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**Education**

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Cover image is from the *T&T Clark Handbook of Modern Theology* (T&T Clark, 2024).





## Student Debt

A Reference Handbook

*William Elliott III & Melinda K. Lewis*

Offering answers to essential questions about student debt and many connected issues, this book examines student debt in the United States at every stage of the process. Student lending in the United States is one of the most controversial

issues in contemporary American discourse. The book explains why so many students are borrowing large amounts of money to attend college; considers whether the cost of higher education is simply too high, and if there should be a cap on how much money students can borrow; and predicts whether the so-called student loan bubble is in danger of popping.

UK January 2024 • US January 2024 • 328 pages • 7 bw illus

PB 9798765120231 • £21.99 / \$29.95

Previously published in HB 9781440844874

ePub 9798216150725 • £21.55 / \$26.95

ePdf 9781440844881 • £21.55 / \$21.55

Series: Contemporary World Issues • Bloomsbury Academic  
World English



## Academic Women

Voicing Narratives of Gendered Experiences

*Edited by Michelle Ronksley-Pavia, Griffith University, Australia, Michelle M. Neumann, Southern Cross University, Australia, Jane Manakil, Griffith University, Australia & Kelly Pickard-Smith, University of Manchester, UK*

In this collection, both individually and collectively, the authors explore the gendering of women's experiences in academia through the lens of narratives of lived experience. This is a cogent theme throughout the book, reflecting on women's experiences as intersectional—always raced, classed, gendered, nuanced and complex. Jointly, the chapters provide important insights into individual and collective contemporary women's experiences in academia from international perspectives, such as gender equity, barriers to success, and achievement. This comprehensive volume provides a reference point for all women and their colleagues working in universities and colleges across the world.

UK September 2024 • US September 2024 • 248 pages • 16 bw illus

PB 9781350274273 • £28.99 / \$39.95

Previously published in HB 9781350274266

ePub 9781350274297 • £81.00 / \$110.69

ePdf 9781350274280 • £81.00 / \$81.00

Series: Bloomsbury Gender and Education • Bloomsbury Academic

## Bloomsbury Handbooks



## The Bloomsbury Handbook of Context and Transformative Leadership in Higher Education

*Edited by Mary Drinkwater, University of Toronto, Canada & Patrick Deane, Queen's University, Canada*

This handbook explores the importance of cultural, political, socioeconomic and historical context in change leadership in higher education. With contributions from four continents, the handbook brings together multi-contextual perspectives to explore the importance of context to the development of the field. Topics include skills, strategies and dispositions, partnerships, technology and future visions.

UK September 2024 • US September 2024 • 352 pages • 25 bw illus

HB 9781350406322 • £130.00 / \$175.00

ePub 9781350406346 • £117.00 / \$159.29

ePdf 9781350406339 • £117.00 / \$117.00

Series: Bloomsbury Handbooks • Bloomsbury Academic



## The Bloomsbury Handbook of Values and Ethical Change in Transformative Leadership in Higher Education

*Edited by Mary Drinkwater, University of Toronto, Canada & Yusef Waghid, Stellenbosch University, South Africa*

This handbook explores the theoretical and conceptual frameworks which can broaden and deepen an educational leader's knowledge and skill set for dealing with crisis and change. With contributions from across five continents, the handbook brings together multi-contextual perspectives to the understanding and application of the theoretical and conceptual models in the field. A broad range of leadership skills and approaches are explored, including collaborative, democratic, transactional, charismatic, transformational, Stieglarian nootechnologies, agency theory, network leadership, knowledge diplomacy and soft power.

UK September 2024 • US September 2024 • 336 pages • 25 bw illus

HB 9781350406278 • £130.00 / \$175.00

ePub 9781350406292 • £117.00 / \$159.29

ePdf 9781350406285 • £117.00 / \$117.00

Series: Bloomsbury Handbooks • Bloomsbury Academic



## The Governance of European Higher Education

Convergence or Divergence?

*Michael Shattock, IOE, UCL's Faculty of Education and Society, University College London, UK, Aniko Horvath, Free University of Amsterdam, the Netherlands & Jürgen Enders, University of Bath, UK*

This book analyses governance at state and institutional levels in five European higher education systems chosen as representative of European higher education as a whole: Germany, Hungary, Norway, Portugal and the UK (as in England, Scotland and Wales). Drawing on 180 detailed face-to-face interviews with policymakers and universities the book explores the extent to which governance and systems have been converging or diverging towards or away from a common European model over the last decade and records the evidence of growing directional controls exercised by the various states.

