

Education Policy and Social Class

The selected works of
STEPHEN J. BALL



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Journal of Education and Educational Research

Education Policy And Social Class The Selected Works Of Stephen Ball

Robin Simmons, Kat Simpson



Education Policy And Social Class The Selected Works Of Stephen Ball:

Education Policy and Social Class Stephen J. Ball, 2006 This book brings together in one place Stephen Ball's key writings Drawing on over 20 years work Professor Ball has selected his most seminal work from education policy and sociology to his work on education and social class

Transforming education policy Philip A. Woods, 2011-07-06 Education is in a state of continual change and schools ever more diverse People want more participation and meaning in their lives organisations want more creativity and flexibility Building on these trends this timely book argues that a new paradigm is emerging in education sowing the seeds of a self organising system that values holistic democracy It is an essential read for anyone academics policy makers practitioners students parents school sponsors and partners who is interested in how education can broaden its horizons

Teachers at the Table Annalee G. Good, 2018-10-25 Teachers at the Table is based on the simple premise that policy matters in education and teachers matter to policy Policy reflects and shapes society's beliefs about schools teachers children learning and society as well as the power structures embedded in our communities and decision making processes If policy is a public response to perceived social problems it matters who is at the table when the problems are defined the agendas set and the policy itself designed Although teachers may be central to the implementation of education policy they are marginal to the design of it especially around issues of teaching and learning In short teachers are not at the table This is important because the lack of teacher voice in educational policymaking disconnects the goals and design of education policy from the actual lived challenges of implementing it This book draws on a qualitative case study with both practicing and pre service teachers involved in a policy advocacy professional development program Findings from the study illustrate norms and routines the nature of teachers work hierarchy of authority and professional status that act as barriers to teacher involvement in policy creation The book then follows with clear examples of teacher pushback against these same norms and details the conditions under which teachers can interact in authentic ways with decision making structures in schools and policy Teachers at the Table is a unique examination into these dynamics informing the critical efforts of teacher leaders to participate in educational policy creation and helps us to understand and more importantly act upon the structures around teachers to better support their involvement in policymaking with the ultimate goal of producing better educational policy that is more relevant and responsive to the youth educators families and communities it serves

Education, Work and Social Change in Britain's Former Coalfield Communities Robin Simmons, Kat Simpson, 2022-10-17 This edited book presents a range of chapters written by new and established authors drawing on a range of different perspectives and traditions to critically analyse education work and social change in the former coalfields Historically coal was one of Britain's major industries employing over a million men at its peak But mining was more than an occupation it was a way of life for those living and working in coalfield communities Work leisure family relations and other dimensions of social life were centred upon the coal industry and its related institutions such as trade unions working men's

clubs and welfare institutes These communities have however undergone significant social and economic change over time not least in terms of the pain and suffering associated with the Great Strike of 1984 85 the successive waves of pit closures which took place thereafter and the eventual demise of the coal industry The book will be of interest to academics drawing on sociology social policy history geography and other subject disciplines

Education and the Culture of Consumption
David Hartley, 2012 For nearly 200 years the organisational form of the school has changed little Bureaucracy has been its enduring form The school has prepared the worker for the factory of mass production It has created the mass consumer to be content with accepting what is on offer not what is wanted However a revised educational code appears to be emerging This code centres upon the concept of personalisation which operates at two levels first as a new mode of public service delivery and second as a new grammar for the school with new flexibilities of structure and pedagogical process Personalisation has its intellectual roots in marketing theory not in educational theory and is the facilitator of education for consumption It allows for the market to suffuse even more the fabric of education albeit under the democratic sounding call of freedom of choice Education and the Culture of Consumption raises many questions about personalisation which policy makers seem prone to avoid Why now are we concerned about personalisation What are its theoretical foundations What are its pedagogical curricular and organisational consequences What are the consequences for social justification of personalisation Does personalisation diminish the socialising function of the school or does it simply mean that the only thing we share is that we have the right to personalised service All this leads the author to consider an important question for education does personalisation mark a new regulatory code for education one which corresponds with both the new work order of production and with the makeover prone tendencies of consumers The book will be of great interest to postgraduate students and academics studying in the fields of education policy and the social foundations of education and will also be relevant to students studying public policy especially health care and social care and public management

Knowledge and Identity
Gabrielle Iverson, Brian Davies, John Fitz, 2010-11-23 What in the digital era is knowledge Who has knowledge and whose knowledge has value Postmodernism has introduced a relativist flavour into educational research such that big questions about the purposes of education have tended to be eclipsed by minutiae Changes in economic and financial markets induce a sense that we are also experiencing an intellectual credit crunch Societies can no longer afford to think about the role of education merely in relation to national markets and national citizenry There is growing recognition that once again we need big thinking using big theoretical ideas in working on local problems of employability sustainability and citizenship Drawing on aspects of Bernstein's work that have attracted an international following for many years the international contributors to this book raise questions about knowledge production and subjectivity in times dominated by market forces privatisation and new forms of state regulation The book is divided into three sections Part one extends Bernstein's sociology of knowledge by revitalizing fundamental questions such as what is knowledge how is it produced and what are its functions within education

and society in late modernity It demonstrates that big theory like big science provides immense resources for thinking ourselves out of crisis because in contradistinction to micro theory we are able to contemplate global transformations in ways which otherwise would remain unthinkable Part two considers the new hybrid forms of knowledge that are emerging in the gap opened up between economic markets and academic institutions across a range of countries Bernstein said in the 1970s that schools cannot compensate for society but we might now ask can universities compensate for the economy Part three adds new conceptual tools to the understanding of subjectivity within Bernstein's sociology of knowledge and elaborates conceptual developments about pedagogic regulation consciousness and embodiment This book will appeal to sociologists educationists and higher educators internationally and to students on sociology of education curriculum and policy studies courses

International Higher Education Hubs in the Global Education Industry Marvin Erfurth, 2022 Education hubs are a recent phenomenon in higher education systems of predominantly Asian countries to innovate local systems through the expertise of foreign actors particularly from English speaking countries To understand some of the phenomenon's implications on international higher education this empirical study compares attempts to create education hubs in Singapore and the United Arab Emirates First the book explores the analytical potential of current approaches to study the phenomenon and second it investigates how education hubs change policy and governance in the higher education systems of Singapore and the United Arab Emirates The book sheds light on how education hubs lead to the involvement of Global Education Industry actors in local systems and how the phenomenon creates new dynamics for policy making and research Marvin Erfurth ist Wissenschaftlicher Mitarbeiter an der Westfälischen Wilhelms Universität Münster Arbeitsschwerpunkte Internationale und Vergleichende Erziehungswissenschaft Internationale Bildungspolitik Hochschulforschung Bildungswirtschaft

Ideologies in Educational Administration and Leadership Eugenie A. Samier, 2016-04-28 *Ideologies in Educational Administration and Leadership* explores ideological dimensions of educational administration in a number of Western and Central European contexts as they influence or shape the understanding analysis and practice in the field covering a broad range of topics such as ethics governance diversity and power The first section Philosophical and Theoretical Foundations includes a range of sociological political and linguistic approaches to examining ideology in an educational context The second section Ideologies of Research and Teaching includes examinations of neoliberal and technological effects on research and teaching as well as ideological shifts and challenges in the West and in Eastern Europe The last section Contemporary and International Issues includes critiques of social media neoliberal impact on schooling managerial leadership university ideologies in Finland the rationalisation of universities and the impact of administrative ideologies on school systems The book will appeal to researchers practitioners policy makers academics as well as post graduates in educational administration theory and related courses in the ethics and politics of education educational leadership and organisational studies

The Palgrave Handbook of Educational Leadership and Management Discourse

Fenwick W. English, 2022-10-13 This Handbook explores the discourse within the field of educational leadership and management. It provides a clear analysis of the current field as well as older foundational ideas and newer concepts which are beginning to permeate the discussion. The field of educational leadership and management has long acknowledged that educational contexts include a variety of leaders beyond school principals and other school officials such as informal and middle level leaders. By looking at the knowledge dynamic rather than a static knowledge base this Handbook allows research to be presented in its multidimensional evolving reality.

Enlightenment, Creativity and Education Lennart Wikander, Christina Gustafsson, Ulla Riis, 2012-12-06 Enlightenment Creativity and Education politics politics performances presents some outcomes of the 24th Conference of the Comparative Education Society in Europe CESE held in Uppsala in summer 2010. Bringing together studies related to knowledge and educational policies the volume deals with the role of knowledge globalisation and new trends what have an effect of identities and policies. Changes in societies have changed the rhetoric concerning the position and function of education. What in comparative perspective are the historical forces and sociological and economic structures which are influencing our ideas and assumptions about identity and wisdom and the future of politics and economies. So the conference asked what are the contemporary and emergent nature of politics and the politics of the future and who says so. This publication is structured along three themes for the purpose of giving illustrations to some of the questions asked. The themes are I Comparative Education The role of Knowledge and Educational Research II Globalisation and New Trends III New Knowledge Identities Policies. Lennart Wikander is a Senior Lecturer in the Department of Education at Uppsala University. His field is Higher Education including its relations to the labour market. Educational policies in a comparative perspective have also been a major part of his lecturing and research. He is President of NOCIES Nordic Comparative and International Education Society. He is also member of the CESE Executive Committee. Christina Gustafsson is Professor of Education at Uppsala University and Director of Research in Educational Science at the University of Gävle. She started as a classroom researcher and spent some years working on evaluation as a research practice. For the past fifteen years she has been oriented towards higher education research especially research related to teacher training and newly qualified teachers. Ulla Riis is Professor of Education at Uppsala University and Director of the programme Studies in Higher Education SHE at the Department of Education. She also has publications in Science Education and Computer Education in school as curriculum issues. Her latest report deals with the outcomes of a reform of the promotion system for Swedish university professors.

Leading for Equality Jacky Lumby, Marianne Coleman, 2016-10-18 Disentangling the concept of equality in schools can be a tricky task for those in senior middle or classroom leadership. This book will unpack ideas of equality equity diversity and social justice providing practitioners and those training to teach with an understanding of equality in order to address educational values and practice. Drawing on a wide range of case studies from schools in England Wales and Scotland the authors illustrate the importance of leading for equality with a clear and

proactive vision for change The authors explore these key areas Socio economic class Gender Sexuality Ethnicity Religion Migrant children Special learning needs and disabilities This book will serve as a handy guide for postgraduate and undergraduate students on Education Leadership and Inclusive Education courses *Families, Education and Giftedness* Jim Campbell, Laura Mazzoli Smith, 2013-02-12 What is it like to be YOUNG GIFTED AND WORKING CLASS in contemporary England How do working class family values support high educational achievement What do researchers and policy makers have to learn about giftedness from working class families These provocative questions are explored in this ground breaking book Most studies of giftedness focus on the characteristics of individuals and draw upon psychological frameworks to understand them Participants in most gifted education programmes are recruited disproportionately from the higher social classes Sceptical of the concept of giftedness Mazzoli Smith and Campbell question conventional methodologies using a narrative approach to understand how four families of working class origins each with a gifted child construct their values in relation to education and social class They explore the influence of their family histories cultural values and life styles upon educational engagement and achievement The authors show that gifted education policies are poorly matched to the values of these families and argue that much research into giftedness has been flawed by social and cultural discrimination They propose an agenda for change in research paradigms in the giftedness field which should be characterized by interdisciplinarity and more culturally relative conceptions of giftedness

Annual Review of Comparative and International Education 2017 Alexander W. Wiseman, 2018-02-03 This volume surveys the field of comparative and international education CIE from several globally representative perspectives providing expert analyses on a range of recent trends and important concerns in the CIE community worldwide *The Entrepreneurial University* Y. Taylor, 2014-05-05 The entrepreneurial university has been tasked with making an impact This collection presents professional personal reflections on research experience and interpretative accounts of navigating fieldwork and broader public politics and practices of dis engagement primarily through a feminist queer and gender studies lens International Handbook of Comparative Education Robert Cowen, Andreas M. Kazamias, 2009-08-22 A big project like this Handbook means that you incur debts and not only to your authors and your publisher As editors we along with our colleague Elaine Unterhalter who edited the section on postcolonialism would like to thank most warmly those authors who delivered on time and who did not fuss but just got on and did a r rate job We would also like to thank all authors who did deliver which was almost everyone we asked We know that some of our authors worked in very dif cult private circumstances as they were nishing their chapters and we hope the publication of the Volumes will later be for them a happy reminder of dif culties and disasters overcome The only sad theme is that some very close colleagues with whom we were wo ing and for whom we had the greatest respect and liking became very ill and died while the volumes were being prepared We decided to ask for copyright permissions to publish something of theirs These permissions were graciously given by two major journals and with the agreement also of our publishers Springer

Rolland Paulston and Terry McLaughlin have examples of their writing in this Handbook **Migrant, Roma and Post-Colonial Youth in Education across Europe** J. Szalai, C. Schiff, 2014-06-25 This book compares the educational experiences of adolescents from a variety of visible ethnic minority groups across Europe Focusing on underprivileged urban contexts it reveals the structural inequalities as well as the often conflicting inter ethnic relations which develop in classrooms playgrounds and larger communities

The Concepts and Practices of Lifelong Learning Brenda Morgan-Klein, Michael Osborne, 2007-12-17 This is a special edition of an established title widely used by colleges and universities throughout the world This version focus on to apply the theory into practice Implementing organizational change has emerged as a core competency for corporate executive In fact any leader today will discover just how vital leading change is If you re not leading change as the saying goes you re not leading

Educators of the Mediterranean... ..Up Close and Personal Ronald G Sultana, 2012-01-01 A score of prominent educators from South Europe and the Middle East and North Africa region speak about their upbringing their educational and professional journeys their academic achievements and their struggles in order to enhance democracy justice and equity in their countries and across the Mediterranean The interviews in this volume shed light on educational movements challenges and aspirations in a region that is attaining increasing importance geo politically and in comparative and international studies These are powerful and critical voices providing readers with fresh often unexpected insights about contexts cultures and convictions that deserve global attention The interviews with these men and women inform intrigue but above all inspire calling as they do for an earnest commitment to a vision of education as a transformative democratising force In contrast to the global totalising discourse that has increasingly defined education in narrowly economic terms here are the beginnings of alternative agendas inviting citizens to read and decode the world around them and to confront power wherever it lies In doing so the educators in this volume draw upon and put at our disposal a wide array of theoretical lenses nimbly weaving these within a narrative that speaks about a lifetime lived in the hope of making a difference These then are vivid engaging and reflexive accounts emerging from contexts where democracy has only recently taken root if at all and from a region that has come to symbolize the return of the political and the reclaiming of the public sphere as a site for transformation contestation revolt and hope

Racism and Education David Gillborn, 2008-03-11 This book challenges the dominant assumptions and attitudes that shape education and is the first major study in the UK to adopt Critical Race Theory a radical new perspective on the nature of racism and public policy

Theory and Educational Research Jean Anyon, 2008-08-18 Throughout U S history education policies practices and politics have been described and tested to yield empirical data often with little attempt to place findings in a larger theoretical infrastructure that could provide them with increased explanatory critical or even liberatory power This collection fills that void by taking the point of view that neither research nor theory alone is adequate to the task of social explanation Instead Jean Anyon and her collaborators argue that they imbricate and instantiate

one another forming and informing each other as the inquiry process unfolds

Uncover the mysteries within Explore with is enigmatic creation, Discover the Intrigue in **Education Policy And Social Class The Selected Works Of Stephen Ball** . This downloadable ebook, shrouded in suspense, is available in a PDF format (*). Dive into a world of uncertainty and anticipation. Download now to unravel the secrets hidden within the pages.

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