from the Americas, Asia and Europe. John Dewey’s outstanding achievement was to generate a discourse that has informed both educational policymaking and classroom activity, around the globe and over the course of a century. His ideas provoked controversy during his own lifetime, and increasingly so with the dominant neoliberal trend of globalized politics in the twenty-first century. On the one hand he inspired ways of teaching and learning that are especially apt in our own technological age; on the other, his breadth of philosophical critique continues to be evoked and emulated by critical thinkers on education today.

Sep 2016  PB  978-1-78277-170-8  202pp  £24.99 / $41.95

John Dewey’s Democracy and Education
A British tribute
Edited by Steve Higgins and Frank Coffield

In 1916 John Dewey published ‘Democracy and Education: An introduction to the philosophy of education’. In this book some of today’s foremost historians, philosophers, psychologists, and sociologists of education mark the anniversary of Dewey’s work by reviewing and reflecting, from a British perspective, on Dewey’s contribution to our understanding of the role of education in a democracy. Together the essays provide a critique of the current relationship between education and democracy, and also explore the contemporary relevance of Dewey’s magnum opus for the role of education in societies which he characterized as ‘nominally democratic’. The distinguished contributors show how Dewey’s ideas and battles are still being drawn upon in the controversies that continue to animate education in England, Scotland, Wales and Northern Ireland, as a tribute to one of the foremost educational thinkers from the United States.

Jun 2016  PB  978-1-78277-166-1  190pp  £24.99 / $35.00
A Chemical Passion
The forgotten story of chemistry at British independent girls’ schools, 1820s–1930s
Marelene Rayner-Canham and Geoff Rayner-Canham

Chemistry is traditionally thought to have been a masculine subject in secondary schools. This groundbreaking work reveals that chemistry teaching once flourished in girls’ independent schools in Britain. Working in well-equipped labs, generations of inspirational teachers imparted a lasting fascination for the subject in their pupils, many of whom became teachers or professional chemists themselves. For a variety of reasons, this tradition tailed off before the Second World War, and a proud history was forgotten. The fruit of years of archival research, the authors present a rich and multifaceted account that reveals the hidden history of a landmark achievement in the education of women.

Feb 2017  PB  978-1-78277-188-3  260pp  £26.99 / $35.00

Learning in Womanist Ways
Narratives of first-generation African Caribbean women
Jan Etienne

The benefits are explored of lifelong learning for black Caribbean women who came to Britain in the 1950s and ‘60s. We see the social and cultural identities they bring to learning, their sisterhood as they rise above past oppression. Notions of ageing in poor health, poverty and isolation are challenged by the learners’ different, happier reality.

May 2016   A Trentham Book  PB  978-1-85856-778-5
180pp  £20.00 / $38.95

Active Ageing with Music
Supporting wellbeing in the Third and Fourth Ages
Andrea Creech, Susan Hallam, Maria Varvarigou and Hilary McQueen

This book explores the powerful potential for active music-making to support wellbeing among older people. It will be useful to academics interested in music psychology and the impact of music on wellbeing, as well as to occupational therapists and community musicians. And of course, it will be of interest to people who want to preserve and sustain their cognitive, social, and emotional wellbeing throughout the latter stages of their lives.

Jun 2014  PB  978-1-78277-029-9  202pp  £24.99 / $41.95
The Coming of Age for FE?  
Reflections on the past and future role of further education colleges in England  
Edited by Ann Hodgson  
Twenty-one years on from Incorporation, the time is surely right to put away childish things (‘That’s where hairdressers go to get qualifications, isn’t it?’) and take a mature, honest stock-take of the Further Education sector. In this detailed, scholarly and yet remarkably accessible collection, Ann Hodgson brings together leading FE researchers, practitioners, and policymakers, from whose work emerges a fascinating narrative of the development of the sector and the place it finds itself in today.  
Jun 2015  PB  978-1-78277-123-4  240pp  £24.99 / $41.95

Further Education and the Twelve Dancing Princesses  
Edited by Maire Daley, Kevin Orr and Joel Petrie  
‘Cinderella’ is the dominant metaphor used to describe Further Education, but this book challenges the deficit metaphor and replaces it with another of the Brothers Grimm’s tales, the ‘Twelve Dancing Princesses’. The twelve princesses escape from the room they are locked in to dance all through each night. Using this as a metaphor for the possibility of subversion and autonomy in FE teaching, twelve practitioners suggest professional development that will culminate in a collective, celebratory result.  
May 2015  A Trentham Book  PB  978-1-85856-640-5  204pp  £24.99 / $41.95

Making Education Work  
How Black men and boys navigate the further education sector  
Sheine Peart  
Why do Black boys start so well in primary school yet fail in secondary? Why do they do well in college? Students tell the researcher about institutional cultures and curricula in schools and in colleges, how they take control of their education once they get to college and what structural changes are needed to enhance the educational experience.  
Nov 2012  A Trentham Book  PB  978-1-85856-509-5  168pp  £22.99 / $37.95
In Valuing Higher Education, leading international analysts examine Gareth Williams's contribution to shaping our thinking about the economics of higher education in essays that are a testimony to Williams's conception that the field cannot be properly understood unless viewed alongside social policy, changes in knowledge production, the life chances of students, and their actual learning experience. Behind all of the analyses stands the larger question: What is the value of higher education? The distinguished contributors critique contemporary developments in essays that will also inform further research and policymaking, not least in Williams's own concluding response, which offers glimpses of future possibilities.

Sep 2016  PB  978-1-78277-174-6  254pp  £26.99 / $41.95

The Hallmark University
Distinctiveness in higher education management
Paul Temple
What is special about university management? Are universities similar in most respects to other large organizations, or is there something about them – a hallmark – that makes the management task in higher education distinctive? This book brings together and analyses recent research findings relevant to university and college management, both empirical and theoretical, and places them in the context of existing ideas about the management of the modern university, and the policy frameworks within which they operate.

Aug 2014  PB  978-0-85473-888-5  152pp  £24.99 / $41.95
Distress in the City
Racism, fundamentalism and a democratic education
Linden West

Every day brings news about so-called Islamic State and its seduction of young people in the West. The radicalization of young Muslims causes alarm; even the desirability of multiculturalism is questioned in troubled cities where racism and Islamophobia are on the rise. This book is a case study of one distressed post-industrial city struggling with various discontents, drawn from those who live there. Their stories illuminate how racism, Islamophobia and Islamism take hold, rendering the city emblematic of wider problems across the world today. But the author also describes the resources of hope in the city that inspire civic education in schools and communities today.

Jan 2016  A Trentham Book  PB  978-1-85856-688-7  210pp  £24.99 / $41.95

FORTHCOMING

Muslim Mothers and their Children’s Schooling
Suma Din

This book brings the voices of Muslim mothers into the discourse on parent–school relations. What they say is essential reading for teachers, student teachers, sociology of education students, policymakers and those working with families. Suma Din’s study gives voice to over 50 women from a wide range of African, Arab and Asian backgrounds, all social classes, some of them immigrants but many of them born in the UK. They speak about the hijab, choice of schools, religious festivals, the curriculum, the Prevent strategy, sex and relationship education and much else. The book sheds light on their identities, experiences and challenges as they support their children through state schools in Britain.

Jan 2017  A Trentham Book  PB  978-1-85856-795-2  176pp  £24.99 / $41.95

British-Islamic Identity
Third-generation Bangladeshis from East London
Aminul Hoque

This ethnographic account of the lives and multifaceted identities of six British-born third-generation Bangladeshis from East London asks whether they see themselves as Bangladeshi, British, Muslim, Londoners, none of these or a fusion of them all. It shows how young English Bangladeshis construct a new British-Islamic identity for themselves. It offers important new insight and understanding of their own stories of identity and allows us to hear these ignored and alienated voices. This makes the book essential reading for those who work with or are concerned about young people. It is a timely and positive contribution to the often misunderstood notions of what it means to be a British Muslim.

Feb 2015  A Trentham Book  PB  978-1-85856-603-0  176pp  £26.99 / $41.95
Doing Justice to History
Transforming Black history in secondary schools
Abdul Mohamud and Robin Whitburn
Doing Justice to History provides new insights into Black history at local, national and international levels, and will become a key resource for the annual Black History Month. The authors’ accounts of excellent practice in presenting an inclusive view of history to students, teachers and teacher trainers offer inspiration and guidance.
Jan 2016  A Trentham Book  PB  978-1-85856-552-1
190pp  £24.99 / $41.95

Catching Hell and Doing Well
Black women in the UK – the Abasindi Cooperative
Diana Watt and Adele D. Jones
This book records how Black women carved space within a specific community – with its political challenges and social realities – to determine and redefine their conditions. Photographs, poems and press cuttings enrich this historical and reflective account of the activism and achievements of the Abasindi Cooperative and its political impact. It shows Abasindi as a significant contributor and historical antecedent to community activism in the UK today against race, class and gender oppression. Above all it is a book about the daughters of ordinary women who individually and collectively have achieved extraordinary things.
Sep 2015  A Trentham Book  PB  978-1-85856-671-9  192pp  £25.99 / $42.95

Teachers and Human Rights Education
Hugh Starkey and Audrey Osler
How can schools promote democracy? Whose values should take precedence in multicultural societies? This book clarifies the relevance of human rights to teachers’ everyday work. The authors draw on a range of international examples to illustrate how schools can enable young people to work towards the ideals of justice and peace in both the school community and the wider world. The application of human rights principles is applied as the basis for living together in diverse societies.
Apr 2010  A Trentham Book  PB  978-1-85856-384-8
£22.99 / $34.95
**Social Justice Re-Examined**  
*Dilemmas and solutions for the classroom teacher*  
Edited by Rowena Arshad, Terry Wrigley and Lynne Pratt  
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, these chapters look from inside out from the perspective of the teacher. The book is essential reading for all teachers, especially student teachers, early career teachers and teacher educators.  
Jul 2012  A Trentham Book  PB  978-1-85856-507-1  
£22.99 / $37.95

**You, Me and Diversity**  
*Picturebooks for teaching development and intercultural education*  
Anne M. Dolan  
This book offers teachers and student teachers approaches for teaching children about development education and promoting intercultural understanding through carefully selected picturebooks. Dr Dolan critiques a selection of the books she identifies and advises on how to use them in the classroom. 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.  
Mar 2014  A Trentham Book  PB  978-1-85856-522-4  
192pp  £24.99 / $41.95

**Travellers and Home Education**  
*Safe spaces and inequality*  
Kate D’Arcy  
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 Gypsies and Travellers still lose out when they opt for EHE.  
Jun 2014  A Trentham Book  PB  978-1-85856-554-5  
116pp  £21.99 / $36.95
Equity, Trust and the Self-improving Schools System

Richard Riddell

Richard Riddell draws on his interviews with senior managers in schools, academy chains and the regions during the UK Coalition Government to analyse the changes in education policy during its term. He argues that the developing regional organization for supervising schools in England, with its regional commissioners, provides a far more consistent context for reducing longstanding disparities in pupil attainment than the declining local authority systems it replaces. However, the insecurity of headteachers – even those who are well-placed – and the pressures on them in the current arrangements cannot be allowed to continue. The book advocates a two-stage process to achieve long-term school partnerships based on trust, so that inequity in schooling is effectively addressed.


Disengagement from Education

Lynne Rogers

This book draws together current thinking and research about disengagement from education among 11 to 19-year-olds. It explores the complexities of the disengagement process and the long-term consequences of dropping out of school or college. It presents case studies of effective initiatives for preventing disengagement and for re-engaging young people in education. The book is essential reading for teachers, senior managers and non-teaching staff in schools, colleges, juvenile justice, and for youth workers and policymakers.

Nov 2015  A Trentham Book  PB  978-1-85856-681-8  188pp  £21.99 / $36.95

Creativity, Education and Society

Writings of Anna Craft

Selected by Kerry Chappell, Teresa Cremin and Bob Jeffrey

This engaging book offers an overview of the work of Professor Anna Craft, an international authority on creativity in education. It is a memorial volume featuring ten of her key writings on five themes that illustrate the development of her innovative ideas: the nature of creative teaching and learning; possibility thinking; creativity and education professionals; creativity, wisdom and ethics; and creativity and education futures.

Trust and Verify
The real keys to school improvement
Dean Fink
This book looks at trust and distrust in educational settings and argues that nations with higher degrees of trust in their professional educators achieve superior results for all students. Not blind trust, however, which if unchecked by some kind of verification system can prove as unproductive for individuals and organizations as intrusive, coercive and time-consuming verification strategies. Both sides of this equation are important, hence the title. These behaviours are the real keys to school improvement. This accessible and compelling book provides a unique, research-based look at trust and distrust and their impact on school improvement in seven different nations: Australia, Canada, England, Finland, Lithuania, Sweden, and the United States.

May 2016  PB  978-1-78277-147-0  240pp  £26.99 / $41.95

Whatever Happened to Extended Schools?
The story of an ambitious education project
Doug Martin
At a time when the memory of Every Child Matters and Extended Schools is fading fast, when the policy agenda has returned with a vengeance to an exclusive concern with governance, choice, regulation, and performance, when the school seems more than ever to be viewed by government as primarily a business selling exam results – we should remember Extended Schools. This book, based on research undertaken in four schools and communities, gives a vivid insight into an ambitious education project and uses that to build an imaginative portrayal of how an Extended School of the future might be.

Sep 2016  PB  978-1-78277-049-7  174pp  £26.99 / $39.95

Comprehensive Achievements
All our geese are swans
Edited by Tamsyn Imison, Liz Williams and Ruth Heilbronn
This book presents a portrait of a successful comprehensive school between the years 1980 and 2000. It illustrates how education can be broad-based, holistic and creative, enabling children to love learning and develop as all-round people, in addition to passing examinations.

Oct 2013  A Trentham Book PB  978-1-85856-530-9
180pp  £23.99 / $39.95
Identity Texts
The collaborative creation of power in multilingual schools
Edited by Jim Cummins and Margaret Early
This book shows how identity texts have proved to be an effective and inspirational way of engaging learners in multilingual schools around the world. Identity texts describe a variety of creative work by children, led by classroom teachers: collaborative inquiry, literary narratives, dramatic and multimodal performances. We see how the identity texts produced held up a mirror to the students which reflected their identities back in a positive light.

Jun 2011  A Trentham Book  PB  978-1-85856-478-4  190pp  £20.99 / $34.95

Unsafe Gods
Security, secularism and schooling
Lynn Davies
This book makes the compelling argument that religion can be complicit in conflict and that a new secularism is vital to foster security. 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.

Jan 2014  A Trentham Book  PB  978-1-85856-525-5  £23.99 / $39.95

Silence in Schools
Helen E. Lees
Some schools have been using silence for years to benefit children and facilitate their learning. Yet 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. The book brings readers right up to date with the theoretical exploration of planned silence, which is in its infancy but growing fast.

Jul 2012  A Trentham Book  PB  978-1-85856-475-3  £21.99 / $36.95
Assessing Quality in Early Childhood Education and Care

Sustained Shared Thinking and Emotional Well-being (SSTEW) Scale for 2–5-year-olds provision

Iram Siraj, Denise Kingston and Edward Melhuish

Based on high-quality pedagogy and developed for the use of teaching staff and managers, the Sustained Shared Thinking and Emotional Well-being (SSTEW) Scale can be used alongside other environment scales (including ECERS-E, ECERS-R or ITERS-R) to give a more complete picture of what high-quality early childhood education and care can look like.

Feb 2015  A Trentham Book  Spiral Bound  978-1-85856-658-0  62pp  £19.99 / $32.95

Developing Young Children’s Creativity

Possibility thinking in the early years

Linda McConnon

This book vividly illustrates how Anna Craft’s concept of ‘possibility thinking’ - shifting from ‘what is’ to ‘what might be’ - is at the heart of creativity. It traces the verbal and non-verbal communication, collaboration and identity development of three children as they use art and craft through their first three years in school. Through the engaging words and actions of the self-named Rosie Runner, Action Man and Box Boy, readers are led through the immersive worlds of young children. Educators in early years settings and primary schools, creative arts playworkers and social studies researchers will see how they can observe, document, foster and assess creativity in their own settings and enhance their own pedagogical practice.

Oct 2016  A Trentham Book  PB  978-1-85856-679-5  184pp  £24.99 / $41.95

Men Who Teach Young Children

An international perspective

David Brody

Few men work in day-care settings or nursery schools, yet they are acclaimed as gifted educators and excellent caregivers. These personal narratives of six unusually talented men from various countries who have worked with young children for years illustrate what attracts men to work with young children and how to retain them in early years’ work.

Jun 2014  A Trentham Book  PB  978-1-85856-517-0  172pp  £24.99 / $41.95
Leading the Use of Research & Evidence in Schools
Edited by Chris Brown – Winner of the AERA Emerging Scholar Award (2015)

This is a book designed for teachers and school leaders with a full-enough workload. It’s not a pep talk delivered from the heights of academia, out to justify its own existence, but a collection of diverse (sometimes clashing) views on the current and often vexed drive for schools to become ‘research-engaged’. The contributors ask difficult questions, but each writes with the primary aim of supporting schools as they grapple with the challenges of using (and generating) evidence effectively.

April 2015  PB  978-1-78277-111-1  182pp  £24.99 / $42.95

Teachers Undefeated
How global education reform has failed to crush the spirit of educators
Jon Berry
This book is about how teachers continue to do the best for their students, despite clumsy interventions from governments, and despite the fact that they are pressurized into producing dubious outcomes and are over-scrutinized in every aspect of their professional lives. The book is filled with testimony from teachers who still bring energy, creativity and commitment to everything they do. Jon Berry explains how the political and economic circumstances of the past forty years play out in our classrooms on a daily basis. He discusses possibilities for collective resistance to policies that reduce the enjoyment of learning to a succession of test rehearsals and exam preparation. This is a book for serving teachers, those about to enter the profession, parents and anyone interested in preserving a rounded education for our children.

Mar 2016  A Trentham Book  PB  978-1-85856-678-8  104pp  £12.99 / $19.95

Towards the Compassionate School
From golden rule to golden thread
Edited by Maurice Irfan Coles
The golden rule – treat everyone as you would be treated yourself – is the basis for a compassionate society. This book shows how to create compassionate schools that embody love in action and can thus help children deal with the difficult issues they face today. It argues for schools worldwide to adopt a compassionate curriculum.

Sep 2015  A Trentham Book  PB  978-1-85856-526-2  172pp  £24.99 / $41.95
Practical Politics
Lessons in power and democracy
Titus Alexander
Politics affect everything we do. Every citizen needs to understand how the system works and to learn the skills required to influence decisions. The world’s most urgent problems are political; for democracy to work, everyone needs the ability to do politics as a basic skill, like reading and writing. This comprehensive handbook, with its wide-ranging and intriguing case studies, provides the basic text for a new subject of practical politics that should be offered in every education institution. It affords insight into power and democracy at every level: family, office and state, and shows how education in practical politics can enable people to recognize and deal with political problems.

Nov 2016  A Trentham Book  PB  978-1-85856-784-6  208pp  £24.99 / $41.95

Success Stories from Secondary Foreign Languages Classrooms
Models from London school partnerships with universities
Edited by Colin Christie and Caroline Conlon
With the benefits of the university contribution to initial teacher education in the spotlight, this book illustrates what successful university–school partnerships can offer. The six case studies describe best practice from across London ITE partnerships, where a strong theoretical framework underpins Languages learning in secondary school. Against the backdrop of ever-changing policy and ever-evolving theory, this book highlights practical approaches that will keep students learning languages after the age of 14.

Nov 2016  A Trentham Book  PB  978-1-85856-788-4  158pp  £22.99 / $37.95
Guiding Readers – Layers of Meaning
A handbook for teaching reading comprehension to 7-11-year-olds
Wayne Tennent, David Reedy, Angela Hobsbaum and Nikki Gamble

How can teachers foster good reading in pupils aged 7 – 11? This book explains the way to do it.

What is this book about? Reading comprehension is so much more than just reading words, and this book explains how to develop all aspects of it for pupils aged 7–11. Written by top experts in the field, it includes eleven in-depth case studies – taken from real-life classrooms – of lessons on fiction and non-fiction, poetry and picture books, advertising and film.

Why is it needed? Guided reading, widely used in English lessons, has never been satisfactorily examined for children in this age range. Once they have learnt how to read, pupils need support to develop strategies to extend their comprehension: What does the text say? What does it mean? What do I feel about it?

What is special about guiding readers? We can guide readers whenever we open discussions by exploring their understanding rather than telling them. This book shows teachers how it can be done with real classroom examples.

Who is it for? All teachers of children aged 7–11, English subject leaders, literacy coordinators, student teachers, teacher-educators, librarians, tutors and reading specialists.

Aug 2016  PB  978-1-78277-182-1  224pp  £24.99 / $41.95

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 explores how schools and teachers can implement guided reading more confidently and more effectively. It demonstrates how to develop word-reading skills, reading for meaning, and reading for information. It includes a CD-ROM with a fully searchable database to help in choosing the most appropriate books at the right level. It includes a full listing of colour-banded titles, allowing teachers to use their existing libraries more effectively while also informing decision-making about new resources. There are also professional development resources in each section.

Feb 2014  Mixed Media / Spiral Bound  978-1-78277-022-0  184pp  £30.99 / $51.95
Harold Rosen
Writings on life, language and learning, 1958–2008
Edited with an introduction by John Richmond

Harold Rosen was a leader of thought in the world of English teaching in the second half of the twentieth century. He and his colleagues forged and sustained a new understanding of the purpose and possibilities of the subject English within the school curriculum. Beyond the constituency of people teaching English in secondary schools, Harold’s teachings, writings and activities illuminated many more people’s understanding of the relationship between language and learning in any context, whatever the age of the learner and the content of the learning. This tribute to Rosen’s life and work contains over 50 pieces of his writing. Harold’s educational writings are grouped under three loose headings:

• The politics of language and English teaching
• The role of language in learning
• Story

Interspersed amongst the educational writing are some of Harold’s stories and poems. Not many full-scale scholars of language, literature and culture have dared actually to do the thing they write so authoritatively about.

Feb 2017 PB 978-1-78277-189-0 600pp £34.99 / $49.95

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

This is the fascinating story of the birth, growth, and development of the London Association for the Teaching of English. The work of founder members of LATE, such as James Britton, Harold Rosen and Nancy Martin, was critical in the development of an English-teaching pedagogy that still influences the work of teachers across many parts of the world today. This book is essential reading for all those involved in the teaching and research of the subject. With its first-hand testimony and unpublished archive material, it will also be of interest to researchers in the field of the history of education, and to those concerned with effective models for professional development.

Oct 2013 A Trentham Book PB 978-1-85856-520-0 – 120pp £23.99 / $39.95
London Review of Education
This open-access journal features rigorous, theoretically based research into contemporary education in an educational context. Based at the UCL Institute of Education in London since its launch in 2003, the journal is edited by Professor Hugh Starkey and published three times a year. All issues are available online. The journal is free to write for and free to read.

CURRENT ISSUE
• Learning in global cities, including features on multilingual learning and learning in London – Sept 2016 (issue 14.2)

RECENT ISSUES
• The shifting political terrain: Changing expectations of higher education – April 2016 (14.1)
• Assessment literacy: Understanding relationships between feedback and learning – Dec 2015 (13.3)
• Education policy under the 2010–15 UK Coalition Government – Sept 2015 (issue 13.2)

FORTHCOMING ISSUES & FEATURES
• General issue, including articles on prisoners’ basic skills, human rights education, nostalgia in education, and the role of the city school board in Toronto – Dec 2016
• Academic literacies – March 2017
• Student identity and history learning – July 2017
• Music education in context – Nov 2017 (see call for papers below)
• Professional doctorates – March 2018 (see call for papers below)

International Journal of Development Education and Global Learning
This journal publishes outcomes of research and debates on development education and related concepts such as global learning, global education and global citizenship. The first academic journal to critically explore international development issues, it aims to advance theoretical and empirical understanding of development education and global learning through a focus on research and reviewing policy and practice in the field. Based in the Development Education Research Centre at the UCL Institute of Education, it is published three times a year and will be open access from 2017.
Research for All

Launching in January 2017, this new open-access journal focuses on research that involves universities and communities, services or industries working together. It highlights the potential in public engagement for robust academic study, development of involved communities and research that has impact. Theoretical and empirical analysis features alongside authoritative commentary to explore engagement with different groups and their cultures. The journal is co-sponsored by the UCL Institute of Education and the National Co-ordinating Centre for Public Engagement (NCCPE). It is free to write for and free to read.

International Journal on School Disaffection

The only journal of its kind, the International Journal on School Disaffection provides a forum for multi-disciplinary dialogue about influences and outcomes relating to school disengagement, low attainment and early school leaving.

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We are currently commissioning titles in all areas of education and the social sciences. If you are interested in writing for us, please contact:

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