UK July 2024 • US July 2024 • 224 pages • 10 bw illus

PB 9781350293601 • £28.99 / \$39.95

Previously published in HB 9781350293564

ePub 9781350293588 • £81.00 / \$110.69

ePdf 9781350293571 • £81.00 / \$81.00

Series: Bloomsbury Higher Education Research • Bloomsbury Academic



## Narratives of Becoming Leaders in Disciplinary and Institutional Contexts

Leadership Identity in Learning and Teaching in Higher Education

Edited by *Anesa Hosein, University of Surrey, UK, Namrata Rao, Liverpool Hope University, UK & Ian M. Kinchin, University of Surrey, UK*

This book provides theoretically-informed personal narratives of nine emerging and established leaders in learning and teaching in Australia, Brazil, Canada, Trinidad and Tobago, the UK and the USA. The academics' narratives consider how individuals navigate to leadership positions in learning and teaching within their unique disciplinary and institutional contexts.

UK July 2024 • US July 2024 • 200 pages • 12 bw illus  
PB 9781350199309 • £28.99 / \$39.95  
Previously published in HB 9781350182615  
ePub 9781350182639 • £81.00 / \$110.69  
ePdf 9781350182622 • £81.00 / \$81.00  
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## Universities in Crisis

Academic Professionalism in Uncertain Times

Edited by *Eric Lybeck, University of Manchester, UK & Catherine O'Connell, Liverpool Hope University, UK*

This book goes beyond now-familiar analyses of 'neoliberal governmentality' which tend to characterise academics as passive subjects or as 'strategic actors', drawing on and cynically exploiting metrics as a form of capital exchangeable across different fields. Instead, this book draws on newer paradigms by drawing on processual, post-critical and phenomenological approaches that leave room for new spaces of negotiation – discursive and practical – for understanding and advancing academic professionalism in this rapidly changing context.

UK September 2024 • US September 2024 • 224 pages • 10 bw illus  
PB 9781350249998 • £28.99 / \$39.95  
Previously published in HB 9781350249981  
ePub 9781350250017 • £81.00 / \$110.69  
ePdf 9781350250000 • £81.00 / \$81.00  
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## Emotions

Philosophy of Education in Practice

*Liz Jackson*

Schools and other forms of education have significant impacts on people's views about emotions and emotional experiences. It shows how we often take it for granted that certain emotions, such as happiness, are 'positive', while others are 'negative' and how personal characteristics such as gender, ethnicity, and race, can make an unfair difference when it comes to what emotions are expected or accepted. Written in an accessible format, the book encourages broad reflection on what emotions are and why they matter, in relation to the aims of education, what it means to be a good person, and equality and social justice.

UK July 2024 • US July 2024 • 144 pages  
PB 9781350348752 • £14.99 / \$19.95 • HB 9781350348769 • £45.00 / \$61.00  
ePub 9781350348783 • £13.49 / \$18.89  
ePdf 9781350348776 • £13.49 / \$13.49  
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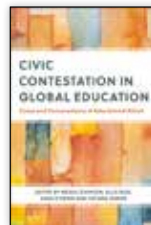
## Relational Pedagogies

Connections and Mattering in Higher Education

*Karen Gravett, University of Surrey, UK*

Karen Gravett examines the role of relational pedagogies. She explores concepts of mattering, and connection within learning and teaching, as well as the potential of working with students in partnership. She examines the role of relationships between colleagues, and how educators can learn from others within and beyond higher education. Moreover, she also considers the things that matter: how relations across and between people, objects, spaces, materialities entangle together. In this innovative conception of relationality, Gravett offers a rich reworking of the concept of relational pedagogies and examines their primary role within higher education theory and practice.

