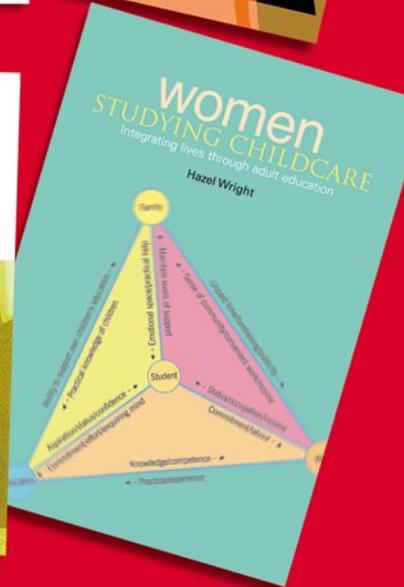
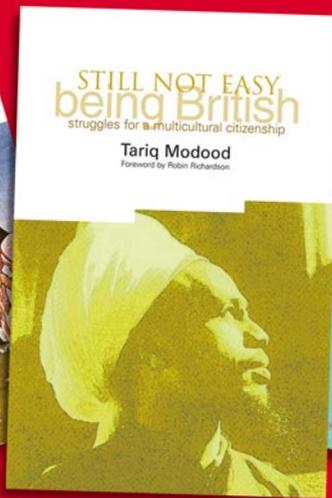
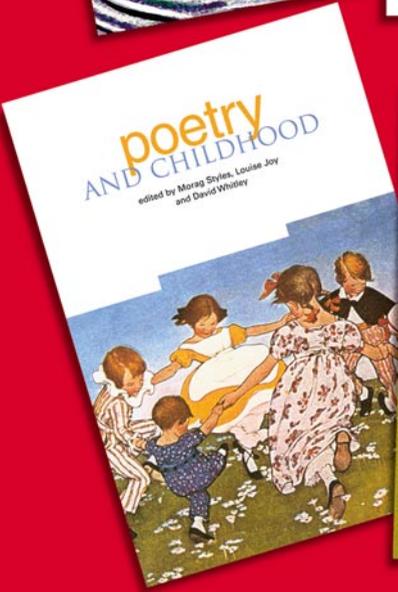
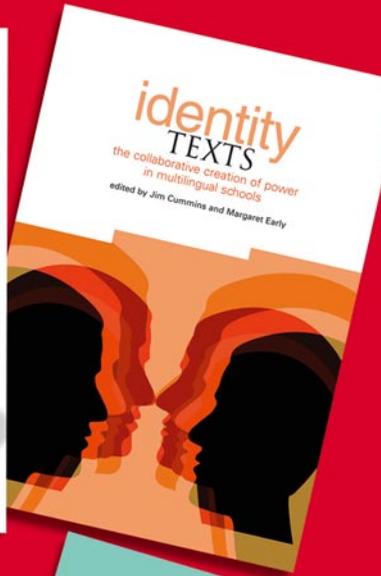
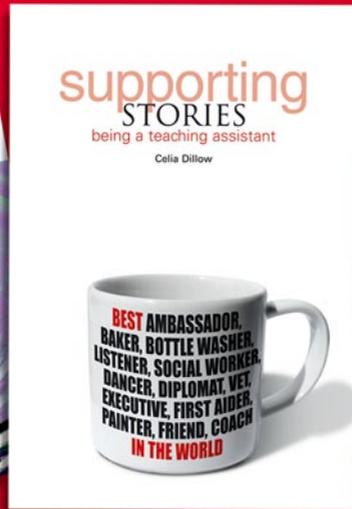
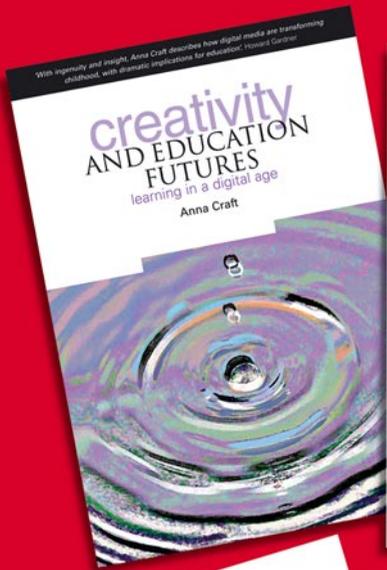


# Trentham Books

Publishers and Distributors of Professional Books and Journals

Catalogue 2011



Dear Readers

2011 promises to be another good year for Trentham and for our readers. As always, our books combine academic rigour with plain English, and our spectacularly fast turnaround brings you cutting edge research and underpins guidance the authors offer for enhancing professional practice and improving children's lives. We believe our publications, individually and collectively, would score highly if examined for their EQUIA, their Equality Impact Assessment. The Independent Publishers Guild certainly thought so when they awarded us the prestigious Independent Publishers Award for Diversity last March.

We continue to publish some of the best authors in their fields. Some, like Jim Cummins (*Identity Texts – the collaborative creation of power in multilingual schools*), Morag Styles (*Poetry and Childhood*), Robin Richardson (*Changing Life Chances*) and Tariq Modood (*Still Not Easy Being British*) are long recognised for their influential writing. Others, like Feng Su (*Chinese Learning Journeys – chasing the dream*), Helen Lees (*Silence in Schools*), Hazel Wright (*Women Studying Childcare*) and John Curran (*Innocence Lost*) have each brought their groundbreaking first book to us.

Our Drama titles continue to inspire. We announce new titles by John Coventon, Jennifer Hartley and Philip Taylor plus two edited by David Davis, a discerning and enabling force in Drama Education. His editorial endeavour has produced two works to treasure: a collection of enduring value by the hugely influential Gavin Bolton; and the first ever publication of six amazingly inventive and powerful plays by the renowned Geoff Gillham.

More of our books are now also available as ebooks. The number available on Dawsonera is growing but we will also be making more ebooks available through other suppliers. Our website will keep you up to date.

The Trentham team remains unchanged. So does the commitment to excellence of our book and journal designer, John Stipling, and our cover and catalogue designer Shawn Stipling. Our thanks to them and to all the team who give Trentham its unique quality.

**Gillian Klein, Barbara Wiggins and Alma Craft**

### **Trentham Books Limited**

Westview House  
734 London Road  
Oakhill, Stoke-on-Trent  
Staffordshire, England ST4 5NP  
Tel: +44 (0) 1782 745567/844699  
FAX: +44 (0) 1782 745553  
tb@trentham-books.co.uk  
http://www.trentham-books.co.uk  
VAT No: 536 9801 18

### **Editorial Office:**

28 Hillside Gardens  
London N6 5ST  
Tel: +44 (0) 20 8348 2174  
gillian@trentham-books.co.uk

### **Representatives and Agents for Trentham Books**

#### **In USA**

**Stylus Publishing, Inc.**  
22883 Quicksilver Drive  
Sterling, VA 20166-2012  
Tel: +1 800 232 0223  
Fax: +1 (703) 661 1501  
Styluspub@aol.com  
*Stylus Publishing is in partnership with Trentham which distributes Stylus books in the UK*

#### **In Canada**

**Bacon & Hughes Limited**  
30-81 Auriga Drive, Ottawa  
ON K2E 7Y5, Canada  
Tel: +1 (613) 226 8136  
Toll Free in Canada  
(1) 800 563 2468  
Fax: +1 (613) 226 8121  
sales@baconandhughes.ca

#### **In Spain and Portugal**

**Iberian Book Services**  
Sector Islas, Bloque, 12, 1. B  
28760 Tres Cantos  
Madrid, Spain  
Tel: +34 (91) 803 49 18  
Fax: +34 (91) 803 59 36  
pprout@telefonica.net

#### **In Australasia**

**DA Information Services**  
648 Whitehorse Road  
MITCHAM VIC 3132, Australia  
Tel: +613 9210 7859  
Fax: +613 9210 7788  
service@dadirect.com  
www.dadirect.com

#### **In China, Hong Kong, Korea, Malaysia, Philippines, Singapore, Taiwan, Thailand and Vietnam**

**Tony Poh STM Publishers Services**  
Pte. Ltd, Block 52, Choa Chu Kang  
North 6, #12-19, Yew Mei Green,  
Singapore 689575  
Tel: +65 64680818  
Mobile: +65 96752581  
email: leongwah@singnet.com.sg  
or tonypoh@igroupnet.com

#### **Malaysia**

**UBSD Distribution Sdn, Bhd.**  
3F15, 101 Business Park  
1 Persiaran Puchong Jaya Selatan  
Bandar Puchong Jaya  
47170 Puchong, Selangor, Malaysia  
Tel: 603- 8076 3042  
Fax: 603- 8076 3142  
enquiry@ubsd-dist.com  
www.ubsd-dist.com

#### **Philippines**

**MegaTexts Phil, Inc**  
Room 503, One Corporate  
Plaza Condominium  
845 Amaiz Road  
San Lorenzo Village  
1200 Makati City  
Philippines  
Tel: +63-2-813 5814  
Fax: +63-2-840 2760  
email: megatexts.cbu@igroupnet.com

#### **Taiwan**

**Unifacmanu Trading Co, Ltd.**  
4F, 91, Ho-Ping East Road  
Section 1  
Taipei, Taiwan, R.O.C  
Tel: 886-02 2391-4280/  
886-02 2394-2749  
Fax 886-02 2394-3103/  
886-02 2322-2676  
unifacmu@ms34.hinet.net/  
winjoin@ms12.hinet.net  
www.unifacmanu.com.tw

# Contents

Early Years and Primary Education	2
Language and Literacy	4
Multilingualism	7
Social Justice and Inclusion	11
Refugees and New Migrants	21
Gender Studies	23
Behaviour	29
Creativity in Education	32
Journals	35
Curriculum:	
Citizenship/Moral Education	37
Drama	40
Media and Arts	46
Mathematics, Science and ICT	48
Schools and Learning	50
Teachers and Teaching	55
Higher Education and Lifelong Learning	59
Index to Authors and Editors	68
Index to Titles	69
Order Form	73

For information on our electronic publications see our website [www.trentham-books.co.uk](http://www.trentham-books.co.uk)

# Early Years and Primary Education

See also *Children at Play* p23; *Evolving Creativity* p33; *Creative Learning 3-11* p33; *Listening Counts* p48; *Enhancing Early Years Science* px48; *A Guide to Developing the ICT Curriculum for Early Childhood Education* p49; and the section on *Language and Literacy* p4-6.

**Revised Edition**  
**ECERS-E: The Early Childhood Environment Rating Scale the curricular extension to ECERS-R**  
Kathy Sylva, Iram Siraj-Blatchford and Brenda Taggart



This is the third edition of the ECERS-E, formerly called *Assessing Quality in the Early Years: Early Childhood Environment Rating Scale (ECERS-E)*.

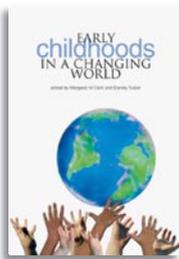
The ECERS-E is an instrument for measuring quality in literacy, numeracy, science and diversity as observable in pre-school, in relation to child cognitive and social/behavioural developmental outcomes for children age 3-5. This update of the 2003 publication has more extensive notes, derived from feedback from extensive use of the instrument by practitioners in hundreds of settings and from local authority early years specialists.

The ECERS-E complements the *Early Childhood Rating Scales-Revised (ECERS-R)*, an internationally recognised measure of quality in education and care. Originally devised as a research tool, the scales are used increasingly by Local Authorities during audits to determine and improve the quality of provision, and by practitioners seeking to improve their practice through professional development. This practical handbook offers detailed guidance on providing a quality environment in which young children and their learning can flourish.

2010, **reprinted 2010**, ISBN 978 1 85856 479 1  
64 pages, A4, £16.99

## Early Childhoods in a Changing World

edited by Margaret M Clark and Stanley Tucker



*This interesting, well-structured and insightful book ... about the many influences, social, economic and cultural, that affect young children's lives and define their experience of childhood. The subject matter is thought-provoking but the style is refreshingly easy to read... Although*

*written to support students on undergraduate and postgraduate courses ... this is an authoritative and stimulating insight into what shapes children's lives that all early years practitioners can learn from and enjoy.* **Early Years Update**

Authors from the UK, Eastern and Western Europe, the USA, Australia and two countries in Africa reflect on the nature of childhood from their perspective and provide illustrative case studies on:

- the effects of changes in family circumstances
- the effects of poverty, rural and social isolation, and trauma on young children's lives
- how new technologies are changing policy in early education
- how we ensure that children's voices are heard at home and at school.

The book is essential reading for all those working with young children, whether practitioners, policy makers, or trainers and students of early years education and professional care. It will also be of interest to academics and sociologists in the field of childhood worldwide.

Margaret M Clark is Visiting Professor at Newman University College. She has an international reputation for her research in early education and literacy and was awarded an OBE for services to early years education.

Stanley Tucker is Professor and Dean of School at Newman University College. He has researched and written extensively on the lives of children and their families.

2010, ISBN 978 1 85856 473 9  
188 pages, 244 x 170mm, price £20.99

## Equality in Action a way forward with Persona Dolls

Babette Brown

*Even readers with many years experience in combating prejudice will find much new and innovative material to enrich and inspire their work with children and students.*

**Book of the Month, Eye**

Persona Dolls are used to promote social justice. They help to empower children and give them the skills and confidence to stand up for themselves and others when faced with discrimination. Drawing on evidence from hitherto unpublished research, the book highlights the impact of the Persona Doll approach and validates what has until now been assumed but not substantiated. The power to challenge discrimination at the foundation stage and at key stages 1 and 2 is explained in psychological and sociological terms and illustrated by case studies.

The book is for early years practitioners, key stage 1 and 2 teachers and learning support staff, local authority advisers, Further and Higher Education lecturers.

2008, ISBN 978 1 85856 435 7  
176 pages, 234 x 156mm, £18.99

## Letting the Outside In developing teaching and learning beyond the early years classroom

edited by Rebecca Austin

*Letting the Outside In brings a breath of fresh air to early years thinking in an age when compliance and control seem to dominate. ... The relationship between theory and practice is carefully and sensitively articulated in ways that allow practitioners to think about what they do and why, and to justify their actions to others as they develop their provision.* **International Journal of Early Years Education**

This book is for early years practitioners, for trainers and for all who want to provide opportunities for children to learn in ways which make rich and relevant connections to their lives, experiences and interests outside the classroom.

2007, ISBN 978 1 85856 391 6  
164 pages, 244 x 170mm, £18.99

## The Team around the Child multi-agency working in the early years



edited by Iram Siraj-Blatchford, Karen Clarke and Martin Needham

*Students on Early Childhood Studies courses and Early Years Foundation Degrees will find this text invaluable, and it will be relevant to those working in the sector.* **International Journal of Early Years Education**

Children's Centres integrate provision of education, care, family support, child protection and health services. This book illustrates how multi-agency approaches can tackle child poverty, improve child protection and the education and childcare for young children, to raise standards and to provide greater support for parents in bringing up their children.

The contributors are all committed to working within a multi-agency framework to secure the well-being of young children and their families. With its multi-agency focus and underpinning theoretical perspectives, this book helps everyone in Children's Centres and the increasing numbers of early years staff to meet the challenge of multi-agency working.

2007, **reprinted 2008 twice, 2009 twice, 2010, 2011**  
ISBN 978 1 85856 418 0  
192 pages, 244 x 170mm, £21.99

## Perspectives on Early Childhood Education contemporary research

edited by Kath Hirst and Cathy Nutbrown

**Fifteen original research projects are described by experienced early childhood professionals.**

2005, ISBN 978 1 85856 328 2  
200 pages, 228 x 145mm, £19.99

## Opportunities for Science in the Primary School

Alan Peacock

*...written in an easy, fluent style and links research with practice in a way which is not contrived.* **New Era**

1997, ISBN 978 1 85856 017 5  
172 pages, 228 x 145mm, £19.99

# Language and Literacy

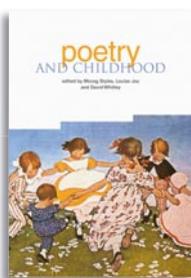
## Poetry and Childhood



edited by Morag Styles, Louise Joy and David Whitley

*Poetry and Childhood* is the first academic book to give serious critical attention to the poetry of childhood. This international volume brings together poets including Philip Gross, Andrew Motion and Michael Rosen – the latter both former Laureates – and distinguished critics such as Teresa Cremin, Peter Hunt, Lissa Paul, David Rudd, Chip Sullivan, Laura Tosi and Victor Watson. All have something new to say about poetry and childhood.

Based on a prestigious conference organised by Morag Styles for the British Library and the Cambridge Faculty of Education in 2009, it is edited by a team of poetry scholars from the University of Cambridge.



The book opens with the fundamental question, what is children's poetry? It considers key poets of childhood from the past, including John Bunyan, Robert Louis Stevenson, A.A. Milne, Ted Hughes and Charles Causley, and the poetry for children by present Poet Laureate, Carol Ann Duffy. Chapters

consider some of the major traditions and forms of poetry, take a new look at comic verse, develop fresh perspectives on nature as a central theme, and celebrate the importance of poetry as an oral medium. The voices of children, poets, parents and teachers responding to poetry are featured throughout in a jargon-free volume which, although aimed primarily at scholars and teachers of children's literature, is accessible to anyone interested in poetry or children.

October 2010, ISBN 978 1 85856 472 2  
272 pages, 244 x 170mm, £22.99

## Hidden Worlds young children learning literacy in multicultural contexts

Clare Kelly

*Hidden Worlds* offers a new way of thinking about literacy, arguing that it is not children's experiences that count, but rather what they make of them – with support from adults and peers.

The book tells the stories of six young children from different cultural backgrounds who all attend the same nursery and are busily engaged in the process of becoming literate. Jamie's family have lived in the same area for generations, Asif's recently arrived from Bangladesh, Michelle's grandparents came to the UK from Jamaica. Each child's experiences of literacy are unique.



All the children drew on familiar home practices to make a link with the new world of literacy learning offered by the nursery. While some successfully found a pathway through, others struggled. Clare Kelly examines the factors that contributed to this process. She challenges stereotypes by penetrating the private worlds of literacy learning in families, demonstrates children's agency and creativity in drawing on previous knowledge to make sense of new experiences of literacy, and suggests ways that practitioners can support them. The book offers an accessible framework for identifying the complexity of literacy learning and the invisible influences, and challenges over-simplified views of literacy.

The book illustrates the benefits of taking a more individualised approach in policy and practice and is essential reading for early years practitioners, teachers with responsibility for literacy or diversity and inclusion, students, teacher educators and policy makers in the area of early years and/or literacy learning.

Dr Clare Kelly is lecturer in Education at Goldsmiths, University of London.

2010, ISBN 978 1 85856 459 3  
112 pages, 244 x 170mm, £18.99

## Acts of Reading teachers, text and childhood

Edited by Morag Styles and Evelyn Arizpe

... deep reflections on children's literature and the child reader that make for invigorating reading and will provide a rich source for future scholars.

IbbyLink

*This eclectic collection provides all kinds of interesting insights into the multifaceted experience which the act of reading represents for children, and the complex, but rewarding challenges faced by the adults who accompany their progress as increasingly competent, autonomous and appreciative readers.*

International Research Society for  
Children's Literature

*Highly recommended to anyone who has an interest in reading and particularly for those who believe in the transformative effects of powerful texts... a gentle yet extremely rewarding and informative journey through time...*

UKLA Review

*Acts of Reading* is an enchanting and scholarly review of the history of reading and texts for children, from the 18th century to the digital age. They are examined through the eyes of their various audiences: the children, writers, teachers and parents, so explore the act of reading itself, whether oral, silent or performative, whether for pleasure or instruction. We see the changing representations of childhood over three centuries and the influence of the visual on reading. The genres explored include commonplace books, fairy tales, poetry, fiction, fables, picturebooks, Arthurian legends, online messageboards, reading primers and *A Very Pretty Story* (1744).

The book shows how our expectations and ways of teaching are being modified as a result of the changes in the book and its relationship to other media, including multimodality and digital technologies.

The contributors are Eve Bearne, Janet Bottoms, Peter Cook, Valerie Coghlan, Teresa Cremin, Prue Goodwin, Judith Graham, Elizabeth Hammill, Shirley Brice Heath, Anouk Lang, Karlijn Navest, Marilyn Mottram, Geraldine O'Connor, Francesca Orestano, Margaret Meek Spencer, Vivienne Smith, Laura Tosi, Victor Watson and David Whitley.

2009, ISBN 978 1 85856 438 8  
256 pages, 244 x 170mm, illustrated, £20.99

## A Story to Tell

Edited by George Murphy and Maggie Power

... an engaging book that contributes to reflective thinking and planning around storytelling ... particularly useful to newly qualified teachers.

NUT Education Review

*A Story to Tell* shows how narrative and particularly oral storytelling and folk tales can be used to bring literacy to life for primary school children. This ancient art provides models and structures for teachers to support children's understanding and use of narrative and reveals fascinating insights into other times and cultures.

Performers, teachers and students describe how stories from all parts of the world can be enjoyed, discussed, adapted and performed to develop language and literacy learning. And we see how teachers develop their own storytelling skills and the abilities of children to share and retell personal and traditional tales.

2009, ISBN 978 1 85856 443 2  
132 pages, 244 x 170mm, £16.99

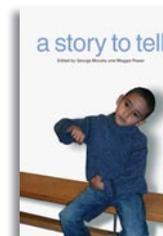
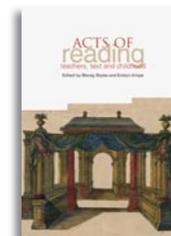
## Reading Stories with Young Children

Robin Campbell

Reading stories with young children greatly assists their literacy development and remains the most important basic requirement for learning. The book explores the ways in which reading stories with young children can best enhance their literacy skills while also enthralling them. Teachers, teaching assistants and all those who work with young children will find this book invaluable.

Robin Campbell is the author of *Literacy from home to school: reading with Alice* and *Phonics Naturally*.

2009, ISBN 978 1 85856 452 4  
120 pages, A5, £14.99



## Language, Literacy and Education: A Reader

edited by Sharon Goodman, Theresa Lillis, Janet Maybin and Neil Mercer

This is an accessible collection of readings which illustrate both the current variation in research on language and literacy and the common underlying themes. The twenty chapters illustrate some of the ways in which researchers are grappling with key questions about language, literacy and education. The themes are: Talk and the Processes of Teaching and Learning; Literacy and Education; Discourse and Identity; Multimodal Communication.

Published in association with  
The Open University

2003, reprinted 2006, ISBN 978 1 85856 288 9  
336 pages, 246 x 189mm, £24.99

## Literacy and Social Inclusion closing the gap

edited by Eve Bearne and Jackie Marsh

... stimulating, readable, skilfully edited ...  
I commend it to all concerned with education for literacy and social inclusion, broadly – and imaginatively – conceived.

### English Drama Media

Contributors Viv Bird, Victoria Carrington, Barbara Comber, Julia Davies, Eve Gregory, Amanda Hatton, Kate Pahl and Mark Vicars explore issues of literacy and social class, race, bilingualism, gender, language and sexuality.

2007, ISBN 978 1 85856 389 3  
170 pages, 244 x 170mm, £19.99

## Art, Narrative and Childhood

edited by Morag Styles and Eve Bearne

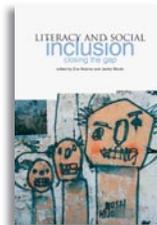
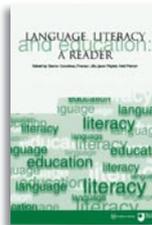
...offers readers a cosmopolitan and entertaining overview of the interactions between children, images and texts ...will be used and enjoyed well into this new millennium.

### Times Educational Supplement

... breaks new ground in thinking about reading text and image. ...a valuable addition to the libraries of all educators...

### British Journal of Educational Studies

2003, ISBN 978 1 85856 263 6  
186 pages, 228 x 145mm, £19.99



## Analysing Language in Context: A Student Workbook

Theresa Lillis and Carolyn McKinney

As a companion volume to *Language, Literacy and Education: A Reader*, this Workbook provides an introduction to a range of ways of analysing language in context. It will be of interest to students on undergraduate and postgraduate courses in education and in language study, such as English Studies, Masters in Education, Masters in Applied Linguistics and teacher training courses. It considers the approaches to spoken interaction; approaches to written texts; multimodal approaches; and ethnographic approaches.

Published in association with  
The Open University

2003, ISBN 978 1 85856 287 2  
208 pages, 247 x 168mm, £23.99

## Teaching English in Primary Classrooms

Mina Drever, Susan Moule and Keith Peterson

...attractively presented and written in an accessible style... NALDIC Review

1999, ISBN 978 1 85856 177 6  
206 pages, 247 x 168mm, £20.99

## Changing English Primary Education retrospect and prospect

edited by Colin Richards

2001, ISBN 978 1 85856 237 7  
170 pages, 228 x 145mm, £19.99

## Literacy in Nursery Education

Robin Campbell

1996, reprinted 1998, ISBN 978 1 85856 064 9  
72 pages, A5, £10.99

# Multilingualism

See also *Hidden Worlds* p4.

## Identity Texts the collaborative creation of power in multilingual schools

edited by Jim Cummins and Margaret Early



This book shows how identity texts have been used as a central focus for effective and inspirational pedagogy in multilingual school contexts that is engaging students around the world.

The term identity texts was first used by the Canada-wide Multiliteracies Project to describe a variety of creative work by students, including collaborative inquiry, literary narratives, dramatic and multimodal performances, led by classroom teachers. Jim Cummins and Margaret Early describe their nature, the ways in which they relate to broader orientations to pedagogy and consider two pedagogical frameworks within which they have been integrated.

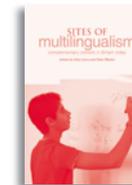
This is followed by brief case studies of identity text construction by educators and students in schools in parts of North America, in Burkina Faso and Rwanda in Africa, and in Ireland. The identity texts produced held up a mirror to the students which reflected their identities back in a positive light. The closing chapters elaborate on their central role in bilingual instructional strategies and highlight future projects generated by brainstorming among the contributors to this volume.

*Identity Texts* is essential reading for everyone concerned with developing appropriate pedagogy for schools and for all who work with multilingual children.

Jim Cummins is Professor and Canada Research Chair in the Curriculum, Teaching and Learning department at the Ontario Institute for Studies in Education.

Margaret Early is Associate Professor in the Department of Language and Literacy Education at the University of British Columbia in Vancouver.

June 2011, ISBN 978 1 85856 478 4  
186 pages 244 x 170mm, £20.99



## Sites of Multilingualism complementary schools in Britain today

edited by Vally Lytra and Peter Martin

Here is cutting edge research on complementary schooling in Britain. The book brings together new and innovative language-focused research on complementary schools that serve the linguistic, cultural and social needs of ethno-linguistic communities in Britain. It examines the language and literacy practices, the policy and curricular innovation that pertain in complementary schools in Britain today, and the experiences of the children who attend them.

