

The Politics Of Education A Critical Introduction

The Politics of Education The Politics of Education Policy in an Era of Inequality The Politics of Education in Developing Countries The Politics of Education The Politics of Education The Politics of Education School Trouble Schools in Conflict The Politics of Education Education And The Struggle For Democracy Rethinking the Politics of Education Politics of Education The Politics of Educational Change The Politics of Education and the New Institutionalism The Politics of Education Making Sense of Education Policy Complexity Theory and the Politics of Education Equal Opportunity and the Politics of Education in Milwaukee The Politics of Education. The Problem of Free Education Considered The Politics of Education Kenneth J. Saltman Sonya Douglass Samuel Hickey Kenneth J. Saltman Tony Monchinski Sabuj Ahmed Deborah Youdell Frederick M. Wirt Paulo Freire Carr, Wilfred Nick Peim Kenneth J. Saltman Maurice Kogan Robert L. Crowson National Society for the Study of Education. Committee on the Politics of Education Geoff Whitty Frederic Clayton Vorlop Politics Frank MacKinnon

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the politics of education provides an introduction to both the political dimensions of schooling and the politics of recent educational reform debates the book offers both undergraduates and starting graduate students in education an understanding of numerous dimensions of the contested field of education addressing questions of political economy and class cultural politics race gender globalisation neoliberalism and biopolitics discussions work through contemporary reform debates that include some of the most widely discussed reform topics such as school privatisation standardised testing common core curriculum discipline and technology the book covers contemporary educational debates and seriously considers views across the political spectrum from the vantage point of critical education emphasising schooling for broader social equality and justice

in a context of increased politicization led by state and federal policymakers corporate reformers and for profit educational organizations the politics of education policy in an era of inequality explores a new vision for leading schools grounded in culturally relevant advocacy and social justice theories this timely volume tackles the origins and implications of growing accountability for educational leaders and reconsiders the role that educational leaders should and can play in education policy and political processes this book provides a critical perspective and analysis of today s education policy landscape and leadership practice explores the challenges and opportunities associated with teaching in and leading schools and examines the structural political and cultural interactions among school principals district leaders state and federal policy actors and increasingly powerful non state actors this fully revised second edition includes questions for discussion at the end of each chapter as well as expanded discussion on critical race theory the effects on educational systems following the global pandemic the holistic needs of children including physical mental economic nutritional and emotional the impact of technology and ai book banning and the assault on school curricula in some states as well as teacher strikes and the politics of school boards an important resource for practicing and aspiring leaders the politics of education policy in an era of inequality shares a theoretical framework and strategies for building bridges between education researchers practitioners and policymakers

this book focuses on how politics shapes the capacity and commitment of elites to tackle the learning crisis in six developing countries it deploys a new conceptual framework to show how the type of political settlement shapes the level of elite commitment and state capacity to improving learning outcomes

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the subject of education is a contentious issue in our world the politics of education an introduction critically examines the overt and covert political issues suffusing education questions of what is education what do we teach and how do we teach are all political questions the answers to which empower certain individuals groups and viewpoints over others this book explores the political contexts that shape our conceptions of education and guides our pedagogical practice contemporary educational theory and practice are taken to task for attempting to instill democratic values and a love of freedom anti democratically with little to no freedom for example the politics of education considers the effects of standardized examinations on the individual and her ability to function in a democratic society critiques of contemporary educational theory and practice by dewey foucault Bourdieu classical conservative thinkers and others are considered this book examines education through historical and international lenses where appropriate alternative meanings and modes of education grounded in critical pedagogy are offered as steps in revolutionizing education tony monchinski a special education and social studies teacher in new york has taught in the west indies and asia he is a phd candidate in political science at the graduate center of the city university of new york where he studies the relationships between political ideologies and the uses of standardized exams a freelance writer tony writes widely for a variety of publications including a monthly column for musclemag international and frequent contributions to cultural logic an online journal of marxist theory and practice

the politics of education power policy and progress explores a timeless truth education and politics are inseparably intertwined from ancient times to the modern era the structure content and access to education have been shaped by political power while education in turn has shaped societies challenged norms and fueled progress the classrooms lecture halls and campuses of today are more than spaces for learning they are arenas where ideological battles are fought futures are imagined and power is negotiated this book is born out of a pressing need to critically examine the role of politics in shaping education systems and the profound impact education has on political landscapes whether it is a government drafting national curricula communities debating the language of instruction or student activists demanding reform the intersection of education and politics influences every level of society

what is the trouble with schools and why should we want to make school trouble schooling is implicated in the making of educational and social exclusions and inequalities as well as the making of particular sorts of students and teachers for this reason schools are important sites of counter or radical politics in this book deborah youdell brings together theories of counter politics and radical traditions in education to make sense of the politics of daily life inside schools and explores a range of resources for thinking about and enacting political practices that make school trouble the book offers a solid introduction to the much debated issues of intersectionality and the limits of identity politics and the relationship between schooling and the wider policy and political context it pieces together a series of tools and tactics that might destabilize educational inequalities by unsettling the knowledges meanings practices subjectivities and feelings that are normalized and privileged in the business as usual of school life engaging with curriculum materials teachers lesson plans and accounts of their pedagogy and ethnographic observations of school practices the book investigates a range of empirical examples of critical action in school from overt political action pursued by educators to day to day pedagogic encounters between teachers and students the book draws on the work of michel foucault judith butler ernesto laclau and chantel mouffe and gilles deleuze and felix guattari to make sense of these practices and identify the political possibilities for educators who refuse to accept the everyday injustices and wide reaching social inequalities that face us school trouble appears at a moment of political and economic flux and uncertainty and when the policy moves that have promoted markets and private sector involvement in education around the globe have been subject to intense scrutiny and critique against this backdrop renewed attention is being paid to the questions of how politics might be rejuvenated how societies might be made fair and what role education might have in

pursing this this book makes an important intervention into this terrain by exploring a politics of discourse an anti identity politics a politics of feeling and a politics of becoming it shows how the education assemblage can be unsettled and education can be re imagined the book will be of interest to advanced undergraduate and postgraduate students and scholars in the fields of education sociology cultural studies and social and political science as well as to critical educators looking for new tools for thinking about their practice

constitutes the voice of a great teacher who has managed to replace the melancholic and despairing discourse of the post modern left with possibility and human compassion educational theory

during the past decade there has been a series of radical changes to the educational system of england and wales this book argues that any serious study of these changes has to engage with complex questions about the role of education in a modern liberal democracy were these educational changes informed by the needs and aspirations of a democratic society to what extent will they promote democratic values and ideals these questions can only be adequately addressed by making explicit the political ideas and the underlying philosophical principles that have together shaped the english educational system to this end the book provides a selective history of english education which exposes the connections between decisive periods of educational change and the intellectual and political climate in which it occurred it also connects the educational policies of the 1980s and 90s to the political ideas of the new right in order to show how they are part of a broader political strategy aimed at reversing the democratic advances achieved through the intellectual and political struggles of the nineteenth and twentieth centuries the book proposes that a democratic educational vision can only effectively be advanced by renewing the struggle for democracy the historical struggle to create forms of education which will empower all citizens to participate in an open pluralistic and democratic society

rethinking the politics of education provides an entirely original rethinking of the modern and contemporary mythology of education problematizing the ideas concerning education as fulfilment and redemption the book critically reviews the association of education with projects of social justice democracy and improvement this book argues for a fundamental rethinking of what education is exploring how things stand with education and educational apparatuses in the contemporary world it examines relations between educational discourses and their implied ontological stances and offers new ways of thinking that draw on ontological positions from

psychoanalytical philosophical and social discourses the book contends that education is an essential form of politics and must be understood through a careful examination of its history modes of operation and its basic structures rather than an idealized version of what it might be presenting an original and alternative account of a theoretically informed political ontology of education the book will be of great interest to academics researchers and postgraduate students interested in the philosophy of education the politics of education educational theory and the sociology of education

this is an assessment of the reluctance of american education institutions to undergo change and reform at a time when it is considered necessary the lack of public confidence in educational institutions is discussed along with the subsequent consequences

this book is a very worthwhile read for teachers student teachers and teacher educators it would be encouraging if politically based policy makers were to digest its contents also citizenship social and economics education i recommend this book as an enjoyable thought provoking and politically important read widenining participation and lifelong learning this important book challenges current educational policies in england in a style for the most part easily accessible to a wide audience geoff whitty s assertions are supported by a wide variety of research findings and this is a book that should be of considerable interest to student of sociology and to all member of the teaching profession mark pepper equals the particular strength of this book is geoff whitty s grasp on and insights into the politics of education he is able to bring to bear an authoritative perspective which is unrivaled in the united kingdom there is no other current book which compares in terms of the breadth and depth of this professor stephen ball institute of education university of london this book represents a struggle by the director of the london institute of education one of our foremost centres of teacher training and research in education to understand what lies behind the education policies of recent governments it is tempting to conclude that if a leading educational sociologist such as geoff whitty who happens also to be brother of the former general secretary of the labour party has difficulty with this there can be little hope for the rest of us but now at least we have this personal odyssey to guide us bob doe times educational supplement this book aims to make sense of the changes in education policy over the past decade using the resources of the sociology and politics of education the author shows that wider sociological perspectives can help us to appreciate both the limits and the possibilities of educational change geoff whitty illustrates this through studies

of curriculum innovation school choice teacher professionalism and school improvement he considers how far education policy can be used to foster social inclusion and social justice and the book concludes with an assessment of new labour education policy in these terms the book deals with education policy in england and wales as well as making comparisons with contemporary education policy in other countries this book is relevant to students of education at masters and doctoral levels students of social policy and policy makers

complexity theory has become a major influence in discussions about the theory and practice of education this book focuses on a question which so far has received relatively little attention in such discussions which is the question of the politics of complexity the chapters in this book engage with this question in a range of different ways whereas some contributions make a case for the promotion of complexity in education others focus more explicitly on questions concerning the reduction of complexity in and through education the chapters do so using theoretical historical and empirical arguments paying attention to a range of different educational settings including early childhood education school education post compulsory education lifelong learning and work based education and focusing on different aspects of these practices such as curriculum pedagogy assessment architecture and management taken together the chapters not only reveal the potential of complexity for engaging with questions about the politics of education in new and different ways they also provide examples of a more reflexive engagement with the politics of complexity in education itself

dr frank mackinnon examines the roles of politicians officials trustees and others who today wield the power in education and discusses the effect of their administration on the schools the teachers and the curriculum

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