UK July 2024 • US July 2024 • 208 pages • 10 bw illus  
PB 9781350256712 • £28.99 / \$39.95  
Previously published in HB 9781350256705  
ePub 9781350256736 • £81.00 / \$110.69  
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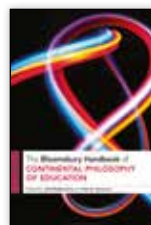
## Civic Contestation in Global Education

Cases and Conversations in Educational Ethics

Edited by *Meira Levinson, Ellis Reid, Sara O'Brien & Tatiana Geron, all of Harvard University, USA*

*Civic Contestation in Global Education* takes readers into classrooms and schools on the front lines of civic education in pluralistic and divided democracies. The book offers eight case studies of educators and policy makers wrestling with schools' civic and ethical responsibilities around the globe. Examples of the case studies include teaching critical consciousness in an Anti-CRT state, religiously sensitive satirical cartoons and radical extremism, and accommodating religion in schools. Each case is followed by a model conversation among diverse participants based in Australia, Canada, Germany, The Netherlands, South Africa, Spain, the UK and the USA.

UK October 2024 • US October 2024 • 240 pages • 10 bw illus  
PB 9781350399495 • £21.99 / \$29.95 • HB 9781350399501 • £65.00 / \$90.00  
ePub 9781350399525 • £19.79 / \$26.99  
ePdf 9781350399518 • £19.79 / \$19.79  
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## The Bloomsbury Handbook of Continental Philosophy of Education

Edited by *John Baldacchino, University of Wisconsin, USA & Herner Saeverot, Western Norway University of Applied Sciences, Norway*

This is the first reference work to explore and define what continental philosophy of education is and what its boundaries are. The book includes 28 chapters written by leading scholars based in Belgium, Canada, China, Croatia, Cyprus, Denmark, Finland, Germany, Hong Kong, Iceland, Ireland, Israel, the Netherlands, Norway, New Zealand, Sweden, Taiwan, the UK and the USA. It is subdivided into three sections covering the metaphysics, ethics and aesthetics of education and the chapters focus on philosophical concepts such otherness, empathy, personhood and problems including political influences on education and the limits of education.

UK August 2024 • US August 2024 • 480 pages  
HB 9781350334106 • £130.00 / \$175.00  
ePub 9781350334120 • £117.00 / \$159.29  
ePdf 9781350334113 • £117.00 / \$117.00  
Series: Bloomsbury Handbooks • Bloomsbury Academic



### Freire's Key Terms

*Edited by Teresa García Gómez, University of Almería, Spain*

This book brings together clear and concise definitions of 33 key terms used by the great educational thinker, Paulo Freire. From 'critical consciousness' to 'concientization' and from 'oppressed' to the 'banking model of education'

Freire's concepts and ways of understanding education are as relevant today as they ever were. The critical definitions attend to the theoretical and practical implications of each term allowing readers to appreciate the philosophical and emancipatory nature of Freire's work and learn how these ideas can be applied in educational, social, and political setting to drive social change.

UK October 2024 • US October 2024 • 176 pages  
 PB 9781350356306 • £14.99 / \$19.95 • HB 9781350356290 • £45.00 / \$61.00  
 ePub 9781350356320 • £13.49 / \$18.89  
 ePdf 9781350356313 • £13.49 / \$13.49  
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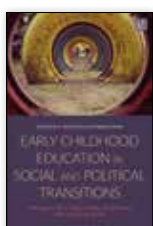
### Decolonial Underground Pedagogy

*Unschooling and Subcultural Learning for Peace and Human Rights*

*Noah Romero, University of Nevada Las Vegas, USA*

This book explores how minority-led skateboarding, punk rock, and unschooling communities engage in collective efforts to humanize education and construct kinder social frameworks. Noah Romero examines the roles of informal and community-embedded learning in actualizing transformative education and shows how decolonizing education can take place outside of school settings. Grounded in the author's own experience in minority-led Filipino subcultures, the book introduces a conceptual framework of subcultural learning and decolonizing education centred on the Philippines and its diaspora in Australia, New Zealand, and the United States.

UK September 2024 • US September 2024 • 176 pages • 10 bw illus  
 HB 9781350376120 • £90.00 / \$120.00  
 ePub 9781350376144 • £81.00 / \$110.69  
 ePdf 9781350376137 • £81.00 / \$81.00  
 Series: Peace and Human Rights Education • Bloomsbury Academic



### Early Childhood Education in Social and Political Transitions

*The Legacy of the Open Society Foundations Step by Step Program*

*Sarah Klaus, Jan Peeters & Tatjana Vonta*

This open access book is about the successes and challenges of the institutions and individuals who transformed early child education in Central, Eastern and Southern Europe (CEE) and Eurasia in response to the political transitions to democracy in the 1990's. Through new interviews and unpublished reports, the book gives voice to committed practitioners, researchers and policymakers who are developing inspiring services for and with young children and their families, including children who live in very difficult circumstances.

The ebook editions of this book are available open access under a CC BY-NC-ND 4.0 licence on [bloomsburycollections.com](https://bloomsburycollections.com). Open access was funded by Open Society Foundation (OSF).

UK July 2024 • US July 2024 • 272 pages • 10 bw illus  
 HB 9781350257825 • £90.00 / \$120.00  
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 ePdf 9781350257832 • £0.00 / \$0.00  
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### Rancière and Emancipatory Art Pedagogies

*The Politics of Childhood Art*

*Hayon Park, George Mason University, USA*

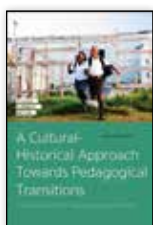
Drawing on French philosopher Jacques Rancière's ideas on pedagogy, politics, and aesthetics, this open access book explores understandings of childhood and childhood art and examines how the linear age-based developmental theories often limit children's creativity. Hayon Park discusses the politics and ethics of teacher-led art projects, children's popular culture, and adult-child drawing companionship, and seeks new emancipatory practices of childhood art.

The ebook editions of this book are available open access under a CC BY-NC-ND 3.0 licence on [bloomsburycollections.com](https://bloomsburycollections.com).

UK August 2024 • US August 2024 • 224 pages • 10 bw illus  
 PB 9781350269224 • £28.99 / \$39.95  
 Previously published in HB 9781350269187  
 ePub 9781350269200 • £0.00 / \$0.00  
 ePdf 9781350269194 • £0.00 / \$0.00  
 Series: Radical Politics and Education • Bloomsbury Academic

## Transitions in Childhood and Youth

*Marilyn Fler & Megan Adams, Monash University, Australia & Mariane Hedegaard, University of Copenhagen, Denmark*



### A Cultural-Historical Approach Towards Pedagogical Transitions

*Transitions in Post-Apartheid South Africa*

*Joanne Hardman, University of Cape Town, South Africa*

This book investigates pedagogical change across curricula and political transitions in the South African context, from 1994 to today and seeks to develop a novel approach to pedagogy that can meet the needs of students today. Hardman analyses the contradictions that arise from transitions in the curriculum and describes the current state of teaching in primary schools in South Africa by focusing on how teachers teach scientific concepts, developing an inclusive, decolonial pedagogical approach that can meet the needs of multicultural and multilingual contexts around the world.

UK July 2024 • US July 2024 • 240 pages • 10 bw illus  
 PB 9781350226951 • £28.99 / \$39.95  
 Previously published in HB 9781350164703  
 ePub 9781350164727 • £81.00 / \$110.69  
 ePdf 9781350164710 • £81.00 / \$81.00  
 Series: Transitions in Childhood and Youth • Bloomsbury Academic



### Exploring Young Children's Agency in Everyday Transitions

*Pernille Juhl, Roskilde University, Denmark*

This book presents new ethnographic research carried out with five children between one and five years old. It explores children's agency in relation to daily transitions across everyday life contexts such as home and day-care contexts. Based on this new research, Pernille Juhl shows how young children are active participants orientating in everyday life transitions. She argues that we should understand young children as active, rather than passive, subjects co-creating together with co-participants such as parents, professionals and other children, the conditions under which they live.

UK September 2024 • US September 2024 • 240 pages • 10 bw illus  
 PB 9781350188334 • £28.99 / \$39.95  
 Previously published in HB 9781350188297  
 ePub 9781350188310 • £81.00 / \$110.69  
 ePdf 9781350188303 • £81.00 / \$81.00  
 Series: Transitions in Childhood and Youth • Bloomsbury Academic





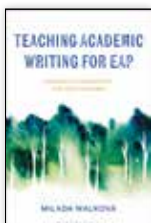
## Early Childhood Jewish Education

Multicultural, Gender, and Constructivist Perspectives

*Edited by Sigal Achituv, University of Haifa, Israel, Meir Muller, University of South Carolina, USA, Shelley T. Alexander, University of Haifa, Israel & Hanan Alexander, University of Haifa, Israel*

This book explores some fundamental questions of early childhood Jewish education in the context of today's societal, moral, and educational debates. It examines the challenges of transmitting Jewish heritage using developmentally appropriate pedagogy in the context of modern democratic society through the lenses of multiculturalism, gender awareness, and constructivism. Researchers from Israel and the United States consider core Jewish foundational subjects, including teaching Bible, holidays and ceremonies, Hebrew, Jewish literature, and spirituality, as well as leadership issues regarding these contemporary debates. The book represents the ongoing collaboration of the International Research Group on Jewish Education in the Early Years.