Complementary schools have been on the margins of educational policy as research sites in their own right but recently this has changed. Now recognised as 'safe spaces' in which young children can explore their identities, they are seen as central to policy initiatives for promoting the languages of Britain. This book picks up on the spate of recent research to explore

- the range of language and literacy practices in complementary schools
- their innovations in policy and curriculum
- how the pupils, teachers and parents negotiate social identities and affiliations
- and to demonstrate the importance of complementary schools in the lives and learning of bilingual pupils.

*Sites of Multilingualism* is essential reading for researchers and students in the fields of bilingual education and bilingualism, sociolinguistics, sociology and anthropology. It will also be relevant to teachers and teacher educators in complementary and mainstream schools and also to policy makers.

The authors include Louise Archer, Olga Barradas, Jean Conteh, Angela Creese, Eve Gregory, Charmian Kenner, Ruby Mahera, Raymonde Sneddon.

2010, ISBN 978 1 85856 454 8  
196 pages, 244 x 170mm, £22.99

## Bilingual Books – Biliterate Children learning to read through dual language books

Raymonde Sneddon

This fascinating study shows how young children work simultaneously in two languages to decode unfamiliar text, negotiate meaning and explore the differences between their languages. Set in the context of current research and practice in relation to multiliteracy, personal and learner identity, and issues in translation, the book explores dual language books and their use in England since the 1980s.

Teachers, parents and researchers will find the book invaluable. It explores the nature and benefits of biliteracy and offers ideas and strategies for teaching young children languages, whether by developing their bilingualism or teaching them new ones.

Published in collaboration with Mantra Lingua.

2009, ISBN 978 1 85856 460 9  
184 pages, 244 x 170mm, £19.99

## Realising Potential complementary schools in the UK

Tözün Issa and Claudette Williams

Over the past half century, millions of children have spent their Saturdays or Sundays in the schools set up by their communities. This book reveals the workings of complementary schools and their significance for black communities and for bilingual children. It explores the contribution of these schools to pupils' education and achievement in the mainstream, identifies the good practice in complementary schools and indicates avenues for closer collaboration with mainstream schools.

2009, ISBN 978 1 85856 379 4  
176 pages, 234 x 156mm, £18.99



## Multilingual Europe diversity and learning

edited by Charmian Kenner  
and Tina Hickey

What can educators in different countries learn from each other about successful multilingual initiatives? By comparing experiences from diverse settings – France, Ireland, Luxembourg, the Netherlands, Spain, Sweden and the UK – the writers highlight ways of creating multilingual learning communities that promote language expertise, intercultural understanding and educational achievement.

This inspirational collection of international case studies shows how educators can devise innovative pedagogies for multilingual classrooms. It is for undergraduate and postgraduate students on education-related courses, students of language learning and teaching, teacher educators, researchers and policy-makers.

2008, ISBN 978 1 85856 423 4  
208 pages, 244 x 170mm, £19.99

## Multilingual Learning stories from schools and communities in Britain

edited by Jean Conteh, Peter Martin  
and Leena Helavaara Robertson

*This thought-provoking book ... exemplifies how much a largely monolingual education system can gain from studying the processes of multilingual learning.* **Educational Review**

*This book is a timely and welcome addition to the literature on education and multilingualism. It is a compilation of multilingual learning stories that are rarely told even though they are of crucial importance.* **International Journal of Lifelong Education**

*This resonates very strongly with my own personal experience as a bilingual learner... it heightens awareness of multilingualism using real life contexts. I recommend this book to those dipping their toes into the area as well as those who have considerable knowledge of the issues.*

**UKLA Review**

2007, ISBN 978 1 85856 398 5  
168 pages, 244 x 170mm, £19.99

## Young Bilingual Learners at Home and School researching multilingual voices

Rose Drury

*Drury's book provides a deep understanding of the processes at work as the young children acquire a second language... it deepens our understanding of children as agents of their own learning.* **International Journal of Early Years Education**

*... an important new perspective to research on young bilingual learners ...establishes important principles for practice that will be of interest to all those involved in education in multilingual environments.* **Journal of Early Childhood Literacy**

This book examines the experiences of three four year-old bilingual children as they begin school in three English nursery classes. It provides a full and rich picture of bilingual children's learning in nursery and at home. Essential reading for teachers, early childhood practitioners and early years policy makers.

2007, ISBN 978 1 85856 355 8  
124 pages, 244 x 170mm, £18.99

## Counting Them In isolated bilingual learners in schools

edited by Liz Statham

*Teachers working with isolated bilingual learners will find a good deal to help them in this highly practical book that is firmly rooted in extensive teaching and advisory experience.*

**Educational Review**

*There is welcome emphasis on the community and its role in meeting the needs of isolated bilingual learners ... the lessons it has to offer us are not limited to settings with isolated learners but apply across the board.* **NALDIC Quarterly**

This book will be essential for managers, Children's Centres and the many schools and colleges who have only a few bilingual children.

2008, ISBN 978 1 85856 425 8  
132 pages, 244 x 170mm, £18.99

## Home Pages literacy links for bilingual children

Charmian Kenner

*... immensely accessible and captivating.*  
**Early Years Educator**

*There is a sound body of research underpinning this enjoyable book and the author provides some excellent guides to good bilingual literacy practices.* **Early Years**

*... a rich resource of ideas that allow teachers to tap into the child's reservoir of knowledge and experience ... powerfully insightful and immensely practical.* **Bilingual Education and Bilingualism**

This study has never been surpassed. Trentham has brought *Home Pages* back into print because of popular demand.

First published 2000, reprinted 2007  
ISBN 978 1 85856 212 4  
104 pages, 250 x 168mm, £18.99

## Talking Turkey the language, culture and identity of Turkish-speaking children in Britain

Tözün Issa

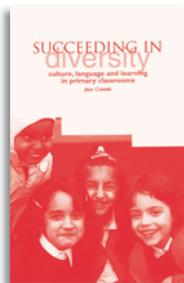
*This book is useful for those who work with Turkish speakers as well as for teacher trainers, educational policy makers and Turkish communities.* **Sage Race Relations Abstracts**

2005, ISBN 978 1 85856 318 3  
188 pages, 228 x 145mm, £18.99



BEST  
SELLER

Multilingualism



### Succeeding in Diversity culture, language and learning in primary classrooms

Jean Conteh

...a welcome addition to the literature surrounding language, literacy, learning and culture because it illustrates how language and culture have a profound impact on children's learning.

**Times Educational Supplement**

For class teachers who are interested in extending their understanding of the relationship between language, culture and learning based on classroom evidence, this will be a valuable book.  
**NALDIC Quarterly Educational Review**

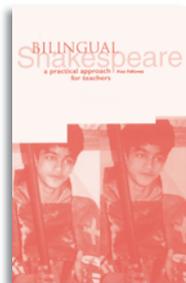
2003, reprinted 2006  
ISBN 978 1 85856 294 0, 192 pages,  
228 x 145mm, £18.99

### Bilingual Shakespeare a practical approach for teachers

Alex Fellowes

This book describes how children for whom English is not their first language respond enthusiastically to Shakespeare's plays, once they are made accessible. It is for all teachers of English in secondary schools and will interest all working in the field of EAL.

2001, ISBN 978 1 85856 247 6  
112 pages, 228 x 145mm, photos, £17.99



### Becoming Biliterate young children learning different writing systems

Charmian Kenner

Teachers, teacher educators, researchers, students and even parents who are keen to promote early language learning will find Kenner's book is enlightening, encouraging and very practical.

**Educational Review**

I highly recommend this book to be included in teacher preparation programs. It is a fine book for practicing teachers, as well as for researchers in the field and policy makers. The language is accessible, the examples are inspiring, and the content is critical to deepening our understanding about the worlds, lives and minds of young bilinguals. **The International Journal of Bilingual Education and Bilingualism**

2004, reprinted 2006, ISBN 978 1 85856 319 0  
172 pages, 247 x 168mm, illustrated, £18.99

### Literacy, Power and Social Justice

Adrian Blackledge

...a useful – and cogent – introduction to literacy issues in relation to contemporary schooling. It manages to be theoretically well-informed, lucid and accessible. **Educational Review**

2000, ISBN 978 1 85856 157 8  
166 pages, 228 x 145mm, £19.99

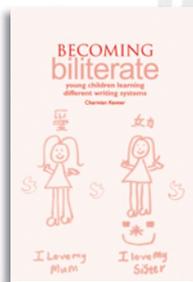
### Picture Books Sans Frontières

Penni Cotton

Very well written and easy to read, this book is a must for every teacher, librarian or anyone interested in children's literature.

**Children's Book News**

2000, ISBN 978 1 85856 183 7  
152 pages, 247 x 168mm, illustrated, £19.99



# Social Justice and Inclusion

### Still Not Easy Being British **NEW** struggles for a multicultural citizenship

Tariq Modood

'To understand the true significance of multiculturalism for Britain, reading *Still Not Easy Being British* is a must'.

**Professor Ziauddin Sardar, City University and New Statesman**

'Modood continues to write perceptively about national identity and multiculturalism and shows in these essays that the debate needs to be expanded to cover complex issues relating to secularism.' **Professor Lord Bhiku Parekh FBA**

The late 1980s and early 1990s saw dramatic shifts in race relations in Britain. It was the time of the fracturing of a political 'black' identity; of ethnic minority assertions to be British and about remaking what it is to be British; of the manifestation of the social mobility of Indians and, above all, the emergence of Muslim identity politics in the Rushdie Affair. These issues were the subject of Tariq Modood's *Not Easy Being British*.

This new collection considers the growth of Muslim political assertiveness and the reactions to it in the context of rethinking multiculturalism and Britishness.

An invaluable book for students of culture, society and politics in higher and further education and at A-level, and for everyone whose professional work is affected by issues of pluralism and the place of religion in society. It will also interest the general reader.

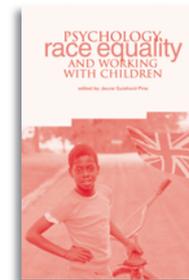
Tariq Modood is the Director of the University of Bristol Centre for the Study of Ethnicity and Citizenship and a renowned intellectual commentator on Muslim politics and multiculturalism.

September 2010, ISBN 978 1 85856 480 7  
160 pages, 234 x 156mm, £19.99

### Psychology, Race Equality and Working with Children **NEW**

edited by Jeune Guishard-Pine

This book looks at how psychology can be used to promote racial harmony for children and reduce racial disadvantage. Educationists, psychologists and practitioners examine social care and health services and education to identify how to develop practitioners' understanding of ways to support children's healthy psychological growth and thus benefit society as a whole.



The book is essential to professional development but it will take practitioners and policy makers out of their comfort zone. It is a pioneering enterprise, bringing together academic and action research to present relevant advice for practitioners in schools,

social care and health services uniting under the *Every Child Matters* and *No Child Left Behind* agendas. The book will stimulate ongoing debates on race and disadvantage within social policy, training and service delivery. It considers

- issues in initial training and continuing professional development
- research and practice for targeted ethnic groups
- theoretical perspectives on research and practice
- curriculum and service development: the racist and homophobic curriculum and user involvement.

The contributors are Olatayo and Taiwo Afuape, Jan Carter, Christine Cork, Luke Daniels, Jade Guishard, Isis and Jeune Guishard-Pine, Lloyd Hamilton, Alex Harborne, Sarah Hawes, Valerie Jackson, Yvonne Mills, Karina Ng, Clare Nichols, Randa Price, Hazel Sawyers, Sarah Took and Naomi Anna Watson.

Jeune Guishard-Pine is a teacher, educational psychologist, humanistic psychotherapist and systemic practitioner.

October 2010, ISBN 978 1 85856 474 6  
228 pages, 244 x 170mm, £21.99

## The New Folk Devils Muslim boys and education in England

Farzana Shain

Muslim boys, once regarded as passive, hard working and law-abiding, have been recast in the public imagination in recent years. Now the stereotypical image is of volatile, aggressive hotheads who are in danger of being brainwashed into terrorism, or of would-be gangsters who are creating no-go areas in English towns and cities.

This timely and original book offers a theoretical and empirical challenge to such representations. It locates current concerns about Muslim boys in a wider social and historical context and examines the economic realities and cultural misconceptions that have shaped current understandings of Muslim boys as a threat to the social order. The book critically examines arguments about the supposed radicalisation of Muslim boys and, drawing on interviews conducted with schoolboys in the West Midlands, illustrates instead the range of preoccupations that are significant in shaping their social and political identifications and their experiences of schooling. Among these are the struggles over masculinity and territory that are played out in the context of their local class cultures.

*The New Folk Devils* will be invaluable to teachers, students and academics interested in the study of youth, masculinity and schooling. It offers a fresh perspective for analysing the educational implications of recent political events such as the 9/11 terrorist attacks in America and the 7/7 bombings in London.

Dr Farzana Shain is the author of the acclaimed *The Schooling and Identity of Asian Girls*. She is Senior Lecturer in the School of Public Policy and Professional Practice at the University of Keele.

March 2011, ISBN 978 1 85856 442 5  
194 pages, 234 x 156mm, £19.99

**NEW**

## Changing Life Chances – practical projects and endeavours in schools

**A school improvement handbook  
about and for successful practice**

Robin Richardson

The link between a child's background and the chances of success at school and in later life is known to be strong. But background is not the determining factor – schools can and do make a real difference to learning outcomes. This book describes a range of effective practical projects in schools and the principles underlying good practice. It considers issues of social class and socio-economic disadvantage, and also issues relating to ethnicity, gender and disability, and special educational needs. One project focuses on language, especially the concept of academic language; others are about modifying teachers' expectations and assumptions; and transition arrangements between primary schools and secondary.

The book is a follow-up to the best-selling Trentham handbooks by Robin Richardson: *Here, There and Everywhere* (2005) and *Holding Together* (2009). It has the same engaging layout, with much use of case-studies, stories and pithy quotations. Most though not all of the practical examples are drawn from one local authority, Derbyshire, but are of wide relevance and interest, both nationally and internationally.

Robin Richardson is a foremost educational consultant. His many influential books include *Racist Incidents in Schools* (2008) and *Equality Stories* (2003), both with Berenice Miles.

June 2011, ISBN 978 1 85856 493 7  
100 pages, A4, £14.99

**NEW**

## Islam and Education the manipulation and misrepresentation of a religion

Lynn Revell

This book examines how policies designed to integrate Muslim communities, along with fears of extremism, are shaping the way schools and teachers approach the teaching of Islam. It examines how Islam is represented in text books and in relation to other religions and explores the role played by teachers.

Recent concerns about Islam in British society have focused attention on the contribution made by education to facilitating cohesion and tolerance between different religious and ethnic groups. This book considers the way Islam is taught in the context of the increasing politicisation of the school and the expectation that teachers will intervene in the moral and political development of pupils.

The author engages with complex themes that link the role of education to identity and values. She challenges the way that current approaches to Islam, including Prevent and the social cohesion agenda, locate Islam within education, and offers a new perspective for teachers and schools who are committed to developing an open and critical environment for learning.

*Islam and Education: the manipulation and misrepresentation of a religion* will be a provocative and challenging read for education professionals and those interested in the links between religion, education and social policy. For religious education teachers it is essential reading.

Dr Lynn Revell is a senior lecturer and course leader for the MA in Religion and Education and the Primary RE PGCE at Canterbury Christ Church University.

March 2012, ISBN 978 1 85856 489 0  
184 pages, 234 x 156mm, £18.99

**NEW**

## Generating Genius Black boys in search of love, ritual and schooling

Tony Sewell

*... a timely discussion on the increasingly topical subject of underachievement of learners... goes beyond the usual dialogue on school performance and motivation of learners ...conveys a mine of information, carefully processed and analysed in an elegant scholarly manner ... makes excellent and most fascinating reading.*

**International Journal of Lifelong Education**

This positive and empowering book looks far beyond the notion that institutional racism is responsible for low attainment at school. Instead it explores the complexities surrounding masculinities and shows how Black boys, like all young males, flourish within a framework of love, ritual and schooling.

*Generating Genius* is Tony Sewell's triumphantly successful project, which he and the boys who attended describe here. 12 year-old Black boys worked at a level demanded of 18 year-olds, while receiving caring and reliable support and exciting physical and cultural pursuits. They learned how to succeed in a system that seems to work against them. Sewell doesn't quite let teachers off the hook, nor does he deny the reality of racism and its impact on boys' lives.

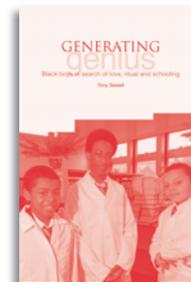
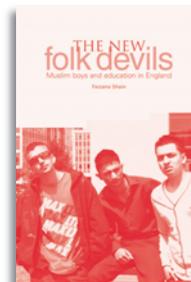
What makes his book indispensable for all who work or are preparing to work in education are the key strategies he outlines for schools and teachers to cultivate the genius within their students and help Black boys to grow a skin not of resistance but of resilience.

Dr Sewell is Director of the Science, Maths and Information Technology Centre in the department of Educational Studies at University of the West Indies, Mona. UK educational consultant and columnist on the *Voice*, he is author of the acclaimed *Black Masculinities and Schooling*.

2009, ISBN 978 1 85856 368 8  
160 pages, 234 x 156mm, Price £18.99

### Mixed Matters white/black pupils and their schooling

by Denise Williams will not  
now be published



### 'It's Not Just About Black and White, Miss' children's awareness of race

Sally Elton-Chalcraft

*This is a very enjoyable book which would be a useful resource for teachers and professionals who have a keen interest in equality and inclusion.*

**Escalate**

Speaking openly about their ideas on race, these nine and ten year-olds show they have internalised the prevailing western mindset – whatever their own ethnicity. And this mindset is racist. This empirical, child-centred research that tells educators what they need to know was conducted with Year 5 pupils in two predominantly white and two diverse schools. The book is suffused with their vibrant, original voices and often surprising ideas. The implications for policy and practice in schools make this an enlightening read for primary teachers and trainees, and for policy makers and school managers.

2009, ISBN 978 1 85856 437 1  
172 pages, 234 x 156mm, £18.99

### Holding Together equalities, difference and cohesion



Robin Richardson

Senior leadership teams in all kinds of schools, classroom and subject teachers, school improvement partners and inspectors, and everyone involved in initial teacher training will find invaluable guidance in this book on how they can improve the education they provide by fulfilling statutory requirements.

Each strand of equality is explained: age, class, cohesion, disability, ethnicity, faith, gender, sexual identity, world issues. All the strands are brought together to show what equality and diversity mean for school policy and action and the implications for each curriculum subject are outlined. Practical guidance is given about legal frameworks, relevant organisations, useful websites and publications.

*Holding Together* is published by Derbyshire County Council and Trentham Books and is the follow-up to their best-selling *Here, There and Everywhere*.

2009, reprinted 2010, ISBN 978 1 85856 453 1  
100 pages, A4, £16.99

### The Schooling and Identity of Asian Girls

Farzana Shain



**TES BOOK OF THE WEEK**

*Shain accomplishes an engaging and insightful analysis of the resistance strategies against racism used by young Asian students, which does indeed unsettle the dominant representations she sets out to challenge.* **Gender and Education**

2003, ISBN 978 1 85856 181 3  
160 pages, 228 x 145mm, £18.99

### Black Boys Can Make It how they overcome the obstacles to university in the UK and USA



Cheron Byfield

*This is a clear, concise and accessible piece of research which pulls no punches in addressing the sheer public misconception and negative stereotyping surrounding young black male students and involvement in the UK/US education systems.* **Ethnicity and Race in a Changing World: A Review Journal**

*... an extremely interesting and insightful book ... every section of the book is heavily supported by the use of extremely new and rich qualitative data.* **International Journal of Lifelong Education**

This book dispels the myth that Black boys are synonymous with underachievement. It shows how a good many progress into universities, albeit against the odds, and discusses the implications for policy and practice on both sides of the Atlantic. It follows students in the USA and UK who have successfully accessed higher education – at both elite (Oxford and Harvard) and less selective universities and identifies factors that enabled them to overcome the barriers they found in their path. The book is an essential guide to policy development but also a practical tool for parents, teachers and Black boys themselves seeking access to higher education.

2008, ISBN 978 1 85856 431 9  
180 pages, 244 x 170mm, £19.99

### Every Muslim Child Matters practical guidance for schools and children's services



Maurice Irfan Coles

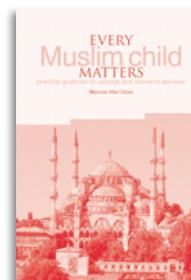
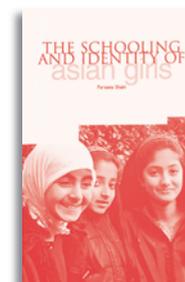
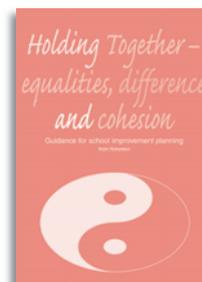
*... a very accessible account of Islam, the acquisition of knowledge and the problems facing Muslim children and young people ... with practical ways in which the teacher can apply the Every Child Matters agenda from an Islamic perspective, the book is a useful source of reference for curriculum development and social inclusion.* **British Educational Research Journal**

How can we respond effectively to the educational needs of Muslim children? How can extremism and Islamophobia be tackled?

The views of young Muslims about schools, culture and terrorism are the basis for the books practical guidance on building a culturally inclusive curriculum in all subject areas.

Essential reading for everyone in education who wants to meet the needs of their Muslim and non-Muslim pupils and to help build a socially cohesive society.

2008, ISBN 978 1 85856 421 0  
182 pages, 244 x 170mm, £19.99



### Recasting Race women of mixed heritage in Further Education

Indra Angeli Dewan

*This is an important book and should be read by those who work in education but also anyone who is concerned with the issues of mixed heritage and specifically the experiences of women. The voices of the women come powerfully through and all have something important to say.*

**International Journal of Lifelong Education**

People of mixed heritage form the UK's fastest growing ethnic group. This is the first book which specifically examines the relationship between women of mixed heritage and the Further Education sector. Drawing on women's narratives on identity, it challenges many conceptualisations of race, culture and mixed race identity in contemporary sociological literature and critically examines government discourses around personhood and equity identifiable in post-compulsory education policy. Important reading for those working in the fields of sociology, sociology of education, cultural studies, and gender and feminist studies.

2008, ISBN 978 1 85856 405 0  
192 pages, 234 x 156mm, £19.99

### Towards Bicultural Competence beyond Black and White

Gloria Gordon

*This is an inspiring and original, hard-hitting piece of research that teachers, social scientists, parents and those concerned with culture and education would find helpful.* **Black and Asian Studies Association Newsletter**

This book offers a visionary and futuristic view of how whites and blacks can begin to work with the visible and invisible legacies of their shared histories towards a better world. It is essential reading for teachers, educators and policy makers, teacher trainers, parents and anyone – black or white – who wants to understand how social inequality is maintained.

2007, ISBN 978 1 85856 397 8  
196 pages, 244 x 170mm, £20.99

## Eagles Who Soar how Black learners find the path to success

Jasmine Rhamie

*Eagles Who Soar is a timely, accessible work that will appeal to academics concerned with race, racism and education, to sociologists of education in general and to those interested in oral histories ... to be commended.*

### International Journal of Lifelong Education

This book is about the differences in African Caribbean pupils' school experiences – those who succeeded and those who did not.

Through their own accounts of their school experiences, we see how the influence of family, friends and the community can enable them to succeed against the odds.

The stories told here show how destructive patterns can be broken and how Black children can overcome the challenges they face. Essential reading for anyone concerned with the education of Black children and young people.

2007, ISBN 978 1 85856 394 7  
144 pages, 234 x 156mm, £18.99

## Social Justice and Intercultural Education an open-ended dialogue

edited by Ghazala Bhatti, Chris Gaine,  
Francesca Gobbo and Yvonne Leeman

European researchers and scholars provide an introduction to social justice and intercultural education for educational researchers, policy makers, teachers and university students, this book will enhance and extend the knowledge and understanding of those already experienced in the field.

The editors are from the UK, Italy and The Netherlands. They work together on the Network 'Social Justice and Intercultural Education' at the European Educational Research Association (EERA).

2007, ISBN 978 1 85856 403 6  
232 pages, 234 x 156mm, £20.99

## Teaching Traveller Children maximising learning outcomes

Patrick Alan Danaher, Phyllida Coombes  
and Cathy Kiddle

Foreword by Arthur Ivatts, OBE, former  
HMI for Traveller Education

*It is balanced, compelling and accessible – a fine addition to Trentham's social justice and inclusion series ... coherent, theoretically sophisticated and insightful, and I thoroughly recommend it.*

### Journal of Education for Teaching

*This fascinating study of Traveller teachers' identities and of the complex weave of relationships between Travellers, Local Authorities, schools, teachers and the curriculum is a must read for those involved in equality issues. The Teacher*

*... contains both scholarly critique, which will appeal to specialist academics, and down-to-earth practical guidance drawn from clearly reported research outcomes ... will be of great interest and help to practitioners working in the field.*

### Multiverse

Educationists reflect on their professional and personal identities and the strategies they use to maximise the learning outcomes of Traveller children and the work of TESSs. A significant and original contribution to both Traveller education scholarship and research into teachers' work.

2007, ISBN 978 1 85856 377 0  
148 pages, 244 x 170mm, £19.99

## Another Spanner in the Works challenging prejudice and racism in mainly white schools



Eleanor Knowles and Wendy Ridley

*I found some of the best ideas I've encountered for exploring 'them and us' thinking and how that builds into prejudice: materials that will have an application for all schools, whether mono or multicultural. Times Educational Supplement*

2006, ISBN 978 1 85856 347 3  
108 pages, A4 landscape, illustrated, £16.99

## The Last Bastion of Racism? Gypsies, Travellers and policing

John Coxhead

*'For the first time we are taking a skills-based approach to driving racism out of the police service rather than a training approach which could never work. The Last Bastion is a definitive text to help move the agenda forward to focus on skills, ensuring we have public confidence from all communities in justice.'* Dick Winterton, Chief Executive, Skills for Justice

This book deals with prejudice, specifically the neglected area of prejudice towards Romany Gypsies and Irish Travellers. As the definitive text for understanding the approaches and strategies by which prejudice towards a certain community can be effectively tackled, the book will be indispensable to practitioners in public services, particularly criminal justice and policing. It will also interest sociologists and the communities themselves.

Dr John Coxhead has worked for ten years as a police Gypsy and Traveller Liaison Officer.

Foreword by Patrick Delaney and Peter Mercer.

2007, ISBN 978 1 85856 390 9  
108 pages, 244 x 170mm, £17.99

## South Asian Communities catalysts for educational change

Sofia Chanda-Gool

The members of a community have the greatest knowledge of their own culture and of cross-cultural challenge. *South Asian Communities* is invaluable for all who work with South Asian communities or African and dual heritage children and will be of interest to students of sociology, cultural studies and social psychology.

2006, ISBN 978 1 85856 382 4  
176 pages, 234 x 156mm, £19.99

## Music Education and Muslims

Diana Harris

*... eye-opening stuff ... should be read widely by parents, mosque officials and imams.*

Fazi Rahman, AMR News (Association of Muslim Researchers)

*Diana Harris has done a lot of the work already. By reporting what she's learned from a wide range of Muslim scholars and educators, as well as music teachers, she shows us that there is no clear consensus about music within Islam.*

### Times Educational Supplement

For managers striving to fulfill their statutory obligations to all pupils, and essential reading for music teachers in multicultural schools.

2006, ISBN 978 1 85856 356 5  
156 pages, 234 x 156mm, £18.99

## We're All White, Thanks the persisting myth about 'white' schools



Chris Gaine

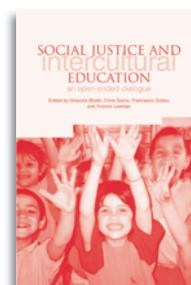
### TES BOOK OF THE WEEK

*Recommended as pre-course preparatory reading and as a key text for any student teacher/trainee, or indeed ITE provider who wishes to update their understanding of 'race' and of tackling racism.*

### Multiverse

Even though countering racism is never easy in white areas, it can be – and has been – done. With its suggestions for training; resources; and developing policies and strategies, the book will support everyone working in education who is concerned to further racial justice and social cohesion through schools.

2005, ISBN 978 1 85856 345 9  
196 pages, 234 x 156mm, £18.99



## YOU Wouldn't Understand... white teachers in multiethnic classrooms

Sarah Pearce

### TES BOOK OF THE WEEK

... this fascinating, provocative book ... **Catalyst**

*YOU Wouldn't Understand* looks how white teachers regard ethnic diversity in their classrooms and how their views affect their teaching. This searching analysis of the innards of whiteness and its effect on how white teachers approach pupils who are not white should be required reading for all teacher trainers and white trainee teachers, and for white managers and teachers working in multiethnic schools.

2005, ISBN 978 1 85856 362 6  
148 pages, 228 x 145mm, £18.99

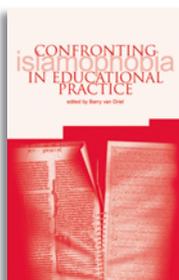
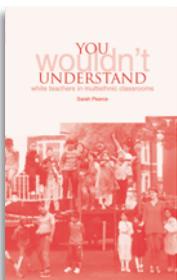
## Traveller Education changing times, changing technologies

Ken Marks

...essential reading for schools and services working with Traveller communities and other mobile groups, and those who wish to keep abreast of new developments in e-learning.  
**Educational Review**

This report is the outcome of the E-Learning and Mobility project (E-LAMP), sponsored by the Nuffield Foundation and examines elearning developments for children in out-of school situations.

2004, ISBN 978 1 85856 351 0  
36 pages, 209 x 209 mm, £15.99



## Equal Measures bilingual and ethnic minority pupils in secondary schools

edited by Penny Travers and Gillian Klein

*The prime value of this book is that it contains exiting work clearly described and reflected on, that will be directly useful to teachers and advisers.* **Educational Review**

*Making a good fist at multiracial, multifaith, multilingual society is an urgent necessity. This book will help schools to do even better. It's full of useful ideas and practical descriptions of what works... The book has been written by practitioners in Enfield whose specialist service has earned a deserved reputation for being at the forefront in this vital field. Read this and you can see why.* **Tim Brighouse, Times Educational Supplement**

2004, ISBN 978 1 85856 303 9  
136 pages 247 x 168mm, £18.99

## Confronting Islamophobia in Educational Practice



edited by Barry van Driel

...(reviews) the state of affairs in many nations and offers strategies to combat the harmful words, actions, decisions, policies, and cultures of Islamophobia. These strategies and countermeasures are not only for teachers and their students, but also for schools as a whole, for local education agencies, and even local and national governments. **Multicultural Review**

...widely relevant and nuanced in its understanding of the wider social issues surrounding Islamophobia in education.

**The Muslim World Bank Reviews**

*This is an important contribution to an area of education, culture and social development that has been treated only marginally to date.*

**Comparative Education**

Contributions come from the US, Netherlands, Austria, Germany, Italy, Australia and Israel.

2004, reprinted 2005, ISBN 978 1 85856 340 4  
224 pages, 228 x 145mm, £19.99

For the full list of our books on Social Justice and Inclusion, visit our website  
[www.trentham-books.co.uk](http://www.trentham-books.co.uk)

## The Achievement of British Pakistani Learners work in progress

compiled by Robin Richardson  
and Angela Wood

*This is an important study notable for the sensitive attention paid to the voices of students and parents.* **Sage Race Relations Abstracts**

*An accessible document for practitioners.*  
**British Journal of Religious Education**

2004, reprinted 2005, ISBN 978 1 85856 335 0  
100 pages, A4, £17.99

## Islamophobia issues, challenges and action a report by the Commission on British Muslims and Islamophobia

edited Robin Richardson

*The Report is particularly welcome and will remain the standard point of reference against which necessary improvements in the treatment of Muslims will be measured.*

**The Muslim World Book Review**

...provides a well-informed starting point for understanding the many recent changes in the law and public policy relating to Muslims in Britain.  
**British Journal of Religious Education**

This follow-up report to the 1997 Runnymede Trust report is published in collaboration with the Uniting Britain Trust.

2004, ISBN 978 1 85856 317 6  
100 pages, A4, £16.99

## Improving Primary Schools, Improving Communities

Tony Cotton with Jasbir Mann,  
Anna Hassan and Stella Nickolay

*Anyone wanting to know what primary schools should really be like could find no better place to begin than this exciting book... Cotton offers some amazing examples of what can be done to improve not only urban multicultural schools but all primaries...* **Times Educational Supplement**

2003, ISBN 978 1 85856 259 9  
188 pages, 247 x 168mm, £19.99

## Children at the Margins supporting children, supporting schools

edited by Tom Billington  
and Michael Pomerantz

### TES BOOK OF THE WEEK

*By considering the voices and experiences of young people, Children at the Margins offers fresh insights into complex issues. It is a useful contribution to a wider debate about the way we conceptualise childhood and engage with children and young people.*

**Times Educational Supplement**

*I would recommend Children at the Margins to all Eps as a MUST READ and I think it will provide much food for thought for newly experienced Eps alike in these times of change.* **Debate**

2004, ISBN 978 1 85856 324 4  
192 pages, 228 x 145mm, £19.99

## Equality Stories recognition, respect and raising achievement

Robin Richardson and Berenice Miles

...a valuable and persuasive text ... one striking chapter gently challenges our own concepts of what it is to be English or British .... a realistic and, above all, optimistic guide.

**Times Educational Supplement**

2003, reprinted 2004, ISBN 978 1 85856 266 7  
148 pages, A4, £16.99

## Schooling the Rustbelt Kids making the difference in changing times

Pat Thomson

*I would highly recommend this book to anyone with an interest in education, equity and disadvantage. Its readability and its deep understanding of the realities of schools and communities will make it appealing to teachers and school administrators as well as to students and researchers. It provides precisely the combination of realism and optimism that is essential to any progress.*

**British Journal of Educational Studies**

Published with Allen & Unwin.

2002, ISBN 978 1 85856 284 1  
240 pages, 215 x 140mm, £19.99

## The Power to Learn stories of success in the education of Asian and other bilingual pupils

Terry Wrigley

2000, reprinted 2002, ISBN 978 1 85856 210 0  
160 pages, 228 x 145mm, £18.99



## Toolkit for Tackling Racism in Schools

Stella Dadzie

*Everything you are likely to need is here... The book is comprehensive and could be a really useful guide and reference tool for somebody already committed to antiracism.* **The Friend**

The *Toolkit* is a user friendly and virtually foolproof aid for schools to examine and develop their practice.

2000, reprinted 2001, 2002, 2004, 2005  
ISBN 978 1 85856 188 2  
118 pages, A4, £16.99



## Rethinking Interventions in Racism

Reena Bhavnani

*...provides an excellent overview of racism and social policies introduced in the UK to address this phenomenon from the 1950s up to the post-Stephen Lawrence Inquiry period.*

**Journal of Ethnic and Migration Studies**

*... should be read in all government departments and form part of all training programmes in antiracism.* **Cambridge Journal of Education**

Copublished with the Commission for Racial Equality.

2001, ISBN 978 1 85856 252 0  
152 pages, 228 x 145mm, £18.99

## Unlearning Discrimination in the Early Years

Babette Brown

*...this commonsensical approach, suffused with warmth and understanding, and developed over years of experience in the classroom... informs Babette's work.* **Times Educational Supplement**

1998, reprinted 1999, 2001, 2002, 2003, 2004, 2005, 2006, 2009, ISBN 978 1 85856 122 6  
168 pages, 228 x 145mm, £17.99



## Experiencing Exclusion

Eva Pomeroy

*She paints a richer colour into the picture of exclusion.* **Times Educational Supplement**

2000, ISBN 978 1 85856 228 5  
168 pages, 228 x 145mm, £18.99

## Antiracism, Culture and Social Justice in Education

edited by Morwenna Griffiths and Barry Troyna

1995, ISBN 978 1 85856 037 3  
233 pages, 228 x 145mm, £19.99

## I am a Promise the school achievement of British African-Caribbeans

Yvonne Channer

1995, ISBN 978 1 85856 038 0  
216 pages, 228 x 145mm, £19.99

## Children of Islam a teachers' guide to meeting the needs of Muslim pupils

Marie Parker-Jenkins

Foreword by Dr Azam Baig

1995, ISBN 978 1 85856 034 2  
180 pages, 228 x 145mm, £19.99

## Through Whose Eyes? exploring racism: reader, text and context

Beverley Naidoo

1992, ISBN 978 0 948080 67 8  
160 pages, 228 x 145mm, £18.99

## Multiple Factors classroom mathematics for equality and justice

Sharan-Jeet Shan and Peter Bailey

*This ingenious and varied book will help those planning their school curriculum to ensure that a mathematics course is indeed 'about something' as well as about teaching mathematics.*

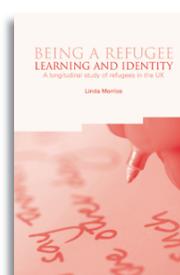
**Education Guardian**

1991, reprinted 1991, 1994  
ISBN 978 0 948080 30 2, 320 pages, A5, £19.99

# Refugees and New Migrants

## Being a Refugee learning and identity – a longitudinal study of refugees in the UK

Linda Morrice



*Being a Refugee* offers a picture of the lives of refugees before and after they arrive in the UK. The people featured are all highly qualified professionals and, like all refugees, their personal stories are shaped by their unique biographical, cultural and social backgrounds. Yet each

narrative is lived within the broad social template of what it means to be a refugee in contemporary Britain. And their experiences as refugees have significant implications for policy and practice.

Through life history and longitudinal study, *Being a Refugee* powerfully challenges the stereotyped images of refugees. It shows how and what the refugees learn, and the strategies they adopt as they build viable and respected identities for themselves in a new social and cultural space.

The book provides an overview of policy in relation to asylum and immigration issues and reveals the often unintended and contradictory impact of policy on refugees' lives. Essential reading for policy makers, professionals and everyone concerned with refugee welfare, it is also invaluable for academic researchers with an interest in lifelong learning, higher education, life history, identity and migration studies.

Dr Linda Morrice is Lecturer in Continuing Education in the Centre for Community Engagement at the University of Sussex.

March 2011, ISBN 978 1 85856 490 6  
176 pages, 234 x 156mm, £19.99

## Worlds on the Move educational and welfare responses to changing child migration patterns

Jill Rutter

The numbers of international migrants has increased markedly since 1989. This diverse group includes refugees, labour migrants from inside and outside the EU and people arriving in the UK to join family or to study. Many families have complex economic and political reasons for leaving their country of origin.

Migrant children, including refugees, need educational support that is flexible and takes into account the variety of past experiences. Yet in many parts of the UK, immigration status is used to determine what provision children get – and how their teachers view them.

Based on new research, *Worlds on the Move* looks at the responses of schools and child welfare agencies to the changing migration patterns. It explores the asylum-migration nexus, transnational families, community solidarity and the debates about pupil mobility in the UK, and presents new material about the hidden community of West Africans, and about economic migrants from Portugal and Poland.

For teachers, policy makers and academics.

Former Education Officer at the Refugee Council, Senior Research Fellow at the Institute for Public Policy Research, then head of Policy at Refugee and Migrant Justice, Jill Rutter is the author of *Supporting Refugee Children in 21st Century Britain*.

May 2011, ISBN 9781 85856 375 6  
220 pages, 244 x 170mm, £21.99



## Europe's Established and Emerging Immigrants assimilation, multiculturalism or integration

edited by Carlton Howson and Momodou Sallah

*...interesting and varied reading ... the case studies leave the readers wanting more.*

**Runnymede Bulletin**

The rapidly changing demographics in Europe, especially after post World War Two immigration, have raised significant social, political, economic, security and cultural questions over how established and emerging immigrant communities are managed – even though some in these communities hold citizenship in European countries. This book brings together some of the leading writers in their fields to explore a range of issues: religion, health, housing, refugees and asylum seekers, working in post conflict ethnic zones, community cohesion in rural areas, security, Gypsies and Travellers.

Essential reading for social science courses including community development, sociology, politics, social policy, diversity, health, education and international development at both undergraduate and post graduate level.

**2009, ISBN 978 1 85856 466 1**  
**200 pages, 244 x 170mm, £19.99**

## Standing on the Shoulders of Fascism from immigration control to the strong state

Steve Cohen

New pieces are interspersed with a few old – hard to find – essays by activist lawyer Steve Cohen. They critically examine the history, law and politics of immigration controls in the UK and internationally today. This worthy successor to Cohen's acclaimed *No One is Illegal* is essential reading for those working in immigration.

**2006, ISBN 978 1 85856 374 9**  
**196 pages, 234 x 156mm, £19.99**

## New Migrants in the UK education, training and employment

Jenny Phillimore and Lisa Goodson

*It is important to stress that this book does much more than provide a critique of existing practice [in education, training and employment provision for newcomers]. It identifies opportunities to develop and change our approaches around ETE to better include new migrants.* **Runnymede Bulletin**

This study draws on extensive empirical research to explore the education and training needs and aspirations of new migrants, their skills, qualifications and work experiences and how these relate to education, training and employment opportunities currently on offer in the UK. It also examines the perspectives of training providers and employers on working with new migrants. Invaluable to policymakers, academics and service providers.

**2008, ISBN 978 1 85856 350 3**  
**224 pages, 244 x 170mm, £20.99**

## Supporting Refugee Children in 21st Century Britain a compendium of essential information (Revised Edition)

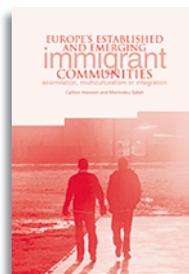
**BEST SELLER**

Jill Rutter

*This is a vital document for all schools with refugee/asylum-seeker children in Britain. Derived from her many years experience working with the Refugee Council on education matters, Jill Rutter provides a comprehensive guide to all the key issues, in a format that is reader friendly and accessible.* **SAGE Race Relations Abstracts**

*Jill Rutter provides another valuable handbook for educational practitioners working with refugee children.* **Journal of Ethnic and Migration Studies**

**2003, ISBN 978 1 85856 292 6**  
**320 pages, 247 x 168mm, £21.99**



# Gender Studies

See also *Asian Women in Higher Education* p62.

## Women Studying Childcare Integrating lives through adult education

**NEW**

Hazel R Wright

Whereas most studies of adult education align it with life change, this research-based book tells a different story. It reveals that mature women who are training to work in childcare within the voluntary sector are seeking continuity in their lives. They engage with activities that connect aspects of their family, workplace and educational experience, and thus construct a sense of personal identity through these linkages.

Drawing on data collected from 150 students enrolled on a diploma course in an FE college over a ten-year period, the author uses these women's biographical narratives to capture new theoretical perspectives on educational and life-choices. Her study linking them to Amartya Sen's Capability Approach, reveals how a vocational course embracing broader liberal goals contributes to the realisation of various unplanned social benefits within their local communities. We gain insights into students' needs and wants and see how their strengths and choices create stability in their lives.

*Women Studying Childcare's* lively theoretical analysis and wealth of narrative detail is relevant to early years' practitioners and women students. For educational providers and childcare employers it will support the recruitment and retention of mature students and staff.

Dr Hazel Wright is Senior Lecturer in Education at Anglia Ruskin University. She was an insider researcher in further education when the project began.

**April 2011, ISBN 978 1 85856 485 2**  
**186 pages, 244 x 170mm, £20.99**

## Children at Play learning gender in the early years

**NEW**

Barbara Martin

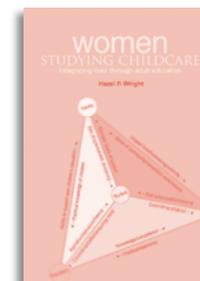
This captivating book illuminates our understanding of how young children develop gender identities. A two year longitudinal research project on children's own understandings of gender casts new light on how 3 and 4 year-old newcomers in early years classes learn rules for gendered behaviour from older children, in their imaginative and socio-dramatic play, and outdoors in the playground.

*Children at Play* explores children's power relationships and argues that children need adult intervention and support if they are to cross gender borders successfully. It encourages practitioners to reflect on ways of helping young girls and boys gain access to a greater range of play choices, and it provides practical checklists for action.

Essential reading for all preschool educators who are interested in developing children's self-esteem, achievement, positive identities and relationships through play. Early years lecturers and student teachers on BEd and PGCE courses or degree courses in Educational Studies and Early Childhood Studies, and teachers, researchers and policy makers seeking to implement equal opportunities initiatives in early childhood education will need this book.

Barbara Martin's research with young children draws on her twenty years as a teacher in inner London schools.

**March 2011, ISBN 978 1 85856 484 5**  
**188 pages, 244 x 170mm, £20.99**



## School Pregnancy, Motherhood and Education dealing with difference

NEW

Kerry Vincent

Personal accounts by pregnant schoolgirls and schoolgirl mothers of their educational experiences and aspirations are the subject of this important book. Set within an educational context where schools are now expected to accommodate a wide range of pupil differences, they reveal that despite inclusive policy and a national strategy which aims to support young mothers to complete their education, these pupils find themselves disparaged and pushed to the school margins.

The research shows that even within inclusive schools, the 'dilemma of difference' caused by a pupil pregnancy was not easily resolved. The 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.

*School Pregnancy, Motherhood and Education* is for everyone who has a specific interest in or responsibility for supporting vulnerable pupils, including girls who become pregnant while still of statutory school age. Current and prospective school leaders, local authority staff, teachers, teacher educators and teacher trainees will all find it invaluable. While it focuses on one specific group of students, the institutional responses to their particular 'difference' reflects the oppressive experiences of other marginalised groups, so the book will also interest professionals and policy makers concerned with inclusive education.

Dr Kerry Vincent is a qualified teacher and educational psychologist. She has worked in schools in New Zealand and in the UK and currently teaches special and inclusive education at Nottingham Trent University.

February 2012, ISBN 978 1 85856 494 4  
186 pages, 234 x 156mm, £19.99

## Women and Success professors in the UK academy

NEW

Kate Hoskins

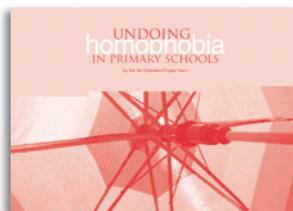
Much is known about the under representation of women working in higher education but remarkably little about the women who have successful careers. This book provides significant insights into the subjective and objective experiences of twenty women professors of varied background and age who work in a range of academic disciplines within the UK academy.

Kate Hoskins examines the influences and factors which shape the capacity of women to achieve high positions in a setting where they have been historically excluded. Her analysis of critical moments captures the impact of aspects of identity, in particular their social class, gender and ethnicity, on the women's choices of promotion pathways taken and their journeys of progression. Drawing on Bourdieu's concept of *habitus*, she provides insights into the dispositions of these women and their consequent choices and construction of success.

*Women and Success* provides innovative and engaging sociological analysis of the concept of career success, alongside empirical and theoretical understandings of this construct. This makes it essential reading for undergraduate and post-graduate students, further and higher education professionals and active researchers

Dr Kate Hoskins is Senior Lecturer in Education at Roehampton University.

February 2012, ISBN 978 1 85856 486 9  
190 pages, 234 x 156mm, £20.99



## Changing Lives women, inclusion and the PhD

edited by Barbara Ann Cole and Helen Gunter

*The book's value is not only in engaging the reader with the personal biographies of six female academics\_ but its qualitative approaches and feminist perspectives aptly demonstrate their value in drawing out authentic snapshots of their interlinked academic and personal lives and histories. People with Voices (website)*

Heidi Safia Mirza, Penny Jane Burke, Jennifer Lavia, Gloria Gordon, Helen Gunter and Barbara Ann Cole each tells her story of completing doctoral studies at a particular personal and professional stage in her life. Their narratives reveal their experience of the resultant life changes and will speak to people who are at different stages in their own careers and studies.

By locating her story in the context in which she undertook her study, each author gives readers her reasons for embarking on such demanding study and also the historical setting which shaped her decision. This raises issues about social movements, not least post colonial thinking and gender identity in a changing world as well as their personal and professional vulnerabilities.

The interplay between personal life and living the life of academia makes these stories essential reading for anyone about to embark on academic study or who has completed it.

*Changing Lives* will support research activity, particularly doctoral research, and is essential reading for active researchers and professionals engaged in higher studies to consider how to locate the self productively within their projects.

Barbara Ann Cole is Senior Lecturer Inclusive Education at the Institute of Education, University of London. Her book about the teachers and mothers of children perceived as 'different' won the NASEN/TES award for best academic book in 2005.

Helen Gunter is Professor of Educational Policy, Leadership and Management in the School of Education, University of Manchester.

2010, ISBN 978 1 85856 461 6  
176 pages, 234 x 156mm, £20.99

## Undoing Homophobia in Primary Schools

by the *No Outsiders* Project Team  
Foreword by Gillian Klein

*... the moving accounts of the pupils and project leaders ... provide the reader with an authentic insight into the grassroots experiences of the teachers and pupils engaged in this groundbreaking project. This book gives hope to all those teachers who have worked tirelessly to combat homophobia in their schools.*

NUT Education Review

This book is a celebration of recognition, affirmation and inclusion. Primary teachers tell the story of how they have challenged the taken-for-granted norms and silences in primary schools around sexual orientation and gender expression. Through their accounts of practice, reflections and interpretations, vignettes and images, they describe how they have challenged this unaddressed area of inclusion across sites across England ranging from a tiny village church school to urban and suburban settings.

With its thought-provoking examples of practice, lists of resources and examples of children's work, this is an essential book for enhancing practice, and completes the *No Outsiders* Project trilogy that began with *Invisible Boundaries* (p26).

2010, ISBN 978 1 85856 440 1  
144 pages, A4 landscape, £17.99

## Interrogating Heteronormativity in Primary Schools

### The *No Outsiders* Project

edited by Renée DePalma and Elizabeth Atkinson

The *No Outsiders* Project has taken groundbreaking steps in addressing lesbian, gay, bisexual and transgender equality in primary schools. The project was a collaboration of primary education practitioners and university researchers, funded by the ESRC. In this book, members of the research team analyse the issues which have permeated the team's challenge to heteronormativity and gender conformity in and through primary education. *See offer p26.*

2009, ISBN 978 1 85856 458 6  
186 pages, 234 x 156mm, £19.99

## Invisible Boundaries addressing sexualities equality in children's worlds

edited by Renée DePalma  
and Elizabeth Atkinson

The first of three books on the *No Outsiders* project, this tells the stories of children's experiences of lesbian, gay, bisexual and transgender identities in their families, communities, personal lives and schools.

**The ESRC, which funded the project, has given the *No Outsiders* Project their highest award of 'Outstanding'.**

**2008, ISBN 978 1 85856 430 2  
172 pages, 234 x 154mm, £19.99**

The three *No Outsiders* project books (see p25) can be bought direct from Trentham's website at £45.00 post free for all three.

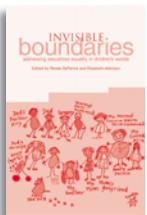
## Schooled Bodies? negotiating adolescent validation through press, peers and parents

Majella McSharry

How are teenagers in contemporary western culture schooled on issues of embodiment? With its in-depth conversations with adolescents and its exploration of theoretical and empirical discourses, this book makes connections between the sociology of the body and the sociology of adolescence. It shows how, as the teenagers shift between happiness and heartache, they remain agents who actively negotiate, investigate and instigate sociological understandings for themselves.

A valuable read for those studying the sociology of the body, childhood or adolescence, and for courses on consumer culture, education and for teacher training. It has strong popular appeal.

**2009, ISBN 978 1 85856 429 6  
152 pages, 244 x 170mm, £19.99**



## Fathers and Sons in and about education

Philip Garner and Peter Clough

*The qualitative narrative accounts from three generations of fathers and sons not only provide a unique insight into expectations and personal beliefs surrounding father and son relationships and education, they also help identify cultural shifts and new expectations regarding fatherhood.*  
**Studies in the Education of Adults**

*Fathers and Sons* explores a range of themes arising from fathers' engagement with – or alienation from – their children's schooling. The chapters feature rich narratives accentuating the real lives of fathers who have experienced varied levels of engagement with their son's schooling. Each chapter suggests ways for schools to help support evolving parent-partnership approaches and provides professional development opportunities for teachers.

**2008, ISBN 978 1 85856 370 1  
144 pages, 234 x 156mm, £19.99**

## Challenging Homophobia teaching about sexual diversity

edited by Lutz van Dijk and Barry van Driel  
Foreword by Desmond Tutu

*'A most inspiring collection of international experiences on how to overcome homophobia in educational practice but demonstrating also how schools and universities can become kind and respectful learning environments.'*

**Archbishop Desmond Tutu**

How can educators deal with the widespread and virulent prejudice, discrimination, stereotyping and even violence directed against sexual minorities, particularly lesbian and gay youth and adults? Teachers and activists in nine countries describe the effective and creative methods they developed to challenge homophobia, offering strategies and approaches for teachers to follow.

**2007, ISBN 978 1 85856 413 5  
206 pages, 234 x 156mm, £19.99**

## Women in Science, Engineering and Technology three decades of UK initiatives

Alison Phipps

*...an accessible history of various UK initiatives (and) a useful initial reference point. The 25-page bibliography serves as an excellent entry into both primary and secondary sources and websites.*

**Sex Roles**

This is an overview of initiatives that were designed to encourage girls and women into non-traditional fields such as science, engineering, technology, construction, and the trades. It examines science projects in schools, training programmes for women in manual trades, activist groups for women students and professionals, and government-sponsored initiatives such as the Technical and Vocational Education Initiative (TVEI) and the UK Resource Centre for Women in SET. An invaluable aid for future development.

Alison Phipps is Deputy Director of Gender Studies and Lecturer in Sociology at the University of Sussex.

**2008, ISBN 978 1 85856 402 9  
190 pages, 234 x 156mm, £20.99**

## Sikh Women in England religious, social and cultural beliefs

Satwant Kaur Rait

*Satwant Kaur Rait successfully writes about Sikh women in England and illustrates the different roles a woman plays in living her own life, whilst being a wife and a mother in a foreign country. ... Reading their experiences and how they have handled difficult times gives you great faith in the true inner strength of a Sikh woman.*

**Gender and Education**

*A timely and essential contribution to our knowledge in gender studies, that brings new insights and perspectives ... accessible and informative.* **Ethnic and Racial Studies**

Published in partnership with the Department of Theology and Religious Studies, University of Leeds.

**2005, ISBN 978 1 85856 353 4  
212 pages, 228 x 145mm, photos, £20.99**

## Moving On Up South Asian women and higher education

Yasmin Hussain and Paul Bagguley

*I would recommend this discussion as a useful updating of a changing field, which makes interesting comparison between those from Bangladesh, India and Pakistan.*

**Gender and Education**

**2007, ISBN 978 1 85856 349 7  
162 pages, 244 x 170mm, £19.99**

## Genderwatch: still watching...

edited by Kate Myers and Hazel Taylor  
with Sue Adler and Diana Leonard

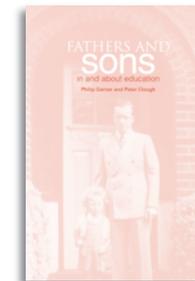
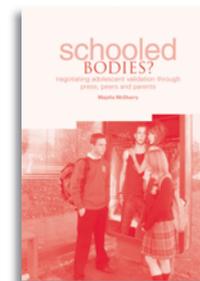
*... an inspiring tool for starting to work with gender-related issues in schools.*

**Gender and Education**

Like the first *Genderwatch*, published 22 years ago, this entirely new edition is for teachers and school leaders who wanted to do something about discriminatory practices in their schools but were not quite sure what to do. The 60 schedules cover all aspects of school life and all phases from preschool to secondary, plus detailed accounts of how to enhance equality in each curriculum subject.

Essential reading for teachers, school leaders, support staff, governors, inspectors, advisers and consultants – in fact for anyone who wants to improve equality of opportunity in schools.

**2007, ISBN 978 1 85856 401 2  
252 pages, A4, illustrations, £24.99**



## Combating Gender Violence in and around Schools

edited by Fiona Leach and Claudia Mitchell

... an important contribution to the study of manifestations of gendered violence. It is very extensive and comprises very diverse cultures and social contexts ... warmly recommended to all those who are involved with social policies, education of teachers and who work with children and adolescents. **Gender and Education**

This excellent book lies at the crossroads of scholarship and activism and provides stimulating insights and practical examples for working towards educational experiences that are free from gender violence for all.

### Gender and Development

For academics, teachers and researchers in both the industrialised and the developing world, as well as policymakers, staff of NGOs and development agencies.

2006, ISBN 978 1 85856 388 6  
262 pages, 244 x 170mm, £21.99

## Personal and Political feminisms, sociology and family lives

Miriam E David

... contains a wealth of information on feminist writers, includes explanations of concepts such as women's liberation and 'first and second wave feminism', and the development of sociological study methods of the family from a feminist perspective. It has much to recommend it.

### Auto/Biography

An important contribution to feminist understandings of the interdependence of the personal and the political. **Educational Review**

2003, ISBN 978 1 85856 305 3  
190 pages, 228 x 145mm, £19.99

## Failing Working-Class Girls

Gillian Plummer

The book is an important reminder that it is time both academics and policy makers took the issue of working-class educational achievement seriously.

### British Journal of Educational Psychology

2000, ISBN 978 1 85856 173 8  
250 pages, 228 x 145mm, £20.99

## Missing Men in Education

Mary Thornton and Patricia Bricheno

The book is an excellent resource for understanding male students in education programmes and male teachers in primary grades in the UK. **National Academic Advising Association (NACADA)**

...well written, clear and provides a straightforward analysis of why men are missing that would provide a useful text for teachers, students and lecturers in education.

### Gender in Education

Here at last is research based evidence on the impact of men's presence or absence and their role in this predominantly female profession.

2006, ISBN 978 1 85856 344 2  
192 pages, 234 x 156mm, £20.99

## Women as Headteachers striking the balance

Marianne Coleman

### TES BOOK OF THE WEEK

...all aspiring heads – men and women – should read and talk about this lucid and deceptively simple book. **Times Educational Supplement**

This is the one book which any female teacher aspiring to headship in the near or distant future should read. It alerts one to the gender issues met in the past and which continue today.

### Gender and Education

2002, ISBN 978 1 85856 258 2  
192 pages, 228 x 145mm, £19.99

## Power Plays primary school children's constructions of gender, power and adult work

Becky Francis

...an exceptionally useful contribution to the growing lineage of post-structuralist analyses of schooling. **Gender and Education**

1998, ISBN 978 1 85856 097 7  
170 pages, 228 x 145mm, £19.99

# Behaviour

See also *Theatre Behind Bars* p40; *Silence in Schools* p51; *Innocence Lost* p55.

## Gangs, Marginalised Youth and Social Capital

Ross Deuchar

If you are looking for a book that focuses on solutions to the "gang problem" and how to re-engage marginalised, disenfranchised young people, then this book will be of value.

### Times Higher Education Supplement

A timely and important book. Its stated aim - to challenge the commonly-held view that young people are offensive, troublesome and threatening - is to an extent achieved. What a reader is left with is a sense of Deuchar's curiosity about a frequently stigmatized group and abiding sense that something not only can be done but should be done. **Runnymede Bulletin**

For students involved in education, community learning and development and social work in particular, this work would provide valuable insight into the processes which influence both positive and negative behaviour within an urban context. **Scottish Educational Review**

An accessible and interesting read for a practitioner audience [and] also of use for academics interested in gangs and social capital. **Youth Justice**

Compelling research into the views of some of the toughest youths in deprived urban areas reveals the reality about their lives, gang culture and territoriality. Some are asylum seekers or from ethnic minority backgrounds. Many resist or move quickly out of gangs, especially when there are attractive alternatives to engage them and offer opportunities to build social capital in legitimate fields such as sport and civic participation.

For educationalists and all those concerned with community welfare: politicians, teachers, police, community sports officers and youth coaches, students in community education and youth work. And reading for academic researchers interested in social capital.

Ross Deuchar is Professor of Education at the University of the West of Scotland.

2009, ISBN 978 1 85856 444 9  
188 pages, 234 x 156mm, £19.99

## Excluded from School complex discourses and psychological perspectives

Christopher Arnold, Jane Yeomans and Sarah Simpson with a chapter by Mike Solomon

Five powerful case studies, each exploring in detail the experiences of school exclusion ... offer a significant contribution to the wider picture.

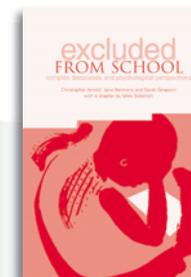
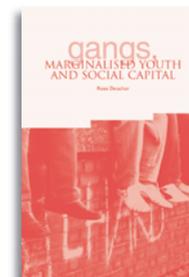
### Runnymede Bulletin

Excluded from school provides a deep insight into the problem of school exclusion. Arnold et al view school exclusion as the final outcome of myriad biological, psychological and social forces at work not only in the life of the child and family but also in the society.

### Educational Psychology in Practice

Exclusion from school or college powerfully affects lives. Three practising psychologists explore the experiences of people who have been involved with exclusion from school: the child, the family, the excluding school and the receiving unit. Essential reading for professionals working with children and young people who are vulnerable and at risk of exclusion: social workers, educational psychologists, teachers in secondary schools and pupil referral units, learning mentors and policy makers.

2009, ISBN 978 1 85856 439 5  
244 x 170mm, 192 pages, £19.99



## Racist Incidents and Bullying in Schools how to prevent them and how to respond when they happen

Robin Richardson and Berenice Miles

*The text is articulate, intellectual, complex and sensitively expressed, whilst not avoiding the realities and facts of racism. Not only does it educate, it also provides a very practical resource and a vision of a future where dealing with this problem is a shared responsibility.*

### Pastoral Care in Education

*This slim book has managed to think about preventing and responding to racist incidents and bullying in terms of skills, knowledge and understanding but it has also managed, as it suggests training should, to 'engage hearts and minds'. Quietly ringing in my ears is 'Ask children if they're OK' ...reminding us that we could do this more and do this better.* **Runnymede Bulletin**

*...very useful and accessible book... it demystifies some complex terminology and outlines a wide range of practical strategies. For more experienced practitioners or for ITE providers, sections of the book could be adapted for use in staff development or preparatory reading.*

### Multiverse

2008, reprinted 2009, ISBN 978 1 85856 428 9  
156 pages, 244 x 170mm, £17.99

## Strategic Alternatives to Exclusion from School

Carl Parsons

This original study shows that local authorities, working collaboratively with their schools and clusters, can dramatically reduce exclusions and make permanent exclusions unnecessary. And through research in three low excluding local authorities and five high excluding local authorities, it shows how this is done. The challenges and barriers are recognised but the way forward is clear. The book fills the ground between school and national government, pointing to the responsibilities and powers that a supportive, challenging and conciliatory local authority has in respect of the education of all children. It sets out an agenda for action for everyone involved in managing the education of behaviourally challenging children and young people.

2009, ISBN 978 1 85856 464 7  
152 pages, 244mm x 170mm, £17.99



## The Way We See It

Sandra Richards

*Richards throws the hard and oppressive gaze of the British school system back on itself. The result is an uncomfortable but necessary look at the ways in which UK schools represent sites of enduring post-colonial trauma for young British Caribbean-African students, their parents and their communities. **Ethnicity and Race in a Changing World: A Review Journal***

Through the voices of pupils, parents, teachers and social inclusion practitioners, we are led into the world of the people affected by school exclusion. This book provides new insights and information for researchers and is essential reading for practitioners, parents and policy makers who care about education, the future of our increasingly diverse society and who wish to arrest racist practice and turn the depressing tide of underachievement.

2007, ISBN 978 1 85856 420 3  
184 pages, 234 x 156mm, £18.99

## Are We Listening? making sense of classroom behaviour with pupils and parents

Jackie Ravet

*....offers an exciting practical model of teacher, pupil and parent partnership which could help reduce disengaged behaviour and promote learning behaviours. **Early Years***

*An easy and enjoyable read that provides a good balance between research, theory and practice.*

### Education In The North

Offers valuable insight into the dynamics of disengagement in primary classrooms. Essential reading for every teacher and manager in primary schools and for the students planning to do so, and their tutors.

2007, ISBN 978 1 85856 392 3  
164 pages, 244 x 170mm, £18.99



## Residential Child Care and its Alternatives international perspectives

edited by Friedhelm Peters

Child and youth care needs to be professionalised. It has to be holistic but that is far from true today. The Fédération Internationale des Communautés Educatives (FICE) has produced this book to ensure that children facing such major difficulties that they require care outside their families are cared for in the best possible way.

Published with FICE – the Fédération Internationale des Communautés Educatives

2008, ISBN 978 1 85856 409 8  
184 pages, 234 x 156mm, £19.99

## Pupils with Problems rational fears... radical solutions

Philip Garner

*...a challenging and thought-provoking account of a complex and emotive subject. His book deserves a wide readership, particularly among policymakers. **Journal of Special Educational Needs***

1999, ISBN 978 1 85856 134 9  
194 pages, 228 x 145mm, £18.99

## Defying Disaffection how schools are winning the hearts and minds of reluctant students

Reva Klein

*... a committed and compelling account of how disaffection can be conceptualised and – more importantly – prevented and overcome.*

### Times Educational Supplement

*...what Klein has in abundance is critical insight. **Cambridge Journal of Education***

Shortlisted for the NASEN/TES Award  
2000, 1999, ISBN 978 1 85856 162 2  
168 pages, 228 x 145mm, £18.99  
Hardback ISBN 978 1 85856 161 2, £27.99

## Bullying in Schools

Delwyn P. Tattum and David A. Lane

The first book on the subject published in UK, *Bullying in Schools* transformed the debate.

1989, reprinted 1989, 1990, 1992, 1994  
ISBN 978 0 948080 22 7  
120 pages, A5, £18.99

## Sparing the Rod schools, discipline and children's rights

Marie Parker-Jenkins

*Legal history written in such a readable fashion is rare indeed. ... an account which grips the reader. **British Educational Research Journal***

*...essential reading for teachers ... **Journal of Emotional and Behavioural Difficulties***

1999, ISBN 978 1 85856 159 2  
212 pages, 228 x 145mm, £20.99

## On the Margins the educational experience of 'problem' pupils

edited by Mel Lloyd-Smith and John Dwyfor Davies

Short-listed for the NASEN/TES Book Award.

1995, ISBN 978 1 85856 049 6  
196 pages, 228 x 145mm, £18.99

## TRENTHAM'S WEBSITE

This printed version of the catalogue includes only a selection of our titles. For a complete listing visit our website which gives you the power to search for any title currently in print by title, author, ISBN or full text. You can also download the full catalogue.

## INSPECTION COPIES

### (Trentham's policy)

Inspection copies are available for 60 days to enable lecturers to examine them with a view to adopting them for a course. If you adopt a book and expect 10 or more students to buy a copy, you may keep the book free if you complete and return the confirmation of adoption form. We will then expect your local bookshop to order at least 10 copies of the title. Otherwise you must pay the full price of the book or return it in saleable condition.

## EMAIL ALERTS

Be the first to know about our new books and journals. Visit [www.trentham-books.co.uk](http://www.trentham-books.co.uk) to sign up for email alerts on our new books and journals.

# Creativity in Education

## Creativity and Education Futures

**NEW**

Anna Craft

*'With ingenuity and insight, Anna Craft describes how digital media are transforming childhood, with dramatic implications for education.'*

Howard Gardner

*'Children these days are growing up in virtual electronic universes... What does it portend for the future? Fortunately Anna Craft's new book comes along to clarify the issues, and suggests how – with our children's help – we can survive and flourish in the brave new digital world.'*

Professor Mihaly Csikszentmihalyi, Claremont Graduate University, USA

What is the future of education when the possibilities that exist for children change and advance so rapidly and are so uncertain? Where learning occurs as naturally in a Web 2.0 environment as in the playground, playing field, front room or street? Where adults may still be playing and experimenting far beyond their childhood in ways we could never have imagined even thirty years ago? Where creativity is increasingly possible for young people and increasingly expected of them?

Drawing on the ideas of wise creativity and 'collective possibility thinking', Anna Craft explores the changing nature of childhood and youth and asks how education might need to change in response. It discusses approaches to constructing imaginative educational futures which hear all voices: those of students, parents and educational professionals.

*Creativity and Education Futures* is for everyone who is grappling with the messy and difficult task of transforming education, including those developing approaches to creative partnership.

Anna Craft is Professor of Education at the University of Exeter and The Open University. She has published widely and is Founding Co-Editor of the international journal, *Thinking Skills and Creativity*.

November 2010, ISBN 978 1 85856 462 3  
200 pages, 244 x 170mm, £20.99

## Remaking the Curriculum re-engaging young people in secondary school

**NEW**

Martin Fautley, Richard Hatcher and Elaine Millard

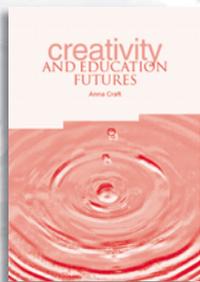
Schools are crying out for ways to provide creative teaching and learning and re-engage the students who are bored by the narrow focus of the 'standards agenda' while meeting attainment targets. This book describes a model of innovative creative teaching and curriculum change that successfully engaged the students and earned the secondary schools involved the Creative Partnerships award of **Schools of Creativity** status.

Based on an independent two-year research study, the book describes the distinctive features of the schools' approaches: the cross-curricular thematic projects drawing on a drama-based pedagogy which brings together students' experiences, real-life issues and the academic curriculum in extended periods of learning. It offers exciting perspectives on creativity, personal learning, citizenship and emotional aspects of learning – and it is practical. The case it makes is illustrated by quotes from the students and teachers.

With its vision and inspiration plus practical teaching strategies, the book is for everyone involved in secondary education, principally the teachers and headteachers, policy makers and HEI programmes for initial teacher training and professional development in education.

The authors are the principal researchers of the research study on which the book is based and all work at Birmingham City University. The book also has contributions from Maria Gee, Debra Kidd and the headteachers of the schools, Tim Boyes and Matthew Milburn.

February 2011, ISBN 978 1 85856 471 5  
192 pages, 244 x 170mm, £20.99



## Close Encounters dance partners for creativity

**NEW**

Kerry Chappell, Linda Rolfe, Anna Craft and Veronica Jobbins

Young people need to be flexible, imaginative and resilient in this rapidly changing world. They must be able to use their creativity holistically and appropriately in everything they do, constantly engaging with others. Yet while education remains focused on testing and attainment, how can dance-based creative partnership be given the educational space to develop the creativity every child needs? *Close Encounters* illustrates how creativity and the special relationships that facilitate it can be nurtured through dance within education.

Dance Partners for Creativity (DPC), an intensive two-year qualitative research project funded by the Arts and Humanities Research Council, underpins the book. The authors and their collaborating researchers argue that dance-based creative partnership should be given greater space in the curriculum because of its ethically-grounded and humanising practice, and they describe examples of how this is done.

With policy makers and practitioners facing questions of what is and what might be, the book offers enquiry and research-based ideas about dance-based partnership's role in current and future education. It will greatly enrich the thinking of practitioners, researchers and policy makers interested in arts practices and 21st century educational futures.

Kerry Chappell, Linda Rolfe, Anna Craft and Veronica Jobbins are the core DPC research team, based at the Graduate School of Education, University of Exeter and at TrinityLaban Dance and Music Conservatoire. Their expertise and influence ranges through dance education and creativity in education practice, management, teacher-training and theory, both nationally and internationally. The book is enriched by the voices of the experienced arts practitioners who are co-researchers and co-authors alongside the core team.

September 2011, ISBN 978 1 85856 487 6  
168 pages, 244 x 170mm, illus, £19.99

## Creative Learning 3-11 and how we document it

edited by Anna Craft, Teresa Cremin and Pamela Burnard

*There are important messages for everyone interested in creativity in education in Creative Learning 3-11 and How We Document It ... an excellent platform for further debate and discussion about the what, the how and the why the exercise of creativity is desirable and necessary.* **Journal of Early Childhood Literacy**

This book focuses on the how, what and why of creative learning. It seeks to define new theoretical, practical and methodological directions for engaging with it and developing the cross-cultural dimensions of documenting it, together with issues around inclusion. An essential reader on teacher education courses at all levels, and will provide critical support material for schools seeking to develop creative ways of learning and teaching.

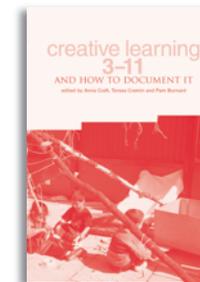
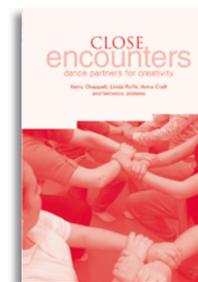
2007, ISBN 978 1 85856 410 4  
208 pages, 244 x 170mm, £19.99

## Evolving Creativity new pedagogies for young children in China

Keang-leng (Peggy) Vong

This book challenges the assumption that creativity is culture-free. Fostering creativity in the young has gained unprecedented attention in China. The book examines Chinese kindergarten teachers' interpretations of creativity in relation to their ideas of children's learning and cognition. For early years teachers, teacher educators and those interested in understanding the past and current pedagogies in teaching young children.

2008, ISBN 978 1 85856 404 3  
200 pages 234 x 156mm, £19.99



## Researching Children Researching the World 5x5x5 = creativity

edited by Susi Bancroft, Mary Fawcett and Penny Hay

*This book is comprehensive, clear and logically presented. It contains a lot of extremely interesting contextual information which will be of value to a wide range of readers including early years practitioners, teachers, advisory staff, students and parents, and provides useful information for staff within museums, galleries and theatres. Early Years Update*

*This interesting book will have wide appeal to those interested in children, learning, creativity and the arts. ...In the context of managerialism and productivity agendas in education, this book presents a robust alternative [in the form of] education that recognises children's rights as learners. Early Years*

Children are born equipped with creative capacities: the drive to explore, to hypothesise, to make connections and to communicate. In this book, 5x5x5 = creativity shares its discoveries over seven years' experience in over 55 schools and preschools in five local authorities. Visually exciting, multi-layered and rich in information, the book can transform personal and professional practice in schools and it offers valuable information to museums, galleries and theatres.

**2008, ISBN 978 1 85856 434 0, £19.99**  
**208 pages, 244 x 170mm, colour illustrations**

## Exploring Creative Learning

edited by Catherine McGill,  
Teri N'Guessan and Marion Rosen

This book relates the joyful journey embarked upon by two primary schools in response to the diversity of needs in their disadvantaged community. Using the arts as a catalyst, the schools evolved innovative and creative strategies for inspiring and engaging all children in their own learning. Contributions come from those involved in the schools – the teachers, teaching assistants, children, parents, headteachers, governors, researchers, LEA officers, artists, bringing rich perspectives to this exciting account. The book is for everyone developing creative learning in primary schools.

**2007, ISBN 978 1 85856 408 1**  
**168 pages, 244 x 170mm, illustrations, £18.99**

## Building a Creative School a dynamic approach to school development

Pat Cochrane and Mike Cockett

This book explores some of the practical steps schools can take to transform themselves into an environment which nurtures and develops the creativity of every aspect of school life. Rooted in theory as well as practice, it examines organisation, leadership, approaches to teaching and learning, curriculum design, assessment for learning, professional development and the importance and effectiveness of genuine partnerships. The case studies of successful practice are inspiring. The authors also share some of the pitfalls, challenges and barriers to creativity they have encountered and offer practical guidance.

Published in partnership with CapeUK

**2007, ISBN 978 1 85856 358 9**  
**164 pages, 250mm x 168mm, £20.99**

## The Creative College building a successful learning culture in the arts

edited by Graham Jeffery

*... a vibrant and rich picture of creative approaches to education, this book is definitely of valuable interest to its intended and international audience ... displaying a passion for education and inclusion with serious rigour.*

**Journal of Thinking Skills and Creativity**

*a page-turner ... an indispensable work for those engaged in the nitty-gritty and complex business of arts-education partnerships.*

**Research in Dance Education**

**2005, ISBN 978 1 85856 342 8**  
**186 pages, 247 x 168mm, £20.99**



# Journals

## International Journal of Development Education and Global Learning

edited by Douglas Bourn

This new internationally refereed journal publishes the outcomes of research and current debates on development education and related concepts such as global learning, global education and global citizenship.

The journal is an academic response to the increased public and educational interest in learning and understanding about the wider world. It offers greater understanding of the reasons for global inequality and how poverty affects people's everyday lives. It critically explores international development issues so as to help people develop the practical skills and confidence to make positive changes, both locally and globally.

This is the first academic journal specifically to address these matters. Development education and related areas such as global learning have their roots primarily in the practice of non-governmental organisations. The journal brings to the international academic and research community the richness and importance of this neglected academic area. Its purpose is to help advance theoretical and empirical understanding of development education and global learning through a focus on papers reporting research, policy, practice and current debate in the field. The content reflects international debates and understanding of public support for global development issues. It features book reviews and conferences.

The criteria for papers are that they are analytical and critical, that the ideas are transferable to other educational systems and cultures and address an international audience.

Themes will include how young people learn and engage in global and international development issues, debates on what is meant by global citizenship, review of strategies on development education around the world and links between learning and action for global social change.

The Journal has an internationally renowned editorial board of academics from around the world and involves civil society bodies and

NGOs through specially commissioned articles that review practice in different countries. It has been founded at the Development Education Research Centre at the Institute of Education, University of London under its Director, Douglas Bourn – further details from [d.bourn@ioe.ac.uk](mailto:d.bourn@ioe.ac.uk)

Reviews editor: Alun Morgan, University of Exeter, UK

### Recent articles include:

Global Education in the 21st Century: two different perspectives on the post of postmodernism – *Vanessa Andreotti*

Difference as a Contribution to Education Theory and Global Learning from a German Perspective – *Gregor Lang-Wojtasik*

Global Citizenship Education in Higher Education – *Lynette Shultz*

Global Learning in Austria: Towards a National Strategy and Beyond – *Neda Forghani-Arani and Helmut Hartmeyer*

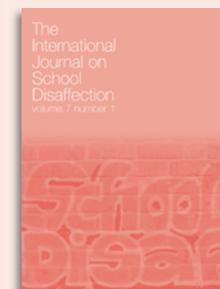
People, Places and Cultures: Education and the Cultural Politics of Sustainable Development – *Bob Offei Manteaw*

Disrupting Liberal Discourse in a Neoliberal World: The Potential of a Transformative Education During a Short Term Study Abroad Course in Cuba – *Catherine Chaput, Michael O-Sullivan and Christine Arnold*.

**Three times a year from September 2008.**  
**ISSN 1756-526X (print), 1756-5278 (online)**  
**Institutions: £60 (UK), £70, \$105 (overseas)**  
**Private addresses: £42 (UK), £52, \$78, (overseas)**  
**Back Issues £21, \$31.50**

**PRINT AND ONLINE SUBSCRIPTIONS**  
**£188, \$282, Institutions only**

*Registered users can see Vol 1 No 1 FREE – <http://trentham-books.liveinfo.net/login.cfm>  
Contact us for your unique login details.*



## Race Equality Teaching (formerly MCT Multicultural Teaching)

edited by Gillian Klein and Ros Garside

*Race Equality Teaching*, the only practitioners' journal devoted to race quality in education, is more essential than ever. For 28 years the journal has led international debate and reported good practice in education and equality, helping teachers to **promote racial equality and eliminate discrimination in their schools**. Each issue features accounts of good practice in primary and secondary schools, recent research and theoretical developments, news and comment and up to date information.

Schools, teacher educators and policy makers who recognise their part in creating a just and socially cohesive society find RET indispensable for its information and inspiration.

**First published as MCT, 1982, ISSN 0263 0869  
Relaunched as RET, 2002, ISSN 1478 8551 (print), 1743-7717 (online)**

**Institutions: £56 (UK); £66, \$99, (overseas)  
Private addresses: £39 (UK); £49, \$74, (overseas)**

**Three issues: Autumn, Spring and Summer.  
Single copies £23, \$35.00 each  
PRINT AND ONLINE £186, \$279 institutions only**

## Design and Technology Education: an international journal

edited by Eddie Norman

Formerly *The Journal of Design and Technology Education*, the journal was relaunched in Spring 2005 as an international journal. It covers all aspects of design and technology education. It includes refereed research papers, case studies of classroom activities, practical ideas for development, information on curriculum developments and reviews of books, software and equipment. This is the official journal of the Design and Technology Association. The editor, Dr. Eddie Norman of Loughborough University, is supported by a distinguished team of Design and Technology specialists.

**Three issues: Spring, Summer and Autumn  
ISSN 1360-1431. Institutions: £68 (UK); £73, \$110 (overseas). Private addresses: £56 (UK); £61, \$91.50 (overseas). Single copies: £23, \$35 each**

## International Journal on School Disaffection

edited by Gwynedd Loyd and  
Gillean McClusky

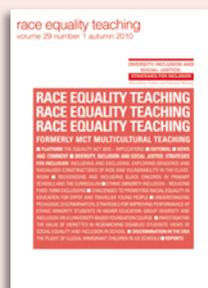
The only journal of its kind, this is a twice yearly publication that represents the perspectives of both academics and practitioners working in the field. They write about the issues and the theories surrounding disaffection and the wide range of effective approaches and strategies, individualised and structural, being used around the world to keep children from dropping out of school. The purpose of the journal is to explore and share strategies and solutions that work globally, and to provide current and valid information about the issues relating to school disaffection. Papers based on research are internationally refereed.

The journal is published by Trentham jointly with the National Dropout Prevention Center of Clemson University and the National Dropout Prevention Network and has a distinguished Editorial Board of international academics and practitioners. It is closely associated with the International Consortium on School Disaffection and the National Dropout Prevention Center/Network.

**First published 2003. ISSN 1478-8497 (print),  
1747-9207 (online)**

**Two issues: Spring and Autumn  
Institutions: £60 (UK); £70, \$105 (overseas)  
Private addresses: £42 (UK); £52, \$78 (overseas)  
Single copies: £31, \$47.00 each**

**PRINT AND ONLINE SUBSCRIPTIONS  
£188, \$282 institutions only**



# Curriculum: Citizenship/ Moral Education

See also *Creating Democratic Citizenship through Drama Education*, p43.

## Teachers and Human Rights Education

Audrey Osler and Hugh Starkey

*Osler and Starkey are two of the most influential scholars and practitioners of human rights education worldwide. This new volume is timely and highly significant.*

**Dr Colm Ó Cuanacháin, Amnesty International**

*Although primarily intended as a text for postgraduate studies, it contains food for thought and practical information equally useful for classroom teachers.* **Teaching Citizenship**

The phrase 'human rights' has become a slogan in need of a definition. Human rights education is now more urgent than ever.

*Teachers and Human Rights Education* helps teachers with this vital task and clarifies the relevance of human rights to their everyday work. The authors draw on significant international examples to illustrate how schools can work with young people to promote the ideals of justice and peace in both the school community and the wider world. Human rights principles are applied to the challenges of living together democratically.

The book is a key text for the UN World Program on Human Rights Education 2004-2014 and for postgraduate distance learning courses on human rights.

Dr Audrey Osler is Visiting Professor at Birkbeck College, University of London and the University of Leeds; Dr Hugh Starkey is Reader at the Institute of Education, University of London and co-director of the International Centre for Education for Democratic Citizenship.

**2010, ISBN 978 1 85856 384 8  
180 pages, 244 x 170mm, £20.99**

## A European Education citizenship, identities and young people

Alistair Ross

This is the final volume of the important series on current developments and research in Europe published in association with CiCe – the European Union Thematic Network Programme 'Children's Identity and Citizenship in Europe'. Together the volumes offer reflection, analysis and contextualisation of recent findings, locate these in pedagogic practice, and indicate their implications for education.

In this concluding volume, the series editor discusses education about Europe, how education contributes to the construction of the identities of young people in contemporary Europe, and the education that might be thought necessary in order to 'be a European'.

The series highlights the development of young people's identity in the countries of Europe. It will be of interest to sociologists as well as educators across Europe.

CiCe Series No 8\*: published with CiCe in European Union Thematic Network Programme.

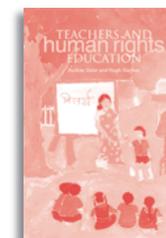
**2008, ISBN 978 1 85856 367 1  
208 pages, 228 x 145mm, £18.99**

## History Teaching, Identities, Citizenship

edited by Luigi Cajani and Alistair Ross

*... a much-needed volume ... should be read by teachers of history, by social studies teachers and by all those teaching aspects of citizenship... essential reading for teacher educators.* **Escalate**

**2007, ISBN 978 1 85856 366 4  
196 pages, 228 x 145mm, £18.99**



\* Details of complete CiCe series are on [www.trentham-books.co.uk](http://www.trentham-books.co.uk)

## Get Global! a practical guide to integrating the global dimension into the primary curriculum

edited by Tony Pickford

*Get Global!* presents a clear rationale for integrating a global dimension in the primary curriculum and uses subject and thematic contexts as doorways through which children can explore global links. The book is for all primary teachers who wish to move teaching and learning about global issues beyond a simple 'us and them' approach, to one that is genuinely inclusive of diverse cultures and perspectives, through exploring shared values and understandings. The practical activities described are tried and tested, and are firmly rooted in curriculum contexts and in classrooms from foundation stage to the top of key stage two.

2009, ISBN 978 1 85856 424 1  
148 pages, A4 landscape, £16.99

## Educating Against Extremism

Lynn Davies

A key resource in the government's PVE (Preventing Violent Extremism) agenda, this book explores the relationship of education to extremism and examines how education could counter its more dangerous forms.

Formal education does little to prevent people joining extremist groups. Neither does it equip young people to analyse fundamentalism. We have seen attacks by suicide bombers who had their schooling in state systems, including in England. It is clear that more is needed than merely literacy. Global communications technologies mean that the way young people organise for either peace or terrorism lies mostly outside the school. But this does not mean that schools are without power. Lynn Davies proposes an educational strategy quite different to conventional tolerant multiculturalism and which allows for alternatives and ambiguity. The task – a challenging one – is to politicise young people without cementing uncritical acceptance of single truths.

Lynn Davies is Professor of International Education at the Centre for International Education and Research, University of Birmingham and was an adviser on the PVE initiatives.

2008, ISBN 978 1 85856 426 5  
208 pages, 244 x 170mm, £18.99

## Regardless of Frontiers children's rights and global learning

Don Harrison

*Don Harrison brings together his vast experience as both a teacher and an NGO-based global educator who has worked in the development field, with a thoughtfulness and skill that should assuage some of the fears of educators wanting to introduce the global dimension to their classrooms and raise the bar for those who produce global education materials.*

**Journal of Citizenship Teaching and Learning**

The UN Convention on the Rights of the Child affirms education rights that include learning about the world and the rights for all children to expression and to information. This book focuses on the rights and responsibilities of children as global citizens and combines curriculum analysis with practical experience.

2008, ISBN 978 1 85856 400 5  
110 pages, 244mm x 170 mm, £15.99

## From Prejudice to Genocide learning about the Holocaust

Carrie Supple

Foreword by Martin Gilbert

**Third Revised Edition**

*... Supple's enduring classic.*

**Children's Social Economic Education**

*Although there are few books which one can say in all honesty that all teachers in all subjects and all sectors should read, this is one of them.* **TES**

*I urge you to buy this book for your school, to use it with your pupils. Even if you don't teach about the Holocaust, buy it for yourself.*

**Teaching History**

2007, ISBN 978 1 85856 378 7  
332 pages, 228 x 145mm, £20.99

## Creating Sustainable Environments in our Schools

edited by Tony Shallcross, John Robinson,  
Paul Pace and Arjen Wals

*... provides a good mix of theory and practice... including planning and development processes right up to the evaluation of initiative outcomes.*

**British Journal of Educational Technology**

2006, ISBN 978 1 85856 352 7  
216 pages, 244 x 170mm, £20.99

## The Challenge of Teaching Controversial Issues

edited by Hilary Claire and Cathie Holden

*The contents read like a user's guide through the minefield of difficult discussions teachers face every day... a text that one will refer to throughout the course of teaching, as a way in to discussing specific issues, or the whole notion of controversy and different worldviews.* **Escalate**

For teachers and co-ordinators of citizenship, PSHE, English, drama and humanities subjects, primary and secondary heads, policy makers, inspectors, trainee teachers and tutors. It will be recommended reading on PGCE and undergraduate Education Studies courses.

2007, ISBN 978 1 85856 415 9  
182 pages, 244 x 170mm, £18.99

## Citizenship, Enterprise and Learning harmonising competing educational agendas

Ross Deuchar

*...a well-considered, well-argued and ultimately worthwhile contribution to the literature on citizenship ... a refreshingly easy read.*

**London Review of Education**

Case studies of teachers' practice and the pupils' perceptions illustrate how enterprise education can lend itself to the expression of citizenship and democracy in schools.

2007, ISBN 978 1 85856 381 7  
146 pages, 234 x 156mm, £18.99

## Citizenship and Language Learning

edited by Audrey Osler and Hugh Starkey

*...this thought-provoking volume has much to offer those with a specific interest in the teaching of English, MFL and citizenship, as well as those more generally concerned with teacher training curriculum policy and education studies.*

**Comparative Education**

Published in partnership with British Council

2005, ISBN 978 1 85856 334 3  
164 pages, 247 x 168mm, £19.99

## Teachers, Human Rights and Diversity

edited by Audrey Osler

*...Audrey Osler again brings her wide experience and perceptive analysis to these two productively entangled fields of education. This volume will definitely appeal to a wide audience including policy makers who should read it, theoreticians who will read it and practitioners who I hope can make time to read it.* **International Journal of Citizenship and Teacher Education**

*Most academics fail to communicate effectively with practitioners and policy makers; Audrey Osler is an honourable exception.*

**Tim Brighouse, TES**

*... a visionary view of educating citizens in multicultural societies.* **Curriculum Journal**

2005, ISBN 978 1 85856 339 8  
208 pages, 228 x 145mm, £19.99

## ECO-Literacy for Primary Schools

Alan Peacock

*An inspiring book ... the large range of suggestions for what to do in the classroom and the principles upon which innovation and change towards a more sustainable-orientated curriculum might be encouraged are made very plain – all we need to do is heed the message and get planning!*

**British Journal of Educational Studies**

2004, ISBN 978 1 85856 304 6  
128 pages, 247 x 168mm, £16.99

## Citizenship and Democracy in Schools diversity, identity, equality

edited by Audrey Osler

*With the authors' vast experience and knowledge in the area of citizenship education, the book offers great depth and breadth.*

**Cambridge Journal of Education**

2000, reprinted 2003, 2006  
ISBN 978 1 85856 222 3  
232 pages, 234 x 156mm, £19.99

# Curriculum: Drama

See also *Remaking the Curriculum*, p32.

**Gavin Bolton  
essential writings**  
edited by David Davis

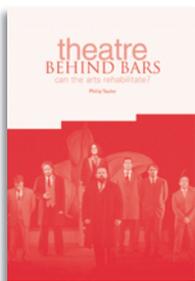
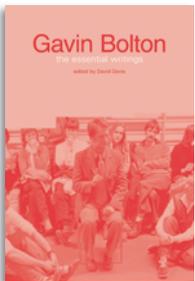
**NEW**

Gavin Bolton has been a leading figure in Drama in Education for over 40 years. His many publications cover the whole area of young people's educational drama including modes of involvement in drama, drama as an art form, the role of emotion, the role of the teacher, planning and assessment, structuring drama lessons, drama's place in the curriculum, the history of drama over the past one hundred years and its key importance in children's education today.

His work is of immediate interest and relevance to today's drama teachers, student teachers, lecturers and everyone seriously interested in the education of young people. He is a seminal figure internationally in the field of drama education and this selection of his key writings provides an insight into all major areas of his theory and practice. There are signs that teachers in the UK are once again being urged to be creative. This will be an essential aid in that process of regeneration.

David Davis is Professor of Drama in Education at Birmingham City University and has written widely on Drama in Education

**October 2010, ISBN 978 1 85856 470 8**  
**208 pages, 244 x 170mm, £20.99**



**Theatre Behind Bars  
can the arts rehabilitate?**

**NEW**

Philip Taylor

*Theatre behind Bars* invites readers into the harsh world of prison culture, and reveals how an applied theatre project changed the lives of the men who experienced it. Granted unique access to a correctional facility, the author presents the findings from his three year study investigating the impact of a sustained prison theatre programme. The book tracks the work of twenty of the men, most of them serious offenders, as they participated in this programme.

The text eloquently recaptures the inmates' involvement with the theatre arts as they crafted scripts and monologues, engaged with process drama, forum theatre and public performance, and as they reflected on how their lives were forever changed once they were behind bars. The rehabilitative potential of theatre as shown through the eyes of the inmates pervades the text with compelling authenticity. The book is not just about the arts in prison but is also an important resource for everyone who is interested in the humanising aspect of theatre.

This book will appeal to researchers, educators and students interested in applied theatre and the scholarship which informs it. It will be an important library addition to college programmes which specialise in theatre studies and educational theatre, and of particular interest to community artists and activists, and in criminal justice and youth detention programmes. While the focus is on theatre in prison and its rehabilitative potential, the book will have broader appeal for those concerned with the social and civic impact of theatre, and in counselling and general training programmes. Importantly, it contributes to recent debates on the purposes of applied theatre.

Dr Philip Taylor is director of the educational theatre programme at New York University. An acclaimed author, his previous book for Trentham (with Christine D. Warner) is *Structure and Spontaneity: the process drama of Cecily O'Neill*.

**May 2011, ISBN 978 1 85856 455 5**  
**188 pages, 240 x 170mm, £20.99**

**Drama to Inspire  
a London Drama Guide to excellent  
practice in drama for young people**

edited by John Coventon  
Foreword by Cecily O'Neill

**NEW**

*Drama to Inspire* is a timely selection of practice based accounts produced by fifteen workshop leaders and friends of the long established association for teachers of drama, London Drama. Many of the authors are internationally renowned for their work.



Jonathan Neelands opens with a manifesto for all current teachers of drama. Andy Kempe explores the ethics and aesthetics of risk-taking in the drama room. Daniel Shindler writes on the growth of emotional and spiritual health through his project for GCSE 'Who am I:

Roots/Routes'. Dorothy Heathcote describes a three day long teaching project she undertook in Ankara in late 2009.

Lucy Cuthbertson shares the rehearsal process of Kidbrooke School's production of *Romeo and Juliet*, Adam Annand (London Bubble) writes about using a multi-disciplinary approach to Key Stage 1 projects and Carey English (Quicksilver Theatre) shows how children's scripts can be turned into professionally performed plays.

Julia Potts of the Ambassador Theatre Group describes how the theatre's education work expanded to become the ATG Creative Learning team, working in schools and the community. Amanda Kipling reveals our debt to and use of play theory, while Emma Brown explores the practical 14-19 Creative and Media Diploma.

*Drama to Inspire* supports teachers of drama, celebrates the diversity of approaches and offers individual teachers a variety of ways forward. It is a must for all who care about where drama can go.

John Coventon is a drama teacher and examiner. A past chair of London Drama, he is a regular contributor to *Drama*, the magazine of National Drama.

**February 2011, ISBN 978 1 85856 476 0**  
**186 pages, 244mm x 170mm, £20.99**

**Geoff Gillham –  
six plays for Theatre in  
Education and Youth Theatre**

**NEW**

edited by David Davis

Forewords to the plays by Chris Cooper

For over 30 years, Geoff Gillham was a leading figure in Theatre in Education. As the Artistic Director at the Cockpit Theatre in London, he wrote, devised and directed memorable new plays and Theatre in Education (TIE) programmes. This invaluable collection, hopefully the first of a series, focuses on young people's search for their humanness through their involvement with the plays either as actors or audience.

- **Asylum** is a play for youth theatres - 'a masterpiece of political theatre.' (Edward Bond)
- **Lessons**, a play for TIE or youth theatres, is based on a Kafka short story, and is a brilliant satire on the education system.
- **Bone Cage** is a play for TIE or youth theatres, set in a fictional landscape with a war raging across the land.
- **Dressing Up – Stripping Down** adapts the story of 'The Emperor's New Clothes' to show how naked of human ideas our political leaders are.
- **The Kiss** was commissioned by an Arts Centre in Jordan and deals with the problems of young people growing up anywhere in the world today.
- **When Sleeping Dogs Awake** – a play for TIE or youth theatres, looks at racism and where it might lead.

Gillham's plays are of immediate interest and relevance to today's theatre in education workers, youth leaders interested in theatre, teachers, student teachers and lecturers and will appeal to everyone seriously interested in the education of young people through drama and theatre.

David Davis is Professor of Drama in Education at Birmingham City University. His many publications include *Edward Bond and the Dramatic Child*.

Chris Cooper is Artistic Director of Big Brum Theatre in Education Company.

**September 2011 ISBN 978 1 85856 495 1**  
**186 pages, 234 x 156 mm, £18.99**

## Applied Theatre Breaking Oppressions, Challenging Perceptions

Jennifer S Hartley

**NEW**

What is applied theatre? What does it involve? Who practises it? Who is it for? These are the questions explored in this important book. Too often drowned in theory, lacking in clarity and distanced from the theatre world from which it grew, applied theatre can alienate the very people it seeks to embrace. Jennifer Hartley dispels mystery and confusion, explaining clearly the approach to applied theatre and how it is implemented. She opens up the world of applied theatre to a larger audience so that it can be used more effectively by a range of practitioners in and outside the world of theatre.

For applied theatre to work it must be in constant flux, defying any single definition or practice. It must constantly develop with each of the projects applied, challenging stagnancy and predictable outcomes. In a unique approach, Hartley reworks Boal's Theatre of the Oppressed as a creative tool for developing applied theatre.

The book's strength lies in its clarity of instruction and explanation. It serves both as a companion to practitioners and an introduction and guide to those entering the often misconstrued and misunderstood world of applied theatre. A valuable support to researchers, educators and students in the field of theatre, the book will, like applied theatre itself, have application and appeal to a wide range of professionals in other disciplines.

Dr Jennifer Hartley is a practitioner, educator and director specialising in applied theatre. She has worked with issue-based projects nationally and internationally, using established methodologies and developing new approaches in the field. She is the founder and director of the UK registered charity Theatre versus Oppression, which uses applied theatre to bring about positive change and development.

**October 2011, ISBN 978 1 85856 496 8**  
**192 pages, 234 x 170mm, £20.99**



## Performing Research tensions, triumphs and trade-offs of ethnodrama

Judith Ackroyd and John O'Toole

Ethnographic performance has been enthusiastically embraced by qualitative researchers as a pungent way to bring a research report to life – literally – especially in the fields of education, health and community studies, where it is increasingly being employed in research and post-graduate training.

Most of the accounts are of successful projects and barely acknowledge the complex problem at the heart of ethnodrama. In blending the demands of research with the aesthetic of theatre and other agendas like education or therapy, it is inevitably compromised: choices and trade-offs are constantly made. In this book, the authors explore the paradoxes of the form – and its usefulness and appeal. Five groups of researcher/performers have been brave enough to have their projects critically examined to provide case studies for the book.

*Performing Research* is valuable and thought-provoking reading for qualitative researchers looking for innovative and imaginative ways of presenting research and engaging with communities in its reporting. It is essential reading for anybody thinking of using live or theatrical methods of reporting research.

The authors are both internationally known drama researchers, educators and authors. John O'Toole is Chair of Arts Education at the University of Melbourne and Judith Ackroyd is Dean of Humanities, Arts and Social Sciences at Regent's College, London. The case study writers come from a contrasting range of education, health and community studies contexts in the UK, Australia and Hong Kong.

**2010, ISBN 978 1 85856 446 3**  
**188 pages, 234 x 156mm, £20.99**



## Creating Democratic Citizenship Through Drama Education the writings of Jonothan Neelands

Edited by Peter O'Connor

Foreword by David Booth and Juliana Sexton

This selection of the seminal texts of Jonothan Neelands is essential reading for everyone involved in drama education. It showcases the classroom participatory democracy through ensemble based theatre education which Neelands developed over 25 years.

Readers will find

- Neelands' development in the 1980s of the conventions approach which made Dorothy Heathcote's and Gavin Bolton's 'living through drama' more accessible and which has come to dominate drama curricula across the globe
- his defence – along with Cecily O'Neill – of progressive drama education
- his arguments for drama as both pedagogy and discipline
- his calls for theatre education to be both presentational and representational
- his pleas for drama's place within the English rather than the arts curriculum
- his responses to 9/11: drama is crucial in an age of uncertainty and intolerance and the defining humanising and democratising principles of drama in education are a potent challenge to extremism

In these inspirational, theoretically grounded and practical writings, Neelands shows how transformation through and on the stage can bring about real change in the world.

Professor Jonothan Neelands is a National Teaching Fellow, the Chair of Drama and Theatre Education, and Director of Teaching and Learning at the University of Warwick UK. He has trained teaching artists at the Royal Shakespeare Company and at New York's New Victory Theater.

Dr Peter O'Connor is Director of the acclaimed Applied Theatre Consultants and adjunct associate professor at the University of Sydney and a senior research fellow at the University of Auckland.

Professor David Booth and Professor Juliana Sexton are leading authorities on drama in education in Canada.

**2010, ISBN 978 1 85856 456 2**  
**196 pages, 244 x 170mm, £20.99**

## The Young Audience exploring and enhancing children's experiences of theatre

Matthew Reason

*'A fantastic resource for everyone interested in children's theatre. Matthew Reason's groundbreaking research provides fresh insights into children's experiences of live theatre which are of great benefit to arts and education communities across the world.'*

**Tony Reekie, Chief Executive, Imagine**

*'This inspirational book, that cares passionately about the child's gaze, should be welcomed and cherished.'* **Tony Graham, Artistic Director, Unicorn Theatre**

Children's theatre in the UK is thriving. Debates about why children should watch theatre and what educational, emotional and expressive benefits it can provide inform cultural policy and arts education. Children aged 4–11 are increasingly taken to watch tailored theatre performances, yet there has been virtually no reflective research on what theatre means to children. This book is the first to investigate the nature of children's theatrical perceptions and their experiences of being in an audience.

Matthew Reason uses innovative visual-arts based audience research, practitioner interviews and contextual analysis to explore the nature of young children's experiences of live theatre and the implications for its providers. He investigates three key areas:

- the cultural policy, educational and creative contexts in which theatre for children is made
- children's aesthetic experiences of theatre
- the approaches through which children's engagement with theatre can be enhanced, extended and deepened

*The Young Audience* provides vital insights into how we can better support and enhance children's engagement with theatre. Its exploration of how young children perceive and respond to live theatre performances is invaluable for teachers, artists, researchers, students, policy makers and other professionals working with theatre or with young children in other contexts and environments.

Dr Matthew Reason is senior lecturer in Theatre at York St John University.

**2010, ISBN 978 1 85856 450 0**  
**196 pages, 244 x 170mm, £20.99**

## Pupils as Playwrights drama, literacy and playwriting

Brian Woolland

*University and school leaders would do well to make this title prescribed reading for both primary and secondary teaching undergraduates and teaching professionals in the field. ...Highly recommended. Drama Australia Journal*

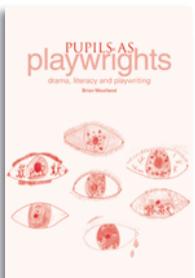
*Woolland provides teachers with a powerful tool to develop students' literacy skills. Teachers and prospective teachers will find this a highly useful addition to their professional library. Highly recommended for all readership levels.*

**Choice USA**

This innovative and exciting approach to drama and to developing the literacy skills of primary age children makes explicit links between literacy, drama and the development of speaking and listening skills. It presents case studies of developed process drama for children at different stages in their development, and offers extensive practical exercises and activities and photocopiable material.

*Pupils as Playwrights* is for primary school teachers and trainees, particularly those who teach literacy or drama.

**2008, ISBN 978 1 85856 427 2**  
**208 pages, 244 x 170mm, £17.99**



## Structure and Spontaneity the process drama of Cecily O'Neill

edited by Philip Taylor  
and Christine D Warner

*This provocative volume...should be required reading for both Drama and English teachers because the subject, ultimately, concerns how we teach. Process drama is a way of teaching. ... It earns its place amongst the small canon of indispensable drama books.*

**English Drama Media**

*At last! A book that examines the huge contribution Cecily O'Neill has made to the world of Drama and Theatre Education. ...I would recommend it to anyone who is concerned with drama as a medium for learning.*

**Youth Drama Ireland**

**2006, ISBN 978 1 85856 322 0**  
**186 pages, 244 x 170mm, £20.99**

## Real Players? drama, technology and education

John Carroll, Michael Anderson  
and David Cameron  
Foreword by Dorothy Heathcote

*This book invites the practitioner in the classroom to come to terms with digital technology, embrace it and to develop the practice further.*

**Journal for Drama in Education**

*This book provides a wealth of thought provoking ideas ....some wonderfully imaginative ideas and case studies.* **Speaking English**

*The authors make an excellent case for both teachers and students to extend their subject-knowledge about digital technology and performance, and offer clear insights into the way forward. ... an engaging and intelligent contribution to the field.* **English Drama Media**

**2006, ISBN 978 1 85856 365 7**  
**208 pages, 244 x 170mm, £20.99**

## Edward Bond and the Dramatic Child Edward Bond's plays for young people

edited by David Davis

*This excellent and extremely timely book collects compelling, insightful and groundbreaking new pieces, and Bond's chapter – Something of Myself – acts as the reference point for the 'map' that enables the reader to make the emerging picture into a coherent whole... [It] needs to be read by any serious drama/theatre/education practitioner... rich, luminous and affecting...*

**Journal for Drama in Education**

Edward Bond argues that drama helps children 'to know themselves and their world and their relation to it'. Contributors who explore the demands of acting and staging Bond are Bond himself, David Allen, Chris Cooper, Tony Coult, John Doona, Kate Katafiasz and Bill Roper.

**2005, ISBN 978 1 85856 312 1**  
**244 pages, 247 x 168mm, £20.99**

## Schemes for Classroom Drama

Maggie Hulson

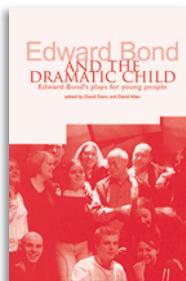
**BEST  
SELLER**

*Using Maggie Hulson's schemes in my own classroom has enabled me to examine my practice and improve it. I can only exhort you to go and buy this book and use it. You won't regret it.*

**Journal for Drama in Education**

These schemes of work provide clear, coherent, thought-provoking opportunities for drama teachers to help equip today's young people to respond to the world as it is.

**2006, ISBN 978 1 85856 376 3**  
**168 pages, A4, £16.99**



## Research Methodologies for Drama Education

edited by Judith Ackroyd

*A welcome addition to the literature in the field of drama and theatre education and will serve to introduce both new and established researchers to fresh approaches.*

**Journal for Drama in Education**

Drama education has lacked a research methodology. This much needed text describes a range of research methodologies and outlines how teachers and other researchers can employ it in their own contexts.

**2006, reprinted 2007, ISBN 978 1 85856 323 7**  
**194 pages, 234 x 156mm, £19.99**

## Role Reconsidered a re-evaluation of the relationship between teacher-in-role and acting

Judith Ackroyd

*...perceptive and enlightening ... she has opened up a dialogue, she has set me thinking.*

**Journal for Drama in Education**

*This reconsideration of role has urgent implications for the training of drama teachers. Examples of practice designed by leaders in the field provide materials for teachers to use in the classroom. The book will be of interest to teachers, teachers educators, and those who follow developments in the field of drama.*

**Higher Education Review**

**2004, ISBN 978 1 85856 310 7**  
**208 pages, 228 x 145mm, £19.99**

# Curriculum Media and Arts

See also *Close Encounters*, p33.

## STRENGTH broadsides from disability on the arts

Paddy Masefield  
Foreword by David Puttnam

*A revealing account of the arts industries' attempts to exclude Disability Arts. Readers will be astonished by the potential of disabled artists to refresh the arts world with a new honesty and insight in this wonderfully illustrated anthology. There is a wealth of extraordinary material. Paddy Masefield's observations are touching, scary, funny, but above all human.*

Liz Lynne MEP, Vice Chair of the European Parliament's All Party Disability Intergroup

With funding from Arts Council, England.

2006, ISBN 978 1 85856 380 0  
256 pages, 50 colour illustrations,  
247 x 168mm, £19.99

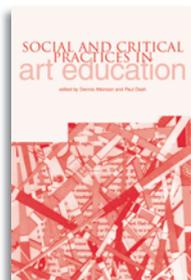
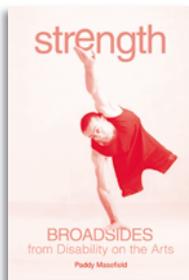


## Teaching Media in the English Curriculum

Andrew Hart and Alun Hicks

Media Studies is the fastest growing academic discipline at all levels of education in the UK. This book is the first study of Media teaching designed to support teachers of English and Media at secondary and post-16 level.

2002, ISBN 978 1 85856 260 5  
228 x 145mm, 264 pages, £21.99



## Black Journalists, White Media

Beulah Ainley

*...highlights the major hurdles faced by black people pursuing journalist careers.*

The Weekly Gleaner

1998, ISBN 978 1 85856 058 8  
144 pages, 228 x 145mm, £16.99

## Social and Critical Practices in Art Education

edited by Dennis Atkinson and Paul Dash

*...this gem's best use may be as a guide not to replace all other texts but to provide a much needed viewpoint on contemporary practice.*

NAEA News

This exciting and original book shows how children and students can use art to explore personal, social and cultural issues that touch their lives. The contributions include Tim Rollins, John Johnston, Dennis Atkinson, Henry Ward; schoolgirl Danielle Souness and Rob Fairley, Viv Golding, Diedre Prins, Folami Bayode and Lucy Davies, Sarnath Banarjee, susan pui san lok, Paul Dash, Lesley Burgess and Nick Addison.

2005, ISBN 978 1 85856 311 4  
164 pages, 247 x 168mm, illustrations, £19.99

## Good Guys Don't Wear Hats children's talk about the media

Joseph Tobin

*Tobin offers a provocative challenge to conventional views about the effects of the media on children. This is an engaging, thought provoking study that should be read by all those with an interest in contemporary children's culture.* David Buckingham, London Institute of Education

Published with Teachers College Press.

2000, ISBN 978 1 85856 118 9  
200 pages, 228 x 155mm, £19.99

## Indian Popular Cinema a narrative of cultural change Revised and updated edition

BEST  
SELLER

K Moti Gokulsing and  
Wimal Dissanayake

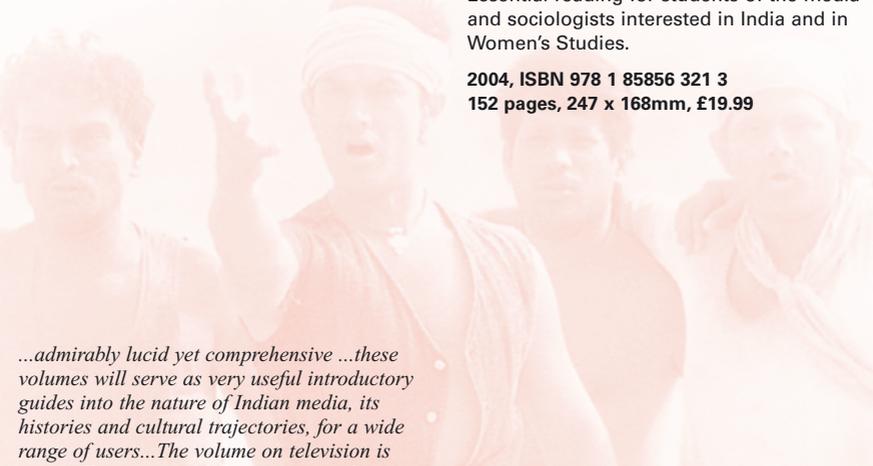
*A unique publication, the first of its kind in literature, co-authored by a social scientist and a film historian, providing a powerful critical analysis of the culture and history of the Indian film as an art form and popular medium.*

T.V. Sathyamurthy, Professor of Politics at  
University of York, England

Rated \*\*\*\*\* on amazon.com

The book reviews nine decades of Indian popular cinema and examines its immense influence on people in India and its diaspora.

2004, ISBN 978 1 85856 329 9  
176 pages, 247 x 168mm, £19.99



*...admirably lucid yet comprehensive ...these volumes will serve as very useful introductory guides into the nature of Indian media, its histories and cultural trajectories, for a wide range of users...The volume on television is especially recommended on account of its comprehensive coverage of methodological and analytical issues as well as the care given to narrating the complex history of Indian television over the past decade.*

South Asia Research

*... an excellent overview of Indian cinema and television that should be read by all scholars and students interested in global media processes in general or Indian media studies in particular.*

Asian Journal of Communication

## Soft-soaping India the world of Indian televised soap operas

K Moti Gokulsing

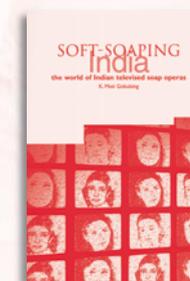
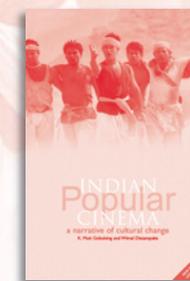
*In eight well-structured and lucid chapters, the author traces the origins of Indian soap operas and places them in the context of soaps produced in other parts of the world, before analysing their evolution over the past decade and the way that process of change reflects, and impacts on how large segments of India's population think and act.*

HindustanTimes.com

This book relates how soap operas have evolved and how they have contributed to shaping the identity of modern India. It considers their impact on the search for national unity, identity, the changing role of women, and the ideology of consumerism.

Essential reading for students of the media and sociologists interested in India and in Women's Studies.

2004, ISBN 978 1 85856 321 3  
152 pages, 247 x 168mm, £19.99



# Curriculum: Mathematics, Science and Technology

## Listening Counts listening to young learners of mathematics

edited by Jenny Houssart  
and John Mason

Children learn about number by talking and doing. This book offers closely observed accounts of what children in their early years and at primary school say and do. Together they illuminate the learning and therefore the teaching of mathematics to young children.

The first chapters look at early mathematical development at home and how parents and other adults can enhance young children's learning. A primary class responding to fractions illustrates how the pupils listen to one another's ideas. Unofficial talk is also revealing, as the observation of children in the bottom set for mathematics demonstrates. And what happens when bilingual children teach the adult to count in their first language – one the adult doesn't know?

This range of observations, research and good practice will be of immense value to all primary and preschool teachers and practitioners and to families wishing to develop their children's numeracy.

Jenny Houssart is senior lecturer at the Institute of Education, University of London. John Mason is Professor of Mathematics Education at the Centre for Mathematics Education at the Open University. See also their companion volume *Listening Figures* on practice in secondary schools and beyond.

2009, ISBN 978 1 85856 448 7  
176 pages, 234 x 156mm, £17.99

## Listening Figures listening to learners of mathematics at secondary school and above

edited by John Mason and  
Jenny Houssart

This book is firmly based on listening to people in secondary schools and beyond as they go about discovering, learning and doing mathematics. Chapters report on what is gained by listening to school students, undergraduates and adult learners. Sometimes the listening is informal; sometimes it is based on mathematics lessons or interviews. The accounts are used as models on which to base discussion of issues about mathematical understanding and about the views held about mathematics and approaches to it.

*Listening Figures* is immensely useful for secondary teachers, classroom assistants, adult numeracy tutors and lecturers, and for people preparing for these roles. Teachers of mathematics will be encouraged by the examples here to consider the place of learners' voices in their own future teaching. Many of the chapters are based on empirical research and will be of particular interest to teachers carrying out small scale research projects of their own.

The contributors are all experienced in working with secondary and adult students and their teachers and many have connections with the Centre for Mathematics Education at the Open University.

2009, ISBN 978 1 85856 449 4  
142 pages, 234 x 156mm, £17.99

## Enhancing Early Years Science

Jennifer Smyth

The early experiences children have of science are crucial in determining their later attitudes to learning about it. Here is an excellent introduction for trainee Early Years teachers, a book which helps practising teachers to make science accessible and interesting to young children. It provides strategies to help maintain the impetus all through primary school given by good science teaching in the early years and includes suggestions for cross-curricular teaching, including ICT.

The book is full of practical, well tested ideas linked to CGFS (KUW), QCA schemes of work and Curriculum Guidance (Scotland).

2007, ISBN 978 1 85856 387 9  
96 pages, 244 x 170mm, illustrations, £14.99

## Developing New Technologies for Young Children

edited by John Siraj-Blatchford

*I found this text of broad interest. It expanded my understanding of technology, triggered my imagination in using it, and sparked ideas beyond its intended purposes. Childhood Education*

*...fascinating and informative ...this text contains seven stimulating chapters, and I recommend it strongly. The introductions put the work into context (and are well supplied with references); the accounts of the projects are intriguing; and the implications, when taken seriously, are mind boggling. British Educational Communications and Technology Agency 2005*

2004, ISBN 978 1 85856 307 7  
192 pages, 247 x 168mm, illustrations, £19.99

## A Guide to Developing the ICT Curriculum for Early Childhood Education

Iram and John Siraj-Blatchford

*...an internationally relevant resource to all seeking new ideas and practical guidance in integrating ICT into early childhood and primary school settings. Contemporary Issues in Early Childhood*

*...an accessible, practical, evidence-based resource for practitioners, policy makers and researchers interested in an effective development of the early childhood ICT curriculum. British Educational Research Journal*

*This book deals with an important topic and the studies are illuminating. British Journal of Educational Technology*

Published in collaboration with Early Education (The British Association for Early Childhood Education).

2006, reprinted 2007, ISBN 978 1 85856 300 8  
184 pages, 247 x 168mm, £19.99



## PUBLISHED FOR THE OPEN UNIVERSITY Four books on Developing Subject Knowledge in Design and Technology:

### Food Technology

Gwyneth Owen-Jackson

The contents of this book includes influences on food choice, chemical structure of nutrients; digestion; food and nutrition; diet and health.

2002, ISBN 978 1 85856 245 2  
80 pages, 234 x 156mm, £15.99

### Developing Planning and Communicating Ideas

Gwyneth Owen-Jackson

Covers design briefs, consumer research, product specification and product design, aesthetic and ergonomics, creativity in design, product development and manufacture and 'green' design.

2001, ISBN 978 1 85856 244 5  
120 pages, 234 x 156mm, £15.99

### Systems and Control

Gwyneth Owen-Jackson  
and John Myerson

This book covers inputs and outputs in systems; feedback; introduction to circuits; transistors, resistors and capacitors, with the main focus on digital systems.

2001, ISBN 978 1 85856 243 8  
118 pages, 234 x 156mm, £15.99

### Structures

Gwyneth Owen-Jackson  
and John Myerson

This book covers aspects of subject knowledge relating to: structures and materials, shell and frame structures, forces and moments, the effects of loads and stress analysis.

2001, ISBN 978 1 85856 246 9  
72 pages, 234 x 156mm, £15.99

# Schools and Learning

See also *School Pregnancy, Motherhood and Education* p24.

## **NEW** The Ingredients of Challenge

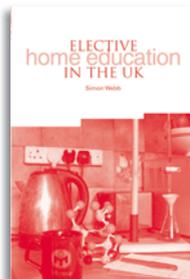
Carrie Winstanley

Teachers are – rightly – exhorted to challenge children so as to help them maximise their abilities, broaden their horizons and increase their achievement. But what exactly are challenging activities? And how can teachers be sure they embed challenge in everyday school life? If teachers understand the principles of challenge they can improve practice and enable parents to support their children effectively.

This book examines the notion of challenge and breaks down its different elements to determine practical ideas grounded in theory. The result is a book that identifies key solutions for teachers seeking to provide stimulating day-to-day classroom activities. Rich in examples and case studies, *Ingredients of Challenge* is indispensable reading for anyone interested in helping children stay motivated and improve performance through challenging activities. With a specific focus on the highly able learner, this book offers convincing answers to those striving to guide learning and challenge children and also to those who advise teachers and create policy.

Dr Carrie Winstanley is principal lecturer at Roehampton University, with particular responsibility for Learning and Teaching. She also works with highly able children and is the author of *Too Clever by Half*.

**October 2010, ISBN 978 1 85856 457 9**  
**224 pages, 234 x 156mm, £19.99**



## **NEW** Elective Home Education in the UK

Simon Webb

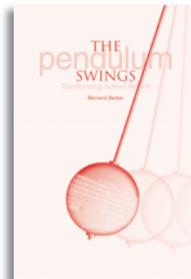
Thousands of children in the UK and millions in the USA are educated at home by their parents. The book presents an overview of the phenomenon of elective home education in the United Kingdom, contrasting it with the situation in the USA. It examines the history of the practice and discusses why more and more parents are choosing not to send their children to school.

Exploring the background of the home education debate, Simon Webb considers why education professionals are often uneasy about its growing popularity and why so many home educating parents are hostile to the idea of local authority registration and monitoring. From the safeguarding concerns which prompted the Badman Report on elective home education in 2009, to the desire of autonomously educating parents to be left completely alone, the book provides a comprehensive account of this increasingly controversial matter.

With the law on home education about to change so that local authorities will for the first time be legally obliged to register and supervise home educating families, this objective survey of the current state of play is much needed. The author identifies key areas of conflict between home educators and local authorities and suggests ways for these to be resolved to everyone's satisfaction.

Simon Webb educated his daughter at home and has a blog on home schooling. He has also worked for many years with children who have special educational needs.

**November 2010, ISBN: 978 1 85856 482 1**  
**140 pages, 234 x 156mm, £18.99**



## Silence in Schools

Helen Lees

Silence is undervalued as a pedagogical tool. Yet it is cost-free and educationally significant. This book explores the phenomenon of silence in schools, its appearances and uses.

The negative and coercive aspects of silence in schools are looked at first, but the focus is primarily on the constructive ways in which certain schools use silence. Case studies describe how schools have introduced meditation, quiet spaces and silent moments, and the author analyses how such initiatives are enhancing the students' experience and learning. She explores how awareness of silence can be developed to change school cultures so as to develop and enhance democratic and reflective practices. It illustrates silence as a beneficial educational tool.

*Silence in Schools* is important reading for head teachers, classroom teachers, policy makers, educational researchers and parents. The conclusions drawn offer useful international applications and show how silence in schools can be effective in many different types of educational setting.

Helen E. Lees is Research Fellow in the Laboratory for Educational Theory in the School of Education at University of Stirling, Scotland. She has been a practising meditator for 15 years and has a strong interest in the power of silence to benefit people's lives.

**February 2012, ISBN 978 1 85856 475 3**  
**176 pages, 234 x 156mm, £18.99**

**NEW**

## The Pendulum Swings Transforming school reform

Bernard Barker

*'Policies have been based on the same assumptions for more than 20 years, but there is no evidence that standards have improved. There needs to be a move away from the Government-controlled, test-driven system we have in place today... in the BBC 2 series, The Choir, Gareth Malone, who conducts outreach choirs run by the London Symphony Orchestra, showed what can be done by nurturing someone by their individual needs rather than focusing on results.'* **Bernard Barker speaking in 2010 to The Times Educational Supplement**

Since 1988, education reform has been driven by what Professor Barker shows to be a delusion. The notion that learning can be improved by five measures: performance tables, competition, poverty denial, best practice recipes and quick leadership fixes has proved to be wholly untrue. This timely book argues that New Labour's education policies have become the single biggest obstacle to school improvement. If policy makers don't change their thinking completely, schools will be trapped in cycles of perpetual change that lead nowhere.

Discontent with failed, top-down reform and the prospect of political change have created a rare opportunity to reinvent education policy, and to think afresh about how teachers and children should be encouraged to aim high. *The Pendulum Swings* explores alternative, genuinely transformative conceptions of leadership and learning and explains how they could become the foundation for a better approach to improving our schools.

Bernard Barker is Emeritus Professor of Educational Leadership and Management, School of Education, University of Leicester. He headed comprehensive community colleges in Cambridgeshire and Leicester for 19 years and is the author of the acclaimed *Transforming Schools – illusion or reality?*

**2010, ISBN 978 1 85856 468 5**  
**220 pages, 234 x 156mm, £18.99**

## Stories of Self tracking children's identity and wellbeing through the school years

Jo Warin

This fascinating longitudinal study portrays five children as they grow up from age 3 to 17. It creates a window into their internal lives and affords a detailed view of intrapersonal development and specifically how they construct their personal identity as they progress through their school years.

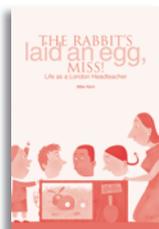
The words of the children dominate – they talk about who they believe themselves to be, how they have changed and how they have remained the same. They reflect on how school experiences have contributed to their narratives of self. Their stories are moving, sometimes gripping, and provide a vivid and grounded illustration of the nature and function of identity.

Policy for children and young people should be rooted in their lives. The stories told here illuminate current debates about educational purpose and contribute to the increasing international literature concerned with children's wellbeing and the push to incorporate socio-emotional education into schools and children's services.

*Stories of Self* is invaluable for all who work in a professional capacity with children – including parents. With its conclusions enriched from the vast interdisciplinary body of literature, it will interest academics and students concerned with the study of identity. The case studies are a valuable teaching resource for students and postgraduates in child orientated disciplines, especially education, sociology, psychology and childhood studies and for interdisciplinary courses that aim to prepare students for inter-professional work with children.

Dr Jo Warin is senior lecturer in the Department of Educational Research at Lancaster University.

**2010, ISBN 978 1 85856 441 8**  
**224 pages, 234 x 156mm, £20.99**



## In Safe Hands facilitating service learning in schools in the developing world

edited by Jean Clarkson, Phil Bamber  
and Lorna Bourke

*In Safe Hands* powerfully demonstrates the value of service learning as a pedagogical tool ... This positive long-term and mission-driven example can inspire and instruct other faculty and administrators interested in establishing and deepening partnerships both domestically and internationally. **Teaching Theology and Religion**

*There are good ideas and good stories here for people involved in development education and educational development in less fortunate places through charities or otherwise.* **British Journal of Educational Technology**

Will be of interest to students who are considering careers in charity work, to charities and of value to professional development of teachers in diversity training.

**2008, ISBN 978 1 85856 416 6**  
**192 pages, 244 x 170mm, £19.99**

## Another School is Possible

Terry Wrigley

*With the steamroller of government imposed education policies flattening teachers, students and children, we need this book to stop the machine in its tracks.*

**Michael Rosen, author and broadcaster**

Co-published with Bookmarks Publications

**2006, ISBN 978 1 9051 9213 7**  
**140 pages, 210 x 147mm, £14.99**

## The Rabbit's Laid an Egg, Miss! life as a London headteacher

Mike Kent

A collection of Mike Kent's most popular columns, first published in *The Times Educational Supplement*.

*I opened my TES this morning, read your article, and fell out of bed laughing!*

**Sandra Shepherd, TES reader**

**2006, ISBN 978 1 85856 406 7**  
**170 pages, 234 x 156mm, £16.99**

## State Schools since the 1950s the good news

Adrian Elliott

*I write with nearly 40 years experience in teaching, in a variety of schools, and have rarely enjoyed an education book as much as this one.*

**Times Educational Supplement**

*A book that I wish I had written myself. It makes a simple case, based on evidence rather than the usual lazy prejudice that informs so much of the debate about education: schools have improved over the last half century, and the 1950s were not a 'golden age' subsequently destroyed by social engineers.* **The Guardian**

*Elliott is a caring and considerate analyst and all the more authoritative for it. ... recommended reading for all with an interest in education, including the Daily Mail editorial team.* **British Educational Research Journal**

**2007, ISBN 978 1 85856 372 5**  
**156 pages, 244 x 170mm, £17.99**

## Schools of Hope a new agenda for school improvement

Terry Wrigley

*Terry Wrigley makes an excellent case for recognising the different qualities and different sorts of knowledge that working-class students and ethnically diverse communities can bring to school. ... There is real hope in the work reported here and Wrigley is right to show how it goes beyond the often arid formulations of effectivity and improvement.* **British Journal of Educational Studies**

**2003, reprinted 2005, ISBN 978 1 85856 302 2**  
**208 pages, 228 x 145mm, £17.99**

## The Handbook of School Health 18th Edition

Medical Officers of Schools Association

Sufficiently relevant to schools of all types to justify the purchase of a copy for the staff library. **Education**

**1998, ISBN 978 1 85856 081 6**  
**334 pages, 228 x 145mm, £25.99**

## Transforming Schools illusion or reality

Bernard Barker

**TES BOOK OF THE WEEK**

*A mesmerising account of one school's recovery which has lessons for us all ... a book every would-be head should read ... and Barker has that rare gift: he can write like a dream.*

**Tim Brighouse, TES**

*This ethnographic study of one school is a good place to start to understand the changes, the leadership involved, and the highly charged emotional atmosphere that accompanies a struggling school designated as 'failing'.*

**Scottish Educational Review**

*... a human story told from the viewpoints of children, parents and teachers; it offers much insight and practical advice.* **Evaluation and Research in Education**

**2005, ISBN 978 1 85856 364 0**  
**192 pages, 228 x 145mm, £18.99**

## Climbing Towards Excellence how to get the best for students at GCSE

John R Rowling and Wyl Willis

*... compelling and uplifting, underpinned by a judicious range of quotations and research, but essentially a practical book that makes us realise what we can all achieve if we put our minds to it.*

**Times Educational Supplement**

**2006, ISBN 978 1 85856 383 1**  
**132 pages, A4, £16.99**

## Learning Mentors in Schools policy and practice

Leora Cruddas

*... will be indispensable in both primary and secondary schools.* **Educational Book Review**

The day to day experience of learning mentors in schools in socially disadvantaged areas is illuminated by 35 case studies of best practice, demonstrating the positive impact of mentors on children's engagement and learning in schools.

**2005, ISBN 978 1 85856 331 2**  
**228 pages, 228 x 145mm, £19.99**

## Activating Participation parents and teachers working towards partnership

edited by Gill Crozier and Diane Reay

*Sophisticated analyses of parental involvement theory, practice and legislation abound ... and its publication couldn't be more timely given the social and political contexts in which we find ourselves across the globe.* **Gender in Education**

Significant research on the involvement of parents and carers in their children's education stresses the importance of dialogue and action between teachers and parents. The book is for teachers, policy makers, school governors, local authority advisers, councillors and practitioners and for students.

2005, ISBN 978 1 85856 325 1  
192 pages, 228 x 145mm, £19.99

## Children, Power and Schooling how childhood is structured in the primary school

Dympna Devine

*... a book that will appeal to every educator interested in the contemporary primary school.* **Times Educational Supplement**

2004, ISBN 978 1 85856 271 1  
176 pages, 228 x 145mm, £19.99

## Too Clever by Half a fair deal for gifted children

Carrie Winstanley

*...already on my reading list for a variety of courses in the university and the course members have also enjoyed it. I see this as a text that will greatly aid my teaching of the topic.*

**Journal of Education for Teaching**

2004, ISBN 978 1 85856 327 5  
192 pages, 228 x 145mm, £20.99

## Parents and Schools partners or protagonists?

Gill Crozier

This book explores the changing roles and relationships of parents, teachers and administrators and the consequences for children's education.

2000, ISBN 978 1 85856 146 2  
180 pages, 228 x 145mm, £18.99

## Changing Towards Excellence A toolkit for transformational leaders of schools

John R Rowling

*Rooted in the credibility of its author's achievements as a headteacher, Rowling's book is one to lift the spirits and the sights of any leader who's trying to change things.*

**Times Educational Supplement**

*... a superb book on leadership and transformation. ... it inspires and cajoles the reader to take action for the common good.*

**Michael Fullan**

2004, reprinted 2005, ISBN 978 1 85856 314 5  
116 pages, A4, £16.99

## A Vision for Today John Eggleston's writings on education

selected by Gillian Klein and Michael Marland

*Eggleston's concerns are as relevant today as when he penned them. He campaigned for vocational relevance, and saw the curriculum becoming instead instrumental and utilitarian.*

**Times Educational Supplement**

**BOOK OF THE WEEK**

*I recommend this book ... to those of you who remember John Eggleston as a visionary, a luminary who changed the face of some aspects of the British school curriculum and highlighted many inadequacies in the system, then ... it is a reflection on a most perceptive individual and his great contribution to educational planning and policy.* **British Educational Communications and Technology Agency 2005**

All profits from sales to Cancer Research UK

2003, ISBN 978 1 85856 301 5  
190 pages 228 x 145mm, £18.99

## Schools for Our Cities urban learning in the 21st century

Richard Riddell

*This is an important and useful book and it deserves wide readership.* **British Journal of Educational Studies**

2003, ISBN 978 1 85856 293 3  
184 pages, 228 x 145mm, £19.99

# Teachers and Teaching

## Supporting Stories being a teaching assistant

Celia Dillow

There are over 180,000 teaching assistants working in England. They are entrusted with a vital role in schools and are intricately braided into policy thinking about raising standards and reducing teacher workloads. In the National Workload Agreement they were tasked with routine, low-grade tasks, but today they are increasingly used to stand in for teachers.



*Supporting Stories* investigates the lives and experiences of a small group of primary school TAs. Ethnography and autoethnography combine in this compelling inside-outside picture of classroom life, stitching together vivid stories, feelings and history; pain, frustration

and fun; everyday lives and everyday politics. The storyteller magically evokes real characters, settings and lives; the ethnographer offers deep insight and analysis to TAs and those who are considering taking on the role. No TA can be without this book, and it will be of value to teachers and teacher trainers, students on research methods courses and everyone who would like to peek inside the primary school classroom.

Dr Delia Dillow worked as an assistant in six different schools in four towns and on two continents before embarking on ESRC funded research into the lived experience of teaching assistants that informs this beguiling and informative book.

November 2010, ISBN 978 1 85856 481 4  
164 pages, 244 x 170mm, £18.99

## Innocence Lost

John J Curran

**NEW**

Over 4,000 teachers and lecturers each year face malicious allegations. The Association of Teachers and Lecturers has found that one quarter of school staff in the UK have been falsely accused by a pupil of wrongdoing, while one in six have faced such allegations from a pupil's family. No one can be sure it won't happen to them.

Once an educator is falsely accused or subject to a prosecution their career is blighted. Inference of guilt effectively ends their career in education and the enhanced disclosure imposed by the Criminal Records Bureau undermines their opportunities to find an alternative vocation. The teachers are punished by society even when they are totally innocent.

*Innocence Lost* examines the alarming rise in malicious allegations against educators and provides an objective appraisal of the legislative and civil law framework that allows this to happen. The policies of the new coalition government are contrasted with the previous administration and with the situation in the USA.

Combining authoritative legal analysis with excellent professional advice, the book is designed for anyone who finds themselves accused, and is an important resource for those interested in the area of social, political and legal policy and social justice. It is indispensable for legal researchers, teaching unions, providers of teacher training, and personnel departments in schools and colleges. The practical legal guidance helps readers negotiate through a maze of procedures, courts and legal issues. The powerful analysis of social injustice is of interest to social policy groups and students.

John J Curran is a graduate in history/politics and holds a degree in law and a Certificate in Education. Since 1995 he has taught in the further education sector and headed departments of history, law and politics.

April 2011, ISBN 978 1 85856 491 3  
156 pages, 234 x 156mm, £17.99



## Teachers, Schools and Change

Tony Breslin

In this important new book Tony Breslin argues that pervasive tensions in both the policy process and the way in which secondary schools are organised work against innovation and creativity, frustrating policymakers, school leaders and classroom practitioners alike. The tensions between the twin objectives of raising achievement and building inclusion maximise the feeling of change while minimising its effectiveness.

Building on his extensive research, the author draws directly on his involvement in recent educational reforms – notably the implementation of the Curriculum 2000 changes, the introduction of Citizenship to the National Curriculum and, latterly, the development of the Diploma. His interviews with key influencers of policy, senior managers and teachers in secondary schools inform his argument for reappraising how we develop educational policy and how we organise secondary schooling.

The book is essential reading for policy shapers and policy makers based in academia, think tanks, government departments and statutory agencies, and for practitioners based in schools and school support services: school leaders, curriculum managers and classroom teachers, teacher educators and local authority advisers.

A qualified Ofsted inspector and former GCSE Chief Examiner, Dr Tony Breslin is Chief Executive at the Citizenship Foundation and a Visiting Research Fellow at Birkbeck, University of London. He was previously a Local Authority education adviser and has taught at secondary schools in Haringey and Hertfordshire.

April 2011, ISBN 978 1 85856 463 0  
182 pages, 234 x 156mm, £20.99



## What Do We Tell the Children? confusion, conflict and complexity

Angela Gluck Wood

*The insightful reflection on the issues, the expert guidance for finding a way through RE minefields and the practical classroom strategies and resources all go to make up a very empowering text. This publication has a cutting edge that makes it stand out from other teachers' handbooks.* **World Religions in Education**

*What do we tell the children?* helps teachers – who may themselves be uncomfortable and confused – to talk with children about the pressing questions they have about conflict and other sensitive and complex issues. It suggests ways for teachers to respond, and the words to use. It explains terms such as cohesion and chaos, Islamophobia and antisemitism. And it provides carefully thought out and detailed preparation for teaching about issues of conflict and a wealth of resources and activities to use in primary or secondary classrooms.

2007, ISBN 978 1 85856 407 4  
140 pages, A4, £16.99

## Teachers Under Siege

Sandra Leaton Gray

*...provides enormous food for thought for teachers, academics and policy-makers. The approach taken and the methods deployed – as well as the writing- are very original and make this a very valuable addition to the field.*

**Educational Review**

*Already acclaimed by leading educators, this book is a clarion call for teachers to galvanise their energies and remodel the teaching profession on their own terms.*

**Education and Special Education**

2006, ISBN 978 1 85856 363 3  
194 pages, 234 x 156mm, £20.99



## The Professionals better teachers, better schools

Phil Revell

*Stimulating reading for teachers, principals, teacher educators and policymakers anywhere.* **British Journal of Educational Technology**

This is a hard look at the teaching profession. Where do Britain's teachers come from – and why do so many abandon their career after a few years in the job? What kind of teachers do we want in our schools and what kind of profession are today's wannabe teachers entering? Is it a profession at all?

2005, ISBN 978 1 85856 354 1  
192 pages, 228 x 145mm, £18.99

## Supply Teachers' Survival Guide

Glen Segell

*For the novice supply teacher setting out to explore the 'nomadic lifestyle', this will be a very valuable handbook.*

**European Journal of Education**

2003, ISBN 978 1 85856 281 0  
148 pages, 228 x 145mm, £18.99

## Carry on Teachers! representations of the teaching profession in screen culture

Susan Ellsmore



*...provides much thought-provoking analysis and would be enjoyed by all who have an interest in the public image of teaching.*

**English Drama Media**

This book takes a closer look at the charismatic teacher as portrayed in films such as *Goodbye, Mr. Chips* and *To Sir, With*

*Love*, and in television series such as *Hearts and Minds* and contrasts them with what practising teachers say about their work.

2005, ISBN 978 1 85856 359 6  
164 pages, 228 x 145mm, illustrations, £18.99

## Enquiring Minds Socratic dialogue in education



edited by Rene Saran and Barbara Neisser

*Its clear and straightforward instructions and examples are very useful, as are the underpinning theoretical foundations based on the work of Plato ... reliably informs and wonderfully enthuses.*

**Teaching in Higher Education**

*Those who are familiar with Socratic Dialogue and those who have only recently discovered it as an approach to doing philosophy alike will find an informative text.* **Analytical Teaching**

Published with the Society for the Furtherance of Critical Philosophy.

2004, reprinted 2005, ISBN 978 1 85856 336 7  
196 pages, 234 x 156mm, £19.99

## In Praise of Teachers identity, equality and education

Robin Richardson

*TES BOOK OF THE WEEK ...poetic, witty ...you will find inspiration in this book.*

**Times Educational Supplement**

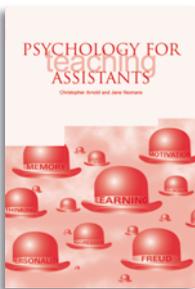
*Six inspirational lectures give us an overview of the current state of education and the priorities that will see us through its ambiguities and frustrations – a positive, thought-provoking and often humorous book that celebrates teachers and teaching.* **Child Education**

*Robin Richardson is a great orator who can communicate important messages in an accessible and entertaining way.* **Improving Schools**

2002, ISBN 978 1 85856 275 9  
114 pages, 228 x 145mm, £16.99

## Psychology for Teaching Assistants

Christopher Arnold and Jane Yeomans



... a must for all teaching assistants: it is not very often our professionalism and enthusiasm is recognised outside the classroom and school. ... anyone working with children will find this book a useful addition to their library. *British Journal of Special Education*

I would recommend this very timely book for all resource collections in special needs departments in all schools.

**Journal of Education for Teaching**

The book is an excellent mixture of theory, discussion and material relevant to practitioners. Although aimed at teaching assistants its readable style will appeal to other educationalists.

**Educational Psychology in Practice**

This book outlines the psychology of human development, the psychology of learning and the psychology of institutions and groups. With its emphasis on multiple perspectives and the current debates and practices of special education and inclusion, it is equally useful to beginning teachers and teacher trainers.

2005, reprinted 2006, ISBN 978 1 85856 309 1  
208 pages, 247 x 168mm, £19.99

## Emotions of Teacher Stress

Denise Carlyle and Peter Woods

The invaluable advice makes it essential reading for employers and their representatives. As stress is something we may all experience in our working lives, either personally or vicariously, the rest of us will also benefit by adopting the recommendations on how to avoid and manage stress. **Gender and Education**

...a book to be read by those in power in education... It will encourage those who work in schools that have retained a 'human' and supportive approach to managing education.

**Times Educational Supplement**

2002, ISBN 978 1 85856 273 5  
228 x 145mm, 216 Pages, £19.99

## The Crisis in Teacher Supply research and strategies for retention

edited by Ian Menter, Merryn Hutchings and Alistair Ross

This book offers analyses of a number of projects designed to improve recruitment into the teaching profession in England, showing which are effective and why.

2002, ISBN 978 1 85856 274 2  
228 x 145mm, 268 pages, £20.99

## Becoming a Primary School Teacher a study of mature women

Diane Duncan

I found the explorations of negotiation of new roles and responsibilities in both domestic settings and in schools, with mentors and head teachers, particularly fascinating. **New Era in Education**

1999, ISBN 978 1 85856 104 2  
120 pages, 228 x 145mm, £16.99

## Untold Stories Learning Support Assistants and their work

edited by Tim O'Brien and Philip Garner

... an excellent awareness-raising resource for every newly qualified teacher to carry in their 'new school bag', and for training establishments to add to their recommended reading lists.

**British Journal of Special Education**

2001, ISBN 978 1 85856 250 6  
158 pages, 228 x 145mm, £17.99

# Higher Education and Lifelong Learning

See also *Women Studying Childcare*, p23; *Women and Success*, p24.

## Chinese Learning Journeys chasing the dream

edited by Feng Su

This book charts the learning journeys of eight Chinese students across national and continental boundaries and socio-cultural contexts and draws out the implications for higher education in the UK. All originally from mainland China, the contributors describe their experiences of studying in both China and the UK and reflect on the life changing choices they made in chasing their dreams.

These accounts broaden our understanding of the overseas student experience and how this is shaping the aspirations of a future generation of Chinese citizens. Their dreams of the future will affect not only their own fates but also the future of Chinese civil society. It is this generation – informed by international travel and overseas study – that will play a leading role in the creation of the new China.

*Chinese Learning Journeys* offers a scholarly resource for the academic research community and higher education practitioners. Those responsible for overseas student recruitment and welfare will find it invaluable, as will those working in areas of language support and academic writing.

Feng Su, who is himself chasing the dream, is Research Fellow at Liverpool Hope University, specialising in cross-cultural learning contexts and learning development in higher education settings. He is co-editor (with Bob Adamson and Jon Nixon) of *The Reorientation of Higher Education: compliance and defiance*.

March 2011, ISBN 978 1 85856 477 7  
176 pages, 234 x 156mm, £20.99

## Identity Crisis Working in Higher Education in the 21st century

NEW

Liz Marr and Rachel Forsyth

Workers in higher education live in a world seemingly directed by league tables, targets, widening participation, competition at regional, national and international levels, student loans, variable fees, technology renewal and an ever-increasing staff-student ratio. The demands on managers, administrators and academics are diverse and complex.

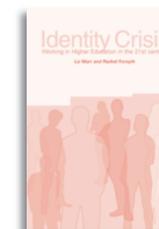
This book offers a counter to these external pressures, providing readers with an understanding of the context in which academic work is undertaken and practical guidance for those trying to make sense of their place in the HE world.

The first half of the book examines the changing landscape of higher education in the UK, where successive policy developments in education over the last twenty years have radically transformed the context in which university education is designed and organised. The second half identifies what is expected of an academic in this rapidly changing environment and offers practical suggestions for teaching, assessing and evaluating in an era of widening participation.

Although *Identity Crisis* focuses on the responsibilities of the 21st century academic, it will be of much interest to service providers and administrators in HE, and also to teachers. It aims to reinvigorate the practice of established employees as well as to enthuse staff who are new to HE.

Liz Marr is Director of the Centre for Widening Participation at the Open University. Rachel Forsyth is Principal Lecturer in Curriculum Development and Innovation in the Centre for Learning and Teaching at Manchester Metropolitan University.

February 2011, ISBN 978 1 85856 467 8  
192 pages 244 x 170mm, £20.99



## Institutional Racism in the Academy a case study

Andrew Pilkington

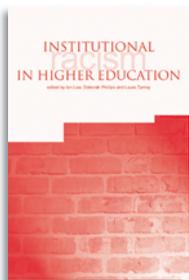
Institutional racism is shown to account for significant continuities in the approach of universities to race equality, yet race in higher education is an under-researched area. This empirical research study found unremitting reluctance by Midshire University to identify race equality as a priority and to take appropriate action. This position persisted throughout the study because of what has been called 'the sheer weight of whiteness'.

The stance of the university towards racism was highlighted by a comparison between Midshire University and Midshire Police. The study found contrasts between the occupational cultures of the two organisations, but it revealed surprising parallels in their approaches to race equality, which stemmed in both from a taken for granted white norm. The book draws out the implications of this analysis for policy makers, practitioners and lecturers who are concerned to promote racial equality in education and to combat racism.

Intended for policy makers, managers, students, practitioners and academics who are concerned to investigate and challenge racism in education.

Andrew Pilkington is Professor of Sociology at the University of Northampton. He has written widely on issues relating to race and ethnicity.

**September 2011, ISBN 978 1 85856 492 0**  
**194 pages, 240 x 170mm, £21.99**



**NEW**

## NEET Young People and Training for Work Learning on the margins

Robin Simmons and Ron Thompson

As thousands of school and college leavers every year lose out in the competition for jobs and educational success, young people not in education, employment or training (NEET) are the focus of increasing political and social concern. Being NEET may have significant negative consequences for young people's future, such as long-term unemployment, isolation and other forms of social exclusion. So re-engaging them in training is a priority for policy-makers and practitioners as well as the young people themselves.

This book examines the experiences of a group of young people in the post-industrial north of England attending Entry to Employment, a work-based learning programme for those who have been NEET or risk becoming so in the future. It critically appraises the discourse on NEET young people and its social, economic and political context, and it challenges conventional stereotypes of 'the NEETs' as dysfunctional and lacking aspiration. Drawing on a detailed ethnographic study of young people and the practitioners working with them, it explores the complexities and realities of learning on the margins.

A key resource for students and academics on higher education courses on youth work, the book provides valuable insights for teachers, youth workers, careers advisers and others working with young people who are concerned with social justice in education.

Robin Simmons is Reader in Education at the University of Huddersfield. His research focuses on social justice and education policy.

Ron Thompson is a Principal Lecturer in Education at the University of Huddersfield. His research interests are in the sociology of post-compulsory education.

**September 2011, ISBN 978 1 85856 483 8**  
**182 pages, 234 x 156mm, £19.99**

**NEW**

## Trust in Education truths and values

edited by Jerome Satterthwaite, Heather Piper, Pat Sikes and Simon Webster

We need to trust people and institutions, values and truths. But where should we turn to find them? Does trusting make us vulnerable to abuse? Even more urgently, is it safe for learners – the children, young people and adults in the world of contemporary education – to trust their teachers to care, and to tell the truth? And can teachers trust their managers and institutional practices? This book examines the nature and role of trust in contemporary culture where consoling traditional certainties are lost.

This is Volume 8 of the *Discourse, Power, Resistance* (DPR) series which has established a reputation for radical critique of the values and practices of contemporary education, and for the steady affirmation of what is best and most significant in emerging educational discourse. The writers in this volume, drawn from five countries, present a penetrating critical analysis of the breakdown of trust in contemporary culture and especially in education. And they offer down-to-earth accounts of the way ahead if that trust is to be recovered.

Part One – Trust

1. Jerome Satterthwaite (UK) Scepticism, Cynicism, Trust: I was the more deceived
2. David Gillborn (UK) Trust the Education System... to be racist
3. Ruth Smith (USA) Wavering Conditions in Contractual Trust and Resistance
4. Jill Jameson (UK) Dance like a butterfly, sting like a bee: Moments of trust, power and leadership in post-compulsory education

Part Two – Education, Truths and Values

5. Sieglinde Weyringer (Austria) Becoming a European Citizen: education to overcome mistrust
6. Kamila Kaminska (Poland) Becoming a European Citizen: education as critique
7. Howard Gibson and Jo Backus (UK) Trust and Rationality: epistemic tensions in managerialism, pupil voice and religious education in school
8. Ewa Sidorenko (UK) On the edge of chaos: inner city schools and the unequal burden of uncertainty

**April 2011, ISBN 978 1 85856 488 3**  
**226 pages, 234 x 156mm, £20.99**

**NEW**

## The DPR Series

...this excellent series of books. Escalate Review

**These books are for academics and students working at all levels of education and for Policy. All are about 216 pages, 228 x 145mm, £20.99**

DPR 2, *The Disciplining of Education: new languages of power and resistance* explores the government control of educational practice in the UK and the US.

**2004, ISBN 978 1 85856 337 4**

DPR 3, *Educational Counter-Cultures: confrontations, images, vision* draws on crosscultural perspectives from Pakistan, Israel, Canada, the US and the UK.

**2004, ISBN 978 1 85856 338 1**

DPR 4, *Discourses of Education in the Age of New Imperialism* sets educational thinking firmly in its global political context. Peter McLaren leads, on 'Global Imperialism and Terror'.

**2005, ISBN 978 1 85856 357 2**

DPR 5, *Discourse, Resistance and Identity Formation* shows how learners and teachers adopt various strategies of resistance to policy makers who have different concerns.

**2006, ISBN 978 1 85856 386 2**

DPR 6, *Talking Truth, Confronting Power*. An international team of writers get to grips with truth and power and how they are related. They look at marginalised knowledges and silenced voices, and the ways and means of speaking out.

**2008, ISBN 978 1 85856 432 6**

DPR 7, *Power in the Academy* Terry Eagleton leads this exploration of how power operates in the academy. Contributors from the Caribbean, the USA, China and the UK show power – both overt and covert, internal and external to the universities – at work to determine what research may be done, what methodology used and what constraints and protocols observed. But this book is not about submission: the message remains positive throughout.

**2009, ISBN 978 1 85856 447 0**

## Asian Women in Higher Education shared communities

Kalwant Bhopal

More Asian women are entering higher education in the UK than ever before and the number looks likely to rise. Their engagement with higher education reflects widespread changes in the attitudes and cultural expectations of their various communities, as awareness grows of the greater long-term value associated with continuing in education. Today they face different challenges and share different ambitions from those of their mothers and grandmothers.

This book examines the experiences of young Asian women in higher education and the difficulties they face because they have no shared background of engagement within the British university system. It considers what motivates them to succeed and describes their strategies for building support networks that help them to succeed within the university setting and actively shape their lives.

Taking a theoretical and empirical perspective Kalwant Bhopal examines the diversity of Asian women's experiences in higher education and provides original and valuable insights into their experience. She explores the friendship and support networks that women turn to whilst at university as well as familial support. Especially striking are her findings about the effect of higher education on traditional practices such as arranged marriages and dowries, and about the empowerment generated by the changing economic status of women within British Asian society.

*Asian Women in Higher Education: shared communities* offers a new and original perspective on the educational experiences of Asian women at university. It will be invaluable to teachers, postgraduate and undergraduate students and academics interested in the study of gender, ethnicity, identity and higher education.

Dr Kalwant Bhopal is Reader in Education and Director of the Pedagogy and Curriculum Research Centre at the University of Southampton (School of Education). She has published widely on the educational experiences of minority ethnic groups.

**2010, ISBN 978 1 85856 469 2**  
**148 pages, 244 x 170mm, £20.99**

## Invisible Students, Impossible Dreams experiencing vocational education 14-19

Liz Atkins

*Invisible Students, Impossible Dreams can be explored at many levels from many aspects. It is a rich source for trainee teachers, teaching practitioners, managers and professionals in the 14-19 sector and not to be missed!*

**British Journal of Educational Technology**

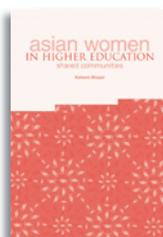
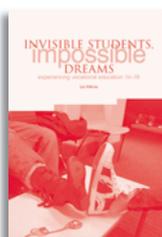
This book explores the aspirations and experiences of the young people who are the real focus of the 14-19 agenda – the 'disaffected', 'disengaged' and low-achieving. Perceived not to have succeeded in traditional academic subjects, they move into low-level vocational education programmes post-16, often failing to pursue or complete 'opportunities' for progression.

Based on original research carried out in two large FE Colleges in England's Midlands, the book presents rich qualitative data about the lives and educational experiences of these young people. It contests common assumptions that their aspirations are low, and illuminates the complexities of their lives as they try to make the transition from school to work. The data is presented in narrative form as the young people discuss their lives, hopes and aspirations.

With its analysis of the implications for policy and practice of the findings, this is essential reading for trainee teachers who hope to work with 14-19 learners and for professionals already involved in the implementation of the 14-19 agenda, whether as teacher practitioners, managers or policy makers.

Dr Liz Atkins is Principal Lecturer in Learning and Skills at Nottingham Trent University. She has taught extensively in Colleges of Further Education with students aged 14 to 19.

**2009, ISBN 978 1 85856 451 7**  
**180 pages, 244 x 170mm, £19.99**



## Aspiration, Identity and Self-Belief snapshots of social structure at work

Richard Riddell

This book presents the evidence gathered from original interviews to show how the aspirations of young people develop in light of their social circumstances. Those who attend independent schools will find that the relationship between what goes on at home and at school makes it socially almost impossible not to have achievable aspirations for a place at a prestigious university.

For their peers in working class contexts, such aspirations will be far more fragile. While there is much to welcome in major national programmes such as AimHigher and those for the Gifted and Talented, the long term result will be merely a newly ennobled stream of working class students, who will require personal qualities which their independent school counterparts will not need or even dream of. Such initiatives will help foster social mobility but they will not transform opportunities more widely. And for disengaged students, the risks may be grim.

The book discusses a broad range of national policy initiatives, inspired by a renewed emphasis on social mobility and these too will increase the potential for more people to acquire the 'better jobs' aimed for by the government. In a generation's time, the people at the heights of the polity and economy of the UK may begin to come from a more representative range of backgrounds. Achieving this requires huge effort and engagement at all levels, however, and a commitment from central government to use the power of the state to influence hitherto independent institutions.

*Aspiration, Identity and Self-belief* is for teachers, students, academics, researchers and informed general readers who are interested in social justice and the hidden difficulties of achieving equalities of outcome from our schools.

A former local authority Director of Education, Richard Riddell lectures at Bath Spa University.

**2010, ISBN 978 1 85856 465 4**  
**184 pages, 234 x 156mm, £20.99**

## Overcoming the Barriers to Higher Education

Stephen Gorard with Nick Adnett, Helen May, Kim Slack, Emma Smith and Liz Thomas

*A thought-provoking overview of the research and issues relating to why more people don't pursue higher education routes ... an excellent introductory text for any student needing to grasp the multifaceted and inter-related nature of a field of research. Higher Education Review*

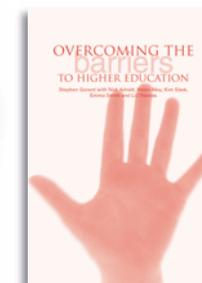
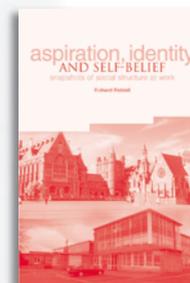
*Essential reading for all policy-makers, planners and academics interested in researching educational inequality in the developed and developing world.*

**British Journal of Educational Technology**

*...an impressively researched and engaged review of research and practice. There is an excellent and comprehensive bibliography, a useful glossary and many useful tables of data sets.*

**Studies in the Education of Adults**

**2007, ISBN 978 1 85856 414 2**  
**164 pages, 244 x 170mm, £20.99**



## Support for Learning Differences in Higher Education the essential practitioners' manual

Geraldine Price and Janet Skinner

*The book is thorough and readable, and covers all the expected ground – from definitions of terms through the assessment of learners and diagnosis of specific learning difficulties to the provision of support to dyslexic students in a variety of contexts.*

**British Journal of Educational Technology**

*This comprehensive and thoughtful text combines theory with a critical consideration of practical strategies to make an authoritative and informative source of information that will be useful to a range of learning support professionals in higher education both within and outside the UK.*

**International Journal of Lifelong Education**

This practitioner's guide is essential for SpLD managers, for professionals who wish to support HE students, and for all teachers involved in advanced training.

**2007, ISBN 978 1 85856 411 1**  
**264 pages, 244 x 170mm, £21.99**

## Marginality and Difference in Education and Beyond

edited by Michael Reiss, Renée DePalma and Elizabeth Atkinson

*... a set of excellent essays, informed not only by recent theoretical developments in humanities and the social sciences but also by extensive research with diverse communities, as well as personal reflections, that point to a new kind of scholarship in education.*

*...the topics are of wide relevance [and] the book would be appropriate for students at any level who are in the process of developing skills for getting to grips with academic literature and the deeper analysis of ideas. The clarity of exposition aids readability, to the credit of writers and editors alike.*

**British Educational Research Journal**

**2007, ISBN 978 1 85856 412 8**  
**228 pages, 244 x 170mm, £20.99**

## Lifelong Learning and the New Educational Order Second revised edition

John Field

*...if you believe post formal education learning is worth doing, read this book.*

**British Journal of Educational Technology**

What reviewers said of the first edition:

*...an authoritative and compelling account [that] provides a broad vista in a few pages... fluent and highly accessible.*

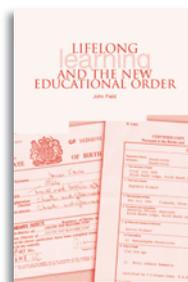
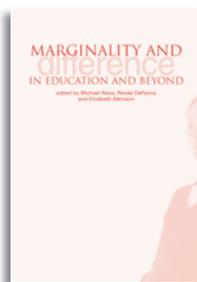
*... an important and original study ... a book which will prove stimulating from beginning to end for all those with an interest in lifelong learning.*

*I would recommend this book for its succinct summary of the main issues related to lifelong learning, for its challenges to some beliefs about the impact of social, economic and cultural changes on individuals and organisations, and for its consistent and sometimes passionate (and compassionate) argument throughout.*

**Studies in Continuing Education**

This wholly rewritten edition takes account of recent research and policy, and shifting lifestyles. It is essential reading for academics with a scholarly interest in adult learning, and for teachers, managers and others who want to understand this critical and fast-moving area of modern educational policy.

**2006, ISBN 978 1 85856 346 6, reprinted 2008**  
**210 pages, 234 x 156mm, £19.99**



## Changing Faces of Adult Literacy, Language and Numeracy a critical history

Mary Hamilton and Yvonne Hillier

*This timely and important book ... is an essential read for researchers, practitioners and policy-makers, including especially anyone undertaking research, study or training and professional development in ALLN, and has much to recommend it for those with a more general interest in adults' access to education and training.*

*A useful and thought provoking book... It is an excellent case study of how adult learning has developed from fragmented, piecemeal and ad hoc programmes to become a legitimate area of educational activity and embedded on a national strategy.*

**2006, ISBN 978 1 85856 348 0**  
**208 pages, 244mm x 170mm, £20.99**

## University Students Behaving Badly

Deborah Lee

*No member of staff of any organisation should be expected to tolerate violence and abuse and, as Lee identifies, universities must address the issue or face the consequent loss of valuable staff, not to mention expensive and potentially damaging litigation. I agree with her that the time has come for a concerted campaign to force the issue.*

**Higher Education Review**

**2006, ISBN 978 1 85856 369 5**  
**156 pages, 234 x 156mm, £17.99**



## Personal Tutoring in Higher Education

edited by Liz Thomas and Paula Hixenbaugh

*...a resource personnel administrators can use to create new programs, help justify the work being done, and show the impact of work in student success and retention.*

**Journal of College Student Development**

This book examines the pressures on traditional models of personal tutoring and sets this against the benefits of greater interaction and engagement to support students. Contributors offer effective new ways of implementing appropriate support systems and discuss the implications for the training, development and support needs of university staff. Essential for all managers and tutors in higher education.

**2006, ISBN 978 1 85856 385 5**  
**184 pages, 244 x 170mm, £19.99**

## Enabling Traditions – Four Sinhala Cultural Intellectuals

Wimal Dissanayake

Professor Wimal Dissanayake has selected four of the leading cultural intellectuals in Sri Lanka: Munidasa Cumaratunga, Martin Wickramasinghe, Ederiweera Sarachchandra and Gunadasa Amarasekera, to examine critically. He explains their innovative work in terms of the interplay between tradition and modernity in light of contemporary thinking on culture, history, language and agency.

*Awarded the 2006 National Literacy Award of Sri Lanka for the best non-fiction book.*

**March 2005, ISBN 978 1 85856 396 1**  
**156 pages, 226 x 145mm, £18.99**

## On Writing Educational Ethnographies the art of collusion

BEST SELLER

Jean Conteh, Eve Gregory, Chris Kearney and Aura Mor-Sommerfeld

...useful for students to read before they embark upon research, an encouragement for students to pick up in the middle of their projects and helpful to read when nearing the end. It may also be constructive for project supervisors approaching the supervision process for the first time.

### Evaluation and Research in Education

A core reader for students pursuing ethnographic research at Masters, EdD or PhD level. An excellent model and guide for new researchers and teachers on how to go about writing postgraduate research dissertations.

2005, ISBN 978 1 85856 341 1  
208 pages, 228 x 145mm, £19.99

## Dyslexia, the Self and Higher Education learning life histories of students identified as dyslexic

David Pollak

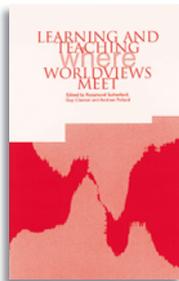
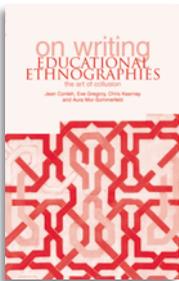
His book stimulates the reader to think about dyslexia in a particular way, and invites (or provokes) re-consideration of views that have perhaps become over-comfortable. His book will be a valuable source of information about how students cope with dyslexia, and to anyone interested in the reality of dyslexia in adult life.

### Dyslexia Contact

A very scholarly book, meticulously referenced, that should certainly be read by anyone who is involved in assessment at any level. It should also be required reading for anyone involved in the student support services.

### Dyslexia Review

2005, ISBN 978 1 85856 360 2  
272 pages, 247 x 168mm, £20.99



## Degrees of Choice social class, race and gender in higher education

Diane Reay, Miriam E. David and Stephen Ball

Reay, David and Ball have succeeded in producing a very neat readable book, which makes arguments that throw valid punches at our thinking and knowledge about mass higher education. The use of Bourdieu's thinking tools of habitus and field in ways that enable description, understanding and explanation of complex issues is of great value.

This eloquently written and thoroughly researched book ... should be essential reading, not only for all those in the field of widening participation and higher education (including government ministers and policy advisers), but also anyone with an interest in the persistence of class and other inequalities. I thoroughly recommend it.

### Gender and Education

2005, ISBN 978 1 85856 330 5  
192 pages, 228 x 145mm, £20.99

## Institutional Racism in Higher Education

edited by Ian Law, Deborah Phillips and Laura Turney

I would recommend this book not only to readers working and living in the UK, but most especially to those who wish to better understand the universalities of institutional racism as interpreted through the particular lens of the British higher education experience.

### Higher Education Review

2004, ISBN 978 1 85856 313 8  
180 pages, 247 x 168mm, £20.99

## Learning and Teaching where worldviews meet

edited by Rosamund Sutherland, Guy Claxton and Andrew Pollard

... the book is rich in content and is the sort of book one would dip in and out of, depending on topic interest.

This engaging book will be of interest and relevance to all those engaged in education...

### The Development Educational Journal

2003, ISBN 978 1 85856 248 3  
210 pages, 228 x 145mm, £20.99

## Improving Completion Rates Among Disadvantaged Students

edited by Liz Thomas, Michael Cooper and Jocey Quinn

Lecturers in higher education finding out what practical steps others have taken to improve completion rates among disadvantaged students across the world will find this book useful and stimulating.

I would recommend this book to higher education administrators who are interested in how various programs across the globe are working to remedy access and retention for disadvantaged students.

### Journal of College Student Development

2003, ISBN 978 1 85856 316 9  
176 pages, 228 x 145mm, £19.99

## Non-Traditional Entrants to Higher Education 'They talk about people like me'

Marion Bowl

... it should certainly be read by all FE and HE staff who need to understand more about the lives, views and struggles of 'non-traditional' students.

...The language is clear and the students' stories are amazingly rich, touching and thought provoking.

### Widening Participation and Lifelong Learning

This an admirable, important and well-written book that is finely produced by Trentham Books.

### Studies in the Education of Adults

This book is a valuable insight for anyone working in education as it brings to the forefront areas of concern that need to be addressed to ensure that higher education is truly diverse.

### British Educational Research Journal

2003, ISBN 978 1 85856 298 8  
208 pages, 228 x 145mm, £19.99

## Achieving Publication in Education

John Eggleston and Gillian Klein

1997, ISBN 978 1 85856 066 3, £6.99

## Powerful Subjects are women really taking over the university?

Jocey Quinn

The students' divergent views, concerns and responses add to the accessibility and liveliness of this book and ensure that it is as likely to appeal to students as to those responsible for teaching and planning course curricula.

### Gender and Education

... an important and worthwhile book, brave in its attempts to extend beyond the usual disciplinary divides... Its audience is likely to be broad, as befits a multi-disciplinary approach to teaching and learning in diverse contexts.

### British Journal of Educational Studies

2003, ISBN 978 1 85856 279 7  
184 pages, 228 x 145mm, £19.99

## Accessing Education effectively widening participation

Penny J Burke

...a welcome counterbalance to the technical rationality of programmes based on tightly specified learning outcomes. The pedagogic process is of critical importance if students are to be empowered.

### Studies in Higher Education

2002, ISBN 978 1 85856 255 1  
172 pages, 228 x 145mm, £19.99



## Index to Authors and Editors

- Ackroyd, Judith 42, 45  
 Adler, Sue 27  
 Adnett, Nick 63  
 Ainley, Beulah 46  
 Anderson, Michael 44  
 Arizpe, Evelyn 5  
 Arnold, Christopher 29, 58  
 Atkins, Liz 62  
 Atkinson, Dennis 46  
 Atkinson, Elizabeth 25, 26, 64  
 Austin, Rebecca 3  
 Bagguley, Paul 27  
 Bailey, Peter 20  
 Ball, Stephen 66  
 Bamber, Phil 52  
 Bancroft, Susi 34  
 Barker, Bernard 51, 53  
 Bearne, Eve 6  
 Bhatti, Ghazala 16  
 Bhavnani, Reena 20  
 Bhopal, Kalwant 62  
 Billington, Tom 19  
 Blackledge, Adrian 10  
 Bourke, Lorna 52  
 Bourn, Douglas 35  
 Bowl, Marion 67  
 Breslin, Tony 56  
 Bricheno, Patricia 28  
 Brown, Babette 3, 20  
 Burke, Penny J 67  
 Burnard, Pamela 33  
 Byfield, Cheron 14  
 Cajani, Luigi 37  
 Cameron, David 44  
 Campbell, Robin 5, 6  
 Carlyle, Denise 58  
 Carroll, John 44  
 Chanda-Gool, Sofia 17  
 Channer, Yvonne 20  
 Chappell, Kerry 33  
 Claire, Hilary 39  
 Clark, Margaret M 2  
 Clarke, Karen 3  
 Clarkson, Jean 52  
 Claxton, Guy 66  
 Clough, Peter 26  
 Cochrane, Pat 34  
 Cockett, Mike 34  
 Cohen, Steve 22  
 Cole, Barbara Ann 25  
 Coleman, Marianne 28  
 Coles, Maurice Irfan 15  
 Conteh, Jean 8, 10, 66  
 Coombes, Phyllida 16  
 Cooper, Michael 67  
 Cotton, Penni 10  
 Cotton, Tony 19  
 Coventon, John 41  
 Coxhead, John 17  
 Craft, Anna 32, 33  
 Cremin, Teresa 33  
 Crozier, Gill 54  
 Cruddas, Leora 53  
 Cummins, Jim 7  
 Curran, John J 55  
 Dadzie, Stella 20  
 Danaher, Patrick Alan 16  
 Dash, Paul 46  
 David, Miriam E 28, 66  
 Davies, Lynn 38  
 Davis, David 40, 41, 45  
 DePalma, Renée 25, 26, 64  
 Deuchar, Ross 29, 39  
 Devine, Dymna 54  
 Dewan, Indra Angeli 15  
 Dillow, Celia 55  
 Dissanayake, Wimal 47, 65  
 Drever, Mina 6  
 Drury, Rose 9  
 Duncan, Diane 58  
 Dwyfor Davies, John 31  
 Early, Margaret 7  
 Eggleston, John 67  
 Elliott, Adrian 53  
 Ellsmore, Susan 57  
 Elton-Chalcraft, Sally 14  
 Fautley, Martin 32  
 Fawcett, Mary 34  
 Fellowes, Alex 10  
 Field, John 64  
 Forsyth, Rachel 59  
 Francis, Becky 28  
 Gaine, Chris 16, 17  
 Garner, Philip 26, 31, 58  
 Garside, Ros 36  
 Gobbo, Francesca 16  
 Gokulsing, K. Moti 47  
 Goodman, Sharon 6  
 Goodson, Lisa 22  
 Gorard, Stephen 63  
 Gordon, Gloria 15  
 Gray, Sandra Leaton 56  
 Gregory, Eve 66  
 Griffiths, Morvenna 20  
 Guishard-Pine, Jeune 11  
 Gunter, Helen 25  
 Hamilton, Mary 65  
 Harris, Diana 17  
 Harrison, Don 38  
 Hart, Andrew 46  
 Hartley, Jennifer S 42  
 Hassan, Anna 19  
 Hatcher, Richard 32  
 Hay, Penny 34  
 Hickey, Tina 8  
 Hicks, Alun 46  
 Hillier, Yvonne 65  
 Hirst, Kath 3  
 Hixenbaugh, Paula 65  
 Holden, Cathie 39  
 Hoskins, Kate 24  
 Houssart, Jenny 48  
 Howson, Carlton 22  
 Hulson, Maggie 45  
 Hussain, Yasmin 27  
 Hutchings, Merry 58  
 Issa, Tözün 8, 9  
 Jeffery, Graham 34  
 Jobbins, Veronica 33  
 Joy, Louise 4  
 Kearney, Chris 66  
 Kelly, Clare 4  
 Kenner, Charmian 8, 9, 10  
 Kent, Mike 52  
 Kiddle, Cathy 16  
 Klein, Gillian 18, 36, 54, 67  
 Klein, Reva 31  
 Knowles, Eleanor 16  
 Lane, David A 31  
 Law, Ian 66  
 Leach, Fiona 28  
 Lee, Deborah 65  
 Leeman, Yvonne 16  
 Lees, Helen 51  
 Leonard, Diana 27  
 Lillis, Theresa 6  
 Lloyd, Gwynedd 36  
 Lloyd-Smith, Mel 31  
 Lytra, Vally 7  
 Mann, Jabir 19  
 Marks, Ken 18  
 Marland, Michael 54  
 Marsh, Jackie 6  
 Marr, Liz 59  
 Martin, Barbara 23  
 Martin, Peter 7, 8  
 Masefield, Paddy 46  
 Mason, John 48  
 May, Helen 63  
 Maybin, Janet 6  
 McCluskey, Gillean 36  
 McGill, Catherine 34  
 McKinney, Carolyn 6  
 McSharry, Majella 26  
 Medical Officers of Schools Association 53  
 Menter, Ian 58  
 Mercer, Neil 6  
 Miles, Berenice 19, 30  
 Millard, Elaine 32  
 Mitchell, Claudia 28  
 Modood, Tariq 11  
 Morrice, Linda 21  
 Mor-Sommerfeld, Aura 66  
 Moule, Susan 6  
 Murphy, George 5  
 Myers, Kate 27  
 Myerson, John 49  
 Naidoo, Beverley 20  
 Needham, Martin 3  
 Neisser, Barbara 57  
 N'Guessan, Teri 34  
 Nickolay, Stella 19  
 No *Outsiders Project* Team 25  
 Norman, Eddie 36  
 Nutbrown, Cathy 3  
 O'Brien, Tim 58  
 O'Connor, Peter 43  
 Osler, Audrey 37, 39  
 O'Toole, John 42  
 Owen-Jackson, Gwyneth 49  
 Pace, Paul 38  
 Parker-Jenkins, Marie 20, 31  
 Parsons, Carl 30  
 Peacock, Alan 3, 39  
 Pearce, Sarah 18  
 Peters, Friedhelm 31  
 Peterson, Keith 6  
 Phillimore, Jenny 22  
 Phillips, Deborah 66  
 Phipps, Alison 27  
 Pickford, Tony 38  
 Pilkington, Andrew 60  
 Piper, Heather 61  
 Plummer, Gillian 28  
 Pollak, David 66  
 Pollard, Andrew 66  
 Pomerantz, Michael 19  
 Pomeroy, Eva 20  
 Power, Maggie 5  
 Price, Geraldine 64  
 Quinn, Jocey 67  
 Rait, Satwant Kaur 27  
 Ravet, Jackie 30  
 Reason, Matthew 43  
 Reay, Diane 54, 66  
 Reiss, Michael 64  
 Revell, Lynn 13  
 Revell, Phil 57  
 Rhamie, Jasmine 16  
 Richards, Colin 6  
 Richards, Sandra 30  
 Richardson, Robin 12, 14, 19, 30, 57  
 Riddell, Richard 54, 63  
 Ridley, Wendy 16  
 Robinson, John 38  
 Robertson, Leena Helavaara 8  
 Rolfe, Linda 33  
 Rosen, Marion 34  
 Ross, Alistair 37, 58  
 Rowling, John R 53, 54  
 Rutter, Jill 21, 22  
 Sallah, Momodou 22  
 Saran, Rene 57  
 Satterthwaite, Jerome 61  
 Segell, Glen 57  
 Sewell, Tony 13  
 Shain, Farzana 12, 14  
 Shallcross, Tony 38  
 Shan, Sharan-Jeet 20  
 Sikes, Pat 61  
 Simmons, Robin 60  
 Simpson, Sarah 29  
 Siraj-Blatchford, Iram 2, 3, 49  
 Siraj-Blatchford, John 49  
 Skinner, Janet 64  
 Slack, Kim 63  
 Smith, Emma 63  
 Smyth, Jennifer 48  
 Sneddon, Raymonde 8  
 Soloman, Mike 29  
 Starkey, Hugh 37, 39  
 Statham, Liz 9  
 Styles, Morag 4, 5, 6  
 Su, Feng (Frank) 59  
 Supple, Carrie 38  
 Sutherland, Rosamund 66  
 Sylva, Kathy 2  
 Taggart, Brenda 2  
 Tattum, Delwyn P 31  
 Taylor, Hazel 27  
 Taylor, Philip 40, 44  
 Thomas, Liz 63, 65, 67  
 Thompson, Ron 60  
 Thomson, Pat 19  
 Thornton, Mary 28  
 Tobin, Joseph 46  
 Travers, Penny 18  
 Troyna, Barry 20  
 Tucker, Stanley 2  
 Turney, Laura 66  
 van Dijk, Lutz 26  
 van Driel, Barry 18, 26  
 Vincent, Kerry 24  
 Vong, K L (Peggy) 33  
 Wals, Arjen 38  
 Warin, Jo 52  
 Warner, Christine D 44  
 Webb, Simon 50  
 Webster, Simon 61  
 Whitley, David 4  
 Willis, Wylf 53  
 Williams, Claudette 8  
 Winstanley, Carrie 50, 54  
 Wood, Angela Gluck 19, 56  
 Woods, Peter 58  
 Woolland, Brian 44  
 Wright, Hazel R 23  
 Wrigley, Terry 20, 52, 53  
 Yeomans, Jane 29, 58

## Index to Titles

- Bold Type:** New Titles  
*Italic Type:* Journals
- Accessing Education: effectively widening participation 67
- Achieving Publication in Education 67
- The Achievement of British Pakistani Learners: work in progress 19
- Activating Participation: parents and teachers working towards partnership 54
- Acts of Reading: teachers, text and childhood 5
- Analysing Language in Context: A Student Workbook 6
- Another School is Possible 52
- Another Spanner in the Works: challenging prejudice and racism in mainly white schools 16
- Antiracism, Culture and Social Justice in Education 20
- Applied Theatre: Breaking Oppressions, Challenging Perceptions** 42
- Are We Listening? making sense of classroom behaviour with pupils and parents 30
- Art, Narrative and Childhood 6
- Asian Women in Higher Education: shared communities 62
- Aspiration, Identity and Self-Belief: Snapshots of social structure at work 63
- Becoming a Primary School Teacher: a study of mature women 58
- Becoming Biliterate: young children learning different writing systems 10
- Being a Refugee: learning and identity – a longitudinal study of refugees in the UK** 21
- Bilingual Books – Biliterate Children: learning to read through dual language books 8
- Bilingual Shakespeare: a practical approach for teachers 10
- Black Boys Can Make It: how they overcome the obstacles to university in the UK and USA 14
- Black Journalists, White Media 46
- Building a Creative School: a dynamic approach to school development 34
- Bullying in Schools 31
- Carry on Teachers! representations of the teaching profession in screen culture 57
- The Challenge of Teaching Controversial Issues 39
- Challenging Homophobia: teaching about sexual diversity 26
- Changing English Primary Education 6
- Changing Faces of Adult Literacy, Language and Numeracy: a critical history 65
- Changing Life Chances – practical projects and endeavours in schools** 12
- Changing Lives: women, inclusion and the PhD 25
- Changing Towards Excellence 54
- Children at Play: learning gender in the early years** 23
- Children at the Margins: supporting children, supporting schools 19
- Children of Islam: a teachers' guide to meeting the needs of Muslim pupils 20
- Children, Power and Schooling: how childhood is structured in the primary school 54
- Chinese Learning Journeys: chasing the dream** 59
- Citizenship and Democracy in Schools: diversity, identity, equality 39
- Citizenship and Language Learning 39
- Citizenship, Enterprise and Learning: harmonising competing educational agendas 39
- Climbing Towards Excellence: how to get the best for students at GCSE 53
- Close Encounters: dance partners for creativity** 33
- Combating Gender Violence in and around Schools 28
- Confronting Islamophobia in Educational Practice 18
- Counting Them In: isolated bilingual learners in schools 9
- Creating Democratic Citizenship Through Drama Education: the writings of Jonathan Needlands 43
- Creating Sustainable Environments in our Schools 38
- The Creative College: building a successful learning culture in the arts 34
- Creative Learning 3-11 and how we document it 33
- Creativity and Education Futures** 32
- The Crisis in Teacher Supply 58
- Defying Disaffection: how schools are winning the hearts and minds of reluctant students 31
- Degrees of Choice: social class, race and gender in higher education 66
- Design and Technology Education: An international Journal* 36
- Developing New Technologies for Young Children 49

- Developing Subject Knowledge in Design and Technology:  
Developing Planning and Communicating Ideas 49  
Food Technology 49  
Structures 49  
Systems and Control 49
- The Disciplining of Education: new languages of power and resistance 61
- Discourses of Education in the Age of New Imperialism 61
- Discourse, Resistance and Identity Formation
- Drama to Inspire: a London Drama Guide to excellent practice in drama for young people** 41
- Dyslexia, the Self and Higher Education: learning life histories of students identified as dyslexic 66
- Eagles Who Soar: how Black learners find the path to success 16
- Early Childhoods in a Changing World 2
- ECERS-E: The Early Childhood Environment Rating Scale: the curricular extension to ECERS-R 2
- ECO-Literacy for Primary Schools 39
- Educating Against Extremism 38
- Educational Counter-Cultures: confrontations, images, vision 61
- Edward Bond and the Dramatic Child: Edward Bond's plays for young people 45
- Elective Home Education in the UK** 50
- Emotions of Teacher Stress 58
- Enabling Traditions – Four Sinhala Cultural Intellectuals 65
- Enhancing Early Years Science 48
- Enquiring Minds: Socratic dialogue in education 57
- Equality in Action: a way forward with Persona Dolls 3
- Equality Stories: recognition, respect and raising achievement 19
- Equal Measures: bilingual and ethnic minority pupils in secondary schools 18
- A European Education: citizenship, identities and young people 37
- Europe's Established and Emerging Immigrants 22
- Every Muslim Child Matters: practical guidance for schools and children's services 15
- Evolving Creativity: new pedagogies for young children in China 33
- Excluded from School: complex discourses and psychological perspectives 29
- Experiencing Exclusion 20
- Exploring Creative Learning 34
- Failing Working-Class Girls 28
- Fathers and Sons: in and about education 26
- From Prejudice to Genocide: learning about the Holocaust 38
- Gangs, Marginalised Youth And Social Capital 29
- Gavin Bolton: essential writings** 40
- Genderwatch: still watching... 27
- Generating Genius: Black boys in search of love, ritual and schooling 13
- Geoff Gillman – six plays for Theatre in Education and Youth Theatre** 41
- Get Global! a practical guide to integrating the global dimension into the primary curriculum 38
- Good Guys Don't Wear Hats 46
- A Guide to Developing the ICT Curriculum for Early Childhood Education 49
- The Handbook of School Health (18th edition) 53
- Hidden Worlds: young children learning literacy in multicultural contexts 4
- History Teaching, Identities, Citizenship 37
- Holding Together: equalities, difference and cohesion 14
- Home Pages: literacy links for bilingual children 9
- I am a Promise: the school achievement of British African-Caribbeans 20
- Identity Crisis: working in Higher Education in the 21st century** 59
- Identity Texts: the collaborative creation of power in multilingual schools** 7
- Improving Completion Rates Among Disadvantaged Students 67
- Improving Primary Schools, Improving Communities 19
- Indian Popular Cinema: a narrative of cultural change 47
- The Ingredients of Challenge** 50
- Innocence Lost** 55
- In Praise of Teachers: identity, equality and education 57
- In Safe Hands: facilitating service learning in the developing world 52
- Institutional Racism in Higher Education 66
- Institutional Racism in the Academy: a case study** 60
- International Journal of Development Education and Global Learning* 35
- International Journal on School Disaffection* 36
- Interrogating Heteronormativity in Primary Schools 25
- 'It's Not Just About Black and White, Miss!' children's awareness of race 14
- Invisible Boundaries: addressing sexualities equality in children's worlds 26
- Invisible Students, Impossible Dreams: experiencing vocational education 14-19 62
- Islam and Education: the manipulation and misrepresentation of a religion** 13
- Islamophobia: issues, challenges and action 19
- Language, Literacy and Education: A Reader 6
- The Last Bastion of Racism? Gypsies, Travellers and policing 17
- Learning and Teaching: where world views meet 66
- Learning Mentors in Schools: policy and practice 53
- Letting the Outside In: developing teaching and learning beyond the early years classroom 3
- Lifelong Learning and the New Educational Order (second revised edition) 64
- Listening Counts: listening to young learners of mathematics 48
- Listening Figures: listening to learners of mathematics at secondary school and above 48
- Literacy and Social Inclusion: closing the gap 6
- Literacy in Nursery Education 6
- Literacy, Power and Social Justice 10
- Marginality and Difference in Education and Beyond 64
- Missing Men in Education 28
- Moving On Up: South Asian women and higher education 27
- Multilingual Europe: diversity and learning 8
- Multilingual Learning: stories from schools and communities in Britain 8
- Multiple Factors: classroom mathematics for equality and justice 20
- Music Education and Muslims 17
- NEET: Young People and Training for Work** 60
- The New Folk Devils: Muslim boys and education in England** 12
- New Migrants in the UK: education, training and employment 22
- Non-Traditional Entrants in Higher Education: 'They talk about people like me' 67
- On the Margins: the educational experience of 'problem' pupils 31
- On Writing Educational Ethnographies: the art of collusion 66
- Opportunities for Science in the Primary School 3
- Overcoming the Barriers to Higher Education 63
- Parents and Schools: partners or protagonists? 54
- The Pendulum Swings: transforming school reform 51
- Performing Research: tensions, triumphs and trade-offs of ethnodrama 42
- Personal and Political: feminisms, sociology and family lives 28
- Personal Tutoring in Higher Education 65
- Perspectives on Early Childhood Education: contemporary research 3
- Picture Books *Sans Frontières* 10
- Poetry and Childhood** 4
- Power in the Academy 61
- Power Plays: primary school children's constructions of gender, power and adult work 28
- The Power to Learn: stories of success in the education of Asian and other bilingual pupils 20
- Powerful Subjects: are women really taking over the university? 67
- The Professionals: better teachers, better schools 57
- Psychology for Teaching Assistants 58
- Psychology, Race Equality and Working with Children** 11
- Pupils as Playwrights: drama, literacy and playwriting 44
- Pupils with Problems 31
- The Rabbit's Laid an Egg, Miss!: life as a London headteacher 52
- Race Equality Teaching* 36
- Racist Incidents and Bullying in Schools: how to prevent them and how to respond when they happen 30
- Reading Stories with Young Children 5
- Realising Potential: complementary schools in the UK 8
- Real Players? drama, technology and education 44
- Recasting Race: women of mixed heritage in Further Education 15
- Regardless of Frontiers: children's rights and global learning 38
- Remaking the Curriculum: re-engaging young people in secondary school** 32
- Researching Children  
Researching the World: 5x5x5 = creativity 34
- Research Methodologies for Drama Education 45
- Residential Child Care and its Alternatives: international perspectives 31
- Rethinking Interventions in Racism 20
- Role Reconsidered: a re-evaluation of the relationship between teacher-in-role and acting 45
- Schemes for Classroom Drama 45
- Schooled Bodies? negotiating adolescent validation through press, peers and parents 26
- The Schooling and Identity of Asian Girls 14
- Schooling the Rustbelt Kids: making the difference in changing times 19



## Identity Crisis

Working in Higher Education in the 21st century  
Liz Marr and Rachel Forsyth

## PSYCHOLOGY, race equality AND WORKING WITH CHILDREN

edited by Jeune Guishard-Pine

## THE NEW folk devils

Muslim boys and education in England  
Farzana Shain

## BEING A REFUGEE LEARNING AND IDENTITY

A longitudinal study of refugees in the UK  
Linda Morrice

## THE INGREDIENTS of challenge

Carrie Winstanley

## Gavin Bolton

essential writings  
edited by David Davis

tb

### Trentham Books Limited

Westview House, 734 London Road,

Oakhill, Stoke-on-Trent, Staffordshire, England ST4 5NP

Tel: +44 (0) 1782 745567/844699 Fax: +44 (0) 1782 745553

tb@trentham-books.co.uk www.trentham-books.co.uk

VAT: GB 536 9801 18 Reg. No. 1732663

Artwork: Trentham Books Ltd./aquarium graphic design ltd.