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Academic Success and Social Power - Richard Teese - 2000
Study of Australian secondary education. Presents a theoretical and empirical analysis of social and academic hierarchies centering on the question of how student achievement is shaped. Includes notes, references, an extensive bibliography and an index. Author is Associate Professor, Reader in Education and Director of the Educational Outcomes Survey at the University of Melbourne. His other publications include 'The Colleges' and 'Who Wins at School'.

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Academic Success And Social Power - Richard Teese - 2013-04-18
A most significant text that says something new about how student achievement is shaped. Richard Teese cuts across much of the recent talk about reform and allows us to think about the issues afresh. His findings will fascinate all. Professor Simon Marginson, Monash University This eye-opening study of Australian secondary education looks beyond clichés about ‘excellence’ to analyse the historically specific nature of the scholarly ideal against which successive generations of Australian students have been judged. Drawing on a wealth of strikingly original research, Richard Teese offers a penetrating analysis of Victorian secondary schooling in the half-century after World War Two. This was a era in which higher secondary schooling ceased to be the preserve of an elite and emerged as a system of mass education. It was also a period marked by successive waves of reform in curriculum and assessment. Yet, at the end of it all, Australians have been left with a sharply polarised system of schooling in which the most economically vulnerable populations of young people are also those most at risk of educational failure. This book asks the hard questions. Are our systems of secondary teaching – and the expectations they place on students – anarchostic in an age of mass education? How far is the curriculum itself responsible for the manifest disparities in achievement between sectors and regions, and between boys and girls? What has been the universities’ role in the process of reform and counter-reform? And what have all these upheavals implied for the practice of teaching?

Hearts And Minds - Jane Kenway - 2003-09-02
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P.O.W.E.R. Learning is the only research-based student success series with a unifying system for critical thinking and problem solving. P.O.W.E.R. Learning: Foundations of Student Success utilizes this P.O.W.E.R. framework to maximize students’ potential for success in college and life addressing the diverse, 2-year student population by providing direct, practical solutions to the challenges that students face as they navigate college and prepare for their careers. Using the scientifically-based, yet simple and class-tested principles of the P.O.W.E.R. (Prepare, Organize, Work, Evaluate, and Rethink) system, students gain a sense of mastery and achievement as they move through the text; with the growth of their confidence comes the increased intellectual enthusiasm and personal discipline needed for them to excel.

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Undemocratic Schooling - Richard Teese - 2003
Half the boys living in working-class suburbs to the west and north of Melbourne fail mathematics. Why? Why are so many young people leaving school early, when there are no jobs for them to go to? Are boys disadvantaged at school in comparison with girls? What makes good schools work? Is the best university one that attracts the top students, or one that offers the best chances for lower-achieving students? This groundbreaking book is based on the largest social survey of secondary education ever undertaken in Australia. It presents a comprehensive picture of who succeeds and who fails at school. Undemocratic Schooling brings together a unique range of information on who our students are, what they want from school, how well they think their schools work, what subjects they study, how well they succeed, and where they end up. It also reveals their larger views on matters such as jobs, careers, marriage and family, the political system and social justice. In its imaginative presentation of the findings of this massive survey, this book sheds new light on inequalities in our education system. It reveals...
within their own educational settings.’ Professor Glenda Anthony, Institute of Education, Massey University ‘A perspectives on issues from jobs to discrimination -students' destinations in relation to their backgrounds. The authors offer valuable angles on such topical issues as retention and dropout rates; the relation between poverty and achievement; the gender debate; private versus public schools; and which universities serve which social groups.

Undemocratic Schooling - Richard Teece - 2003

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The Comprehensive Public High School - Craig Campbell - 2013-02-21

This study analyzes the comprehensive public high school as both a policy ideal and a social institution by contrasting the development of the public high school in Australia with both the UK and the US. It focuses on such issues as: changing policy approaches to public high schools, the "middle class fight" to private schools, how school systems in Australia respond to changes in international education policy, and the tensions between regional, state and national decision-making groups interested in reforming secondary schools policy.

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Teaching Secondary School Mathematics - Merrilyn Goos - 2020-07-16

Since its first publication, Teaching Secondary School Mathematics has established itself as one of the most respected and popular texts for both pre-service and in-service teachers. This new edition has been fully revised and updated to reflect the major changes brought about by the introduction of the Australian Curriculum: Mathematics, as well as discussing significant research findings, the evolution of digital teaching and learning technologies, and the implications of changes in education policies and practices. The mathematical proficiencies that now underpin the Australian curriculum – understanding, fluency, problem solving and reasoning -- are covered in depth in Part 1, and a new section is devoted to the concept of numeracy. The chapter on digital tools and resources has been significantly expanded to reflect the growing use of these technologies in the classroom, while the importance of assessment is recognised with new material on assessment for learning and as learning, along with a consideration of policy development in this area. Important research findings on common student misconceptions and new and effective approaches for teaching key mathematical skills are covered in detail. As per the first edition readers will find a practical guide to pedagogical approaches and the planning and enactment of lessons together with enhanced chapters on teaching effectively for diversity, managing issues of inequality and developing effective relationships with parents and the community. This book is the essential pedagogical tool for every emerging teacher of secondary school mathematics. The text offers an excellent resource for all of those involved in the preparation of secondary mathematics teachers, with links to research literature, exemplars of classroom practices, and instructional activities that encourage readers to actively examine and critique practices.


The Routledge International Handbook of Social Psychology of the Classroom presents the first comprehensive and integrated compilation of theory and research on topics related to the social cohesion of the classroom. Many of these topics have been studied independently; for example, motivation, self-concept, class management, class climate, and teacher expectations are generally studied separately by different groups of researchers. This handbook brings the evidence from different fields in social psychological classroom research together in one place for the first time to explore how these factors influence students and their learning. With chapters by established international leaders in their fields, as well as emerging new talent, this handbook offers cutting edge research and surveys the state of the art in the social psychology of the classroom. Major areas covered include: Motivation Belief, self-concept, and personality Emotional engagement -Teacher–student relationships Teacher expectation Classroom management Culture and identity The Routledge International Handbook of Social Psychology of the Classroom provides a review of current theories related to the
Encouraging Diversity in Higher Education - Kate Hughes - 2016-08-05
Encouraging Diversity in Higher Education: Supporting Student Success provides an overview of the widening participation movement in Higher Education in the United Kingdom, United States, Australia and New Zealand. It argues that universities should revitalise their learning and teaching practices to better meet the diverse learning needs of contemporary undergraduate students. Approachable in execution, this book provides an evidence-based set of classroom practices, which readers will readily be able to relate to and use successfully. Answering questions such as: • How can I enrich my undergraduate teaching? • How can I help undergraduate students engage fully with their learning? • How can I help undergraduate students to quickly acclimatise to Higher Education? • How can I help undergraduate students from diverse backgrounds excel at university? This book discusses economic and discursive drivers used to increase the numbers of undergraduate students who were the first in their families to enter university, and some of the ways in which universities responded to the growing percentage of such students. In so doing, it considers the learning needs of diverse students, and discusses the views of academic teaching staff who have used transparent pedagogies in their classrooms. Including forty five teaching strategies designed to generate highly engaged, socially inclusive classrooms, this is the first book to offer both a theoretical background of the need to approach learning and teaching in contemporary universities in innovative ways, and a practical, step by step guide to using a suite of transparent pedagogies. These focus on building inclusive classroom communities, generating academic literacies, developing collaborative learning skills, and encouraging students to think critically. This book will be a useful companion for both early career academics and those with experience but dealing with a new student cohort. It will also be of great interest to those teaching or studying the many professional qualifications in tertiary education. Kate Hughes is the President of the Australian Sociological Association (TASA) and Senior Consultant of Teaching and Learning at the Australian Catholic University. She is the co-author of Australian Sociology: A Changing Society, the market leading undergraduate text in Australia, now in its fourth edition.

Activist and Socially Critical School and Community Renewal - John Smyth - 2009-01-01
Activist and Socially Critical School and Community Renewal comes about at an incredibly important point in history, and it offers a genuinely new paradigm. This book attempts what few others have tried—to bring together knowledge and literature around school reform and community renewal through authentic ethnographic stories of real schools and communities.

Education, Social Justice and Inter-Agency Working - Sheila Riddell - 2003-08-27
This book explores policy and practice in a range of areas where education and other agencies (health, social and employment services and housing) interact. Its theme, of joined up policy and inter-agency working, is central to all those interested in promoting social justice for adults and children experiencing the effects of exclusion.

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This collection brings together many of the world’s leading sociologists of education to explore and address key issues and concerns within the discipline. The thirty-seven newly commissioned chapters draw upon theory and research to provide new accounts of contemporary educational processes, global trends, and changing and enduring forms of social conflict and social inequality. The research, conducted by leading international scholars in the field, indicates that two complexly interrelated agendas are discernible in the heat and noise of educational change over the past twenty-five years. The first rests on a clear articulation by the state of its requirements of institutions in the delivery of those requirements. The Routledge International Handbook of the Sociology of Education examines the ways in which the sociology of education has responded to these two political agendas, addressing a range of issues which cover three key areas: perspectives and theories social processes and practices inequalities and resistances. The book strongly communicates the vibrancy and diversity of the sociology of education and the nature of ‘sociological work’ in this field. It will be a primary resource for teachers, as well as a title of major interest to practising sociologists of education.

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Enhancing Student Education Transitions and Employability - Thanh Pham - 2021-04-09
This book explores student education transition and employability negotiation experiences in various contexts. It explores determinants of student transitions at three levels including macro, meso and micro but focuses on exploring affordances, constraints and strategies at the micro level. Underpinning the explorations at the micro level covers a range of different forms of capital including human, culture, social, identity, through a series of national case-studies. The book covers many different global contexts from the wealthiest to some of the poorest nations on earth. It therefore offers a broad range of different theoretical and methodological approaches, and brings together extensive international experience in equity policy.

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Credible Market - Quentin Maire

School Choice and Student Well-Being - A. Kelly - 2007-08-16
This review of research in school choice adopts Sen’s theory of Capability developing a more complex theoretical framework for understanding education markets. This gives those most affected by the perceived failure of public education a better explication of the tension between the rhetoric of public good and the reality of everyday disadvantage.

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Youthful Imagination - Georgina Tsoildis - 2006
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The Palgrave International Handbook of Education for Citizenship and Social Justice - Andrew Peterson - 2016-10-20
This state-of-the-art, comprehensive Handbook is the first of its kind to fully explore the interconnections between social justice and education for citizenship on an international scale. Various educational policies and practices are predicated on notions of social justice, yet each of these are explicitly or implicitly shaped by, and in turn themselves shape, particular notions of citizenship/education for citizenship. Showcasing current research and theories from a diverse range of perspectives and including chapters from internationally renowned scholars, this Handbook seeks to examine the philosophical, psychological, social, political, and cultural backgrounds, factors and contexts that are constitutive of contemporary research on education for citizenship and social justice and aims to analyse the transformative role of education regarding social justice issues. Split into two sections, the first contains chapters that explore central issues relating to social justice and their interconnections to education for citizenship whilst the second contains chapters that explore issues of education for citizenship and social justice within the contexts of particular nations from around the world. Global in its perspective and definitive in content, this one-stop volume will be an indispensable reference resource for a wide range of academics, students and researchers in the fields of Education, Sociology, Social Policy, Citizenship Studies and Political Science.

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Youth, Education and Risk - Peter Dwyer - 2004-11-23

Youth, Education and Risk: Facing the Future provides a provocative and valuable insight into how the dramatic social and economic changes of the last twenty years have affected the lives of Western youth. Covering young people's attitudes towards relationships and health, the authors provide a comprehensive perspective on young people in Western society in the 1990s. The book reviews ten years of research, policy and practice as related to the 15-25 age group and compares data from the UK, Australia, the USA and Canada. It also argues for the need to develop new research and policy frameworks that are more in tune with the changed conditions of life for Western youth. The book sets out the conceptual basis for a new approach to youth and the practical implications for research, education and youth policy in the new millennium.

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Inclusive Education isn't Dead, it Just Smells Funny - Roger Sleee - 2018-05-15

Positing inclusive education as a cornerstone of democracy, social equality and effective education, this unique book offers a timely response to the recent conservative backlash which has dismissed inclusive education as a field of research and practice which has become outdated and unfit for purpose. With profound insight and clarity, Sleee delves deep into the architecture of modern-day schooling to show how inclusive education has been misappropriated and subverted, manifesting itself in a culture of ableism, an ethic of competitive individualism and the illusion of special educational needs. A unique book in both form and content, the author draws on music and art theory, on real-life observations and global experience, contemporary education policy and practice to reject calls for a return to segregated schooling, and put forward a compelling counterargument for schooling which models the kind of world we want our children to live in - a world of authentic, rather than divided communities. A timely response to a modern-day debate with global relevance, Inclusive Education isn’t Dead, it Just Smells Funny will be of interest to researchers and educators, policy makers, parents and practitioners with an interest in inclusive education.

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The Transformative Potential of Black British and British Muslim Literature - Lisa Ahrens - 2019-07-31

This study investigates power, belonging and exclusion in British society by analysing representations of the mosque, the University of Oxford, and the plantation in novels by Leila Aboulela, Robin Yassin-Kassab, Diran Adibehay, David Dabydeen, Andrea Levy, and Bernardine Evaristo. Lisa Ahrens combines Foucault's theory of heterotopia with elements of Wolfgang Iser's reader-response theory to work out Black British and British Muslim literature's potential for destabilising exclusionary boundaries. In this way, new perspectives open up on the intersections between space, power and literature, intertwining and enriching the discourses of Cultural and Literary Studies.

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Family Mobility - Catherine Docherty - 2014-08-21

Family mobility decisions reveal much about how the public and private realms of social life interact and change. This sociological study explores how contemporary families reconcile individual members' career and education projects within the family unit over time and space, and unpacks the intersubjective constraints on workforce mobility. This Australian mixed methods study sampled Defence Force families and middle class professional families to illustrate how families' educational projects are necessarily and deeply implicated in issues of workforce mobility and immobility, in complex ways. Defence families move frequently, often absorbing the stresses of moving through 'vicious' institutions as private troubles. In contrast, the selective mobility of middle class professional families and their 'no go zones' contribute to the public issue of poorly serviced rural communities. Families with different social, material and vocational resources at their disposal are shown to reflexively weigh the benefits and risks associated with moving differently. The book also explore how priorities shift as children move through educational phases. The families' narratives offer empirical windows on larger social processes, such as the mobility imperative, the gender imbalance in the family’s intersubjective bargains, labour market credentialism, the social construction of place, and the family’s role in the reproduction of class structure.

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Clinically observe, face-to-face interactions—from casual exchanges to interactions at school, work, and home. Facing Social Class examines the many ways we communicate our class position to others and how social class shapes our interactions daily, face-to-face interactions—from casual exchanges to interactions at school, work, and home. Facing Social Class exposes the contradiction between the American ideal of equal opportunity and the harsh reality of growing inequality, and it shows how this tension is reflected in cultural ideas and values, institutional practices, everyday social interactions, and psychological tendencies. Contributor Joan Williams examines cultural differences between middle- and working-class people and shows how the cultural gap between social classes groups can influence everything from voting practices and political beliefs to work habits, home life, and social behaviors. In a similar vein, Annette Lareau and Jessica McCrory Calarco analyze the cultural advantages or disadvantages exhibited by different classes in institutional settings, such as schools, workplaces, and homes. They find that middle-class parents are better able to advocate effectively for their children in school than are working-class parents, who are less likely to challenge a teacher's authority. Michael Kraus, Michelle Rheinschmidt, and Paul Piff explore the subtle ways we signal class status in social situations. Conversational style and how close one person stands to another, for example, can influence the balance of power in a business interaction. Diana Sanchez and Julie Garcia even demonstrate that markers of low socioeconomic status such as incarceration or unemployment can influence whether individuals are categorized as white or black—a finding that underscores how race and class may work in tandem to shape advantage or disadvantage in social interactions. The United States has one of the highest levels of income inequality and one of the lowest levels of social mobility among industrialized nations, yet many Americans continue to buy into the myth that theirs is a classless society. Facing Social Class faces the reality of how social class operates in our daily lives, why it is so pervasive, and what can be done to alleviate its effects.

**Leadership Gender And Culture In Education**
Collard, John - 2004-10-01

"This rich explorative book examines the intricacies of gender, sexuality, ethnicity and class and how these complex influences weave their patterns in the daily lives of leaders. It achieves the difficult balance between acknowledging differences as well as unifying elements. The book also raises many questions about the context for leadership and examines the central issues of: leadership for what? What are leaders there to do - and for whom? To ensure that students achieve higher examination scores, or to promote equity and social justice? This book offers many fresh insights into these and other important questions." Professor Kathryn Riley, Institute of Education, University of London This book features chapters by leading international scholars on gender and educational leadership. Drawing on research in schools in the United Kingdom, Australia, New Zealand, Sweden, the United States and Canada, it introduces new discussions about the impact of gender, race, class, institutional setting and recent ideologies on leadership discourses. The book shows how early research has over-emphasized gender stereotypes and tended to simplify and polarize the ways men and women lead. Looking at differences and similarities in how men and women take on and exercise leadership roles, the authors counter essentialist claims based on biological, psychological and sociological theories that stress gender difference. The discussions employ sophisticated understandings of gender relations and leadership discourses in today's globalization context. The book is for students and scholars studying leadership and for leaders in different educational contexts around the world.
neighbourhoods, permeated by national and global events, and tangled in complex networks of social relations. Thomson also emphasises the influence of local geography. Schools are coloured by particular areas are inextricably linked in children’s everyday lives. Examining primary and secondary schools in disadvantaged areas shows that this approach penalises disadvantaged schools and argues that educational and social disadvantage are inextricably linked in children’s everyday lives. Examining primary and secondary schools in disadvantaged areas in a post-industrial ('rustbelt') city, Schooling the Rustbelt Kids reopens the debate about inequality in schooling. It provides concrete evidence that typical government policies in the Western world are not working, and that they are helping to create a permanent underclass. Thomson outlines an alternative whole of government approach to policy, which builds on those school programs that do make a real difference to educational outcomes. Thomson also emphasises the influence of local geography. Schools are coloured by particular neighbourhoods, permeated by national and global events, and tangled in complex networks of social relations. Interventions which work in one school may not work in others.

Knowledge at the Crossroads? - Lyn Yates - 2016-10-26
There is much discussion about what needs to change in education institutions in the 21st century, but less attention given to how core disciplinary studies should be considered within that context. This book is based on a major 4-year research study of history and physics in the changing environment of schools and universities in Australia. Are these forms of knowledge still valuable for students? Are they complementary to, or at odds with the concerns about '21st century skills', interdisciplinary and collaborative research teams, employability and 'learner-centred' education? How do those who work in these fields see changes in their disciplines and in their work environment? And what are the similarities and differences between the experiences of teachers and academics in physics and those in history? The book draws on interviews with 115 school teachers and university academics to provide new perspectives on two important issues. Firstly, how, for the purposes of today’s schools and universities, can we adequately understand knowledge and knowledge building over time? Secondly, what has been productive and what has been counter-productive in recent efforts to steer and manage the changes in Australia?

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Schooling the Rustbelt Kids - Pat Thomson - 2020-08-05
'A truly exceptional book.' - Michael W. Apple, University of Wisconsin, Madison 'A gripping insight into the local struggles facing disadvantaged schools and a compelling account of the injustice of their place in the bigger picture.' - Professor Geoff Whitty, Director, Institute of Education, University of London Schools in disadvantaged areas are struggling in the current economic and political environment. Like schools everywhere they are being asked to do more with less, but they face more obstacles. In recent years education policy has shifted from a holistic approach to learning to a focus on narrow educational outcomes: spelling, reading and writing. Thomson shows that this approach penalises disadvantaged schools and argues that educational and social disadvantage are inextricably linked in children’s everyday lives. Examining primary and secondary schools in disadvantaged areas in a post-industrial ('rustbelt') city, Schooling the Rustbelt Kids reopens the debate about inequality in schooling. It provides concrete evidence that typical government policies in the Western world are not working, and that they are helping to create a permanent underclass. Thomson outlines an alternative whole of government approach to policy, which builds on those school programs that do make a real difference to educational outcomes. Thomson also emphasises the influence of local geography. Schools are coloured by particular neighbourhoods, permeated by national and global events, and tangled in complex networks of social relations. Interventions which work in one school may not work in others.

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Knowledge, Content, Curriculum and Didaktik - Zongyi Deng - 2020-03-26
Bringing to bear a wealth of literature from curriculum theory, Didaktik, philosophy of education and teacher education, this book broadens and enriches the conversation initiated by Michael Young and his colleagues on ‘bringing knowledge back in’ (Young, 2007). Knowledge, Content, Curriculum and Didaktik is distinctive in providing a comprehensive and multifaceted analysis of the role of knowledge, and in particular curriculum content, in relation to curriculum policy, curriculum planning and classroom teaching. It makes a case for linking knowledge and content to the development of human powers or capabilities needed for the 21st century and unpacks the challenges for curriculum policy, curriculum planning and classroom teaching. The book discusses, among other issues: Educational aims and theories of knowledge School subjects and academic disciplines: differences and relationships School subjects and theories of content Understanding the content for teaching The book will be relevant for scholars, researchers, policy makers and curriculum developers who seek a more sophisticated, more balanced and philosophically better grounded understanding of the role of knowledge and content in education and curriculum.

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Class Strategies and the Education Market - Stephen J. Ball - 2003-08-29
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Experience of School Transitions - Stephen Billiett - 2012-06-22

Leaving school, whether to move on to training, work or education, is a fundamental rite of passage the world over. This volume draws on a wealth of international sources and studies in its analysis of the 'transitions' young students make as they move on from their secondary schooling. It identifies how these transitions are planned for by policymakers, enacted by school staff and engaged with by students themselves. With data from a range of nations with advanced industrial economies, the book delineates how the policies relating to these transitions need to be conceived and implemented, how the transitions themselves are negotiated by young people, and how they might be shaped to meet the varied needs of the students they are designed to help. The authors argue that the relationship, often complex, between what schools provide in the way of preparation, and the ways in which students take up what is on offer, is the crucial nexus for understanding the experience of transitions by young people, and for enhancing that experience. With a host of case studies of transition policies themselves, as well as evaluative data on how they were received by the school leavers whom they were designed for, this valuable addition to the educational literature deserves to be read by all those with roles in preparing the young for their journey into a complex adult world full of pitfalls as well as opportunity.

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Childcare, Choice and Class Practices - Carol Vincent - 2006-04-18

Childcare is a topic that is frequently in the media spotlight and continues to spark heated debate in the UK and around the world. This book presents an in-depth study of childcare policy and practice, examining middle class parents’ choice of childcare within the wider contexts of social class and class fractions, social reproduction, gendered responsibilities and conceptions of ‘good’ parenting. Drawing on the results of a qualitative empirical study of two groups of middle class parents living in two London localities, this book: takes into account key theoretical frameworks in childcare policy, setting them in broader social, political and economic contexts considers the development of the UK government’s childcare strategy from its birth in 1998 to the present day highlights the critical debates surrounding middle class families and their choice of childcare explores parents’ experiences of childcare and their relationships with carers. This important study comes to a number of thought-provoking conclusions and offers valuable insights into a complex subject. It is essential reading for all those working in or studying early years provision and policy as well as students of sociology, class, gender and work.

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Why Knowledge Matters in Curriculum - Leesa Wheelahan - 2012-07-26

What should we teach in our schools and vocational education and higher education institutions? Is theoretical knowledge still important? This book argues that providing students with access to knowledge should be the raison d'être of education. Its premise is that access to knowledge is an issue of social justice because society uses it to conduct its debates and controversies. Theoretical knowledge is increasingly marginalised in curriculum in all sectors of education, particularly in competency-based training which is the dominant curriculum model in vocational education in many countries. This book uses competency-based training to explore the negative consequences that arise when knowledge is displaced in curriculum in favour of a focus on workplace relevance. The book takes a unique approach by using the sociology of Basil Bernstein and the philosophy of critical realism as complementary modes of theorising to extend and develop social realist arguments about the role of knowledge in curriculum. Both approaches are increasingly influential in education and the social sciences and the book will be helpful for those seeking a complement to these complex subjects. Why Knowledge Matters in Curriculum is a key reading for those interested in the sociology of education, curriculum studies, work-based learning, vocational education, higher education, adult and community education, tertiary education policy and lifelong learning more broadly.

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Understanding Curriculum - Scott Webster - 2014-06-18
Understanding Curriculum: An Australian Context encourages readers to reflect on how curriculum theory can enhance classroom practice. This book provides a critical introduction to contemporary curriculum theory and practice, outlining both traditional and progressive approaches in order to reconceptualise curriculum. Drawing on a range of perspectives, including behaviourism, constructivism and critical theory, it considers questions of curriculum ownership and culture. It explores technology, gender, equity and diversity, and Indigenous issues in depth. Key principles and debates are brought to life in each chapter through reflective questions and vignettes. Every day, teachers make countless judgements and decisions about the best learning experiences for their students. The authors show how understanding curriculum through different lenses can uncover habits and prejudices that may inhibit good teaching, and can enhance the value of the learning experiences offered to students.

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This book explores how the concepts of social justice, diversity, equity and inclusion can be understood within the context of higher education. While terms such as these are often in common use in universities, they are not always used with clarity and precision. The editors and contributors offer a serious and detailed examination of pressing contemporary concerns around 'social justice' across politics, practice and pedagogy in order to encourage hard thinking and practical agenda setting for social-justice oriented research, teaching and community engagement. Drawing upon new theoretical work, research projects and innovative university teaching, this book offers both useful theoretical insights and practical possibilities for action. This collective and collaborative volume will be of interest and value to all those interested in promoting social justice, in particular how it can be promoted within the university setting.

Consultation Theory and Practice - Christine Anlauf Sabatino - 2014-03-28
School social workers engage in different forms of consultation on a daily basis, yet they rarely think about or describe this work as ‘consultation.’ Further, school social work practice research finds that consultation is among the most frequently performed practice tasks, yet consultation is rarely defined in school social work literature or research. This book adopts the consultation theory and practice framework put forward by June Gallessich (1982) that defines consultation in specific terms and proposes that there are six models of consultation. These models are organizational consultation, program consultation, education and training consultation, mental health consultation, behavioral consultation, and clinical case consultation. The models are differentiated according to their problem focus, outcome goal, intervention methods, change processes, power base, and value system. School social work consultation services are an important pathway to help school systems fulfill their educational mission and to help school personnel become more effective in their professional work. It is consistent with current trends in educational policy that call upon school social workers to take a multisystem approach to addressing school needs on a school-wide, class-wide, or individual level. The overarching goal of the book is to provide school social workers with the knowledge, skill, and confidence to implement consultation services. Consultation is a powerful method to ‘realize the promise of the whole-school approach’ and to help homes, schools, and communities foster school success and student well-being.

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