UK August 2024 • US August 2024 • 248 pages  
PB 9781350227026 • £28.99 / \$39.95  
Previously published in HB 9781350131057  
ePub 9781350131071 • £81.00 / \$110.69  
ePdf 9781350131064 • £81.00 / \$81.00  
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## Teaching Academic Writing for EAP

Language Foundations for Practitioners

*Milada Walková, University of Leeds, UK*

This book bridges the gap between theory and practice in the teaching of academic writing. Reviewing existing research on the language of academic writing and drawing respective pedagogical implications, the book focuses on the key issues of theoretical frameworks relevant to teaching academic writing, core written academic genres, the integration of language and content, textual organization and interaction, and formative feedback on writing. The book richly illustrates its key themes with authentic examples from student and expert writing, points out common myths and controversies in the teaching of academic writing, and identifies gaps in current research.

UK June 2024 • US June 2024 • 224 pages • 2 bw illus  
PB 9781350287716 • £28.99 / \$39.95 • HB 9781350287723 • £90.00 / \$120.00  
ePub 9781350287747 • £26.09 / \$36.44  
ePdf 9781350287730 • £26.09 / \$26.09  
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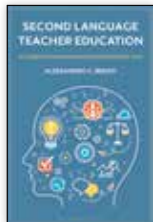
## Language, Culture, and Education in an Internationalizing University

Perspectives and Practices of Faculty, Students, and Staff

*Edited by Kumari Beck, Simon Fraser University, Canada & Roumiana Ilieva, Simon Fraser University, Canada*

This book offers a multi-dimensional analysis of the experiences of faculty, students, and staff at a Canadian university that emphasizes international education, providing an ethnographic lens for understanding globalization and internationalization of higher education on a global scale. It provides valuable insights for higher education program leaders and decision makers to strategically rethink the value and quality of the internationalization activities they engage in and their commitment to ethical internationalization.

UK August 2024 • US August 2024 • 288 pages • 10 bw illus  
HB 9781350211711 • £90.00 / \$120.00  
ePub 9781350211735 • £81.00 / \$110.69  
ePdf 9781350211728 • £81.00 / \$81.00  
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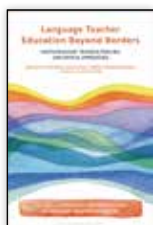


## Second Language Teacher Education

A Cognitive and Evidence-Based Perspective  
*Alessandro G. Benati, University College Dublin, Ireland*

Written specifically for a language teacher training programme, this book is an accessible introduction for those who have little to no background in linguistics or second language acquisition. It is structured around ten key questions that provide an understanding of the main ingredients of language learning and of how theory and research inform best practice. Pedagogical features in each of the ten units include: call-out boxes highlighting main ideas, further clarification sections to explain key terms, reflection boxes for students to pause and consider reading and its applications throughout, tasks and quizzes at the end of each unit to consolidate learning, and a teacher education evaluation form at the end for readers to reflect on the programme.

UK August 2024 • US August 2024 • 208 pages • 15 bw illus  
PB 9781350438156 • £24.99 / \$34.95 • HB 9781350438163 • £75.00 / \$100.00  
ePub 9781350438187 • £22.49 / \$31.04  
ePdf 9781350438170 • £22.49 / \$22.49  
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## Language Teacher Education Beyond Borders

Multilingualism, Transculturalism, and Critical Approaches

*Edited by Fernando Zolin Vesz, Federal University of Mato Grosso, Brazil, Darío Luis Banegas, University of Edinburgh, UK & Luciana C. de Oliveira, Virginia Commonwealth University, USA*

This volume provides a global overview of how language teacher education can explore multilingualism and transculturalism through critical approaches influenced by a range of theories encompassing several aspects of postcolonialism and language ideologies. It offers a theoretical and empirical overview of how language teacher education has addressed multilingualism and transculturalism in critical approaches in many complex countries.

UK September 2024 • US September 2024 • 192 pages • 10 bw illus  
HB 9781350408289 • £90.00 / \$120.00  
ePub 9781350408302 • £81.00 / \$110.69  
ePdf 9781350408296 • £81.00 / \$81.00  
Series: Critical Approaches and Innovations in Language Teacher Education • Bloomsbury Academic



## Negotiating Intercultural Relations

Insights from Linguistics, Psychology, and Intercultural Education

*Edited by Troy McConachy, University of Warwick, UK & Perry R. Hinton, University of Warwick, UK*

This volume, inspired by Helen Spencer-Oatey's contributions to the field, covers central themes and challenges for contemporary intercultural relations research and practice, paying particular attention to the language dimension and intercultural pragmatics. Written by an international group of prominent intercultural researchers, the chapters combine insights from disciplines such as psychology, language and intercultural communication education, and linguistics. The authors connect their arguments with the vast body of existing research in the realm of intercultural relations, arguing for a more dynamic approach to intercultural education that integrates linguistic and psychological insights.

UK September 2024 • US September 2024 • 240 pages • 10 bw illus  
PB 9781350276970 • £28.99 / \$39.95  
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ePdf 9781350276949 • £81.00 / \$81.00  
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NEW IN PB

COLLECTIONS



## Transformation, Embodiment, and Wellbeing in Foreign Language Pedagogy

Enacting Deep Learning

*Edited by Joseph Shaules, Keio University, Japan & Troy McConachy, University of Warwick, UK*

This volume presents pedagogical approaches and empirical studies that emphasize deeper, embodied engagement with language, the transformative potential of the language learning experience, and the importance of learner and teacher well-being. A deep learning orientation sees foreign language not as a psychologically neutral process of internalising linguistic rules but as an embodied process that is intimately tied to learners' experience of self, including emotion, body states, metaphoric understanding, aesthetic sensibilities, and moral intuitions.

Chapters provide insights into the deeply impactful nature of the language learning experience and challenge teachers to consider how language pedagogy can contribute to the development of the learner as a whole person.

UK July 2024 • US July 2024 • 240 pages • 10 bw illus  
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 Previously published in HB 9781350254480  
 ePub 9781350254503 • £81.00 / \$110.69  
 ePub 9781350254497 • £81.00 / \$81.00  
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COLLECTIONS



## The Bloomsbury Handbook of Prison Education

*Edited by Erin S. Corbett, CEO at Second Chance Educational Alliance, USA*

Written by activists and scholars based in Australia, Kenya, Pakistan, New Zealand, South Africa, Uganda and the USA, *The Bloomsbury Handbook of Prison Education* offers the first global state-

of-the-field overview of research into educational practices and programs in prisons, including the history of the field and future directions for research. The range of topics covered include discussions of how gender, race, sexuality, indigeneity, age and faith impact incarceration rates around the world; educational leadership; STEM education; creative writing programs; distance learning; education after prison and education for correctional staff.

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*Charlene Tan, University of Hong Kong, Hong Kong*

*Mindful Leadership for Schools* draws on the educational thought of Confucius and explores how Confucian mindful leadership (CML) can offer a solution. This book shows how a Confucian

mindful leader is one who attends to self, others, things and events respectfully, promoting the virtues of love, harmony and social justice through personal cultivation, role-modelling, community-building, coaching and initiating reforms. Tan explores how this approach complements and strengthens authentic, instructional, distributed and transformational leadership strategies, offering a novel and practical leadership approach that combines ancient wisdom and modern educational research.

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## Language Narratives and Shifting Multilingual Pedagogies

English Teaching from the South

*Belinda Mendelowitz, University of the Witwatersrand, South Africa, Ana Ferreira, University of the Witwatersrand, South Africa & Kerry Dixon, University of the Witwatersrand, South Africa*

Challenges monoglossic ideologies, traditional language pedagogies and dominant forms of knowledge construction by foregrounding multilingual and multicultural students' language narratives, repertoires, and identities. The research is based on a 16-year longitudinal study of a sociolinguistics course at an English language university and the language narratives produced by the first-year education students. The study was borne out of a need to create a critically inclusive course that would engage a cohort of students from socially and linguistically diverse backgrounds.

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## Gender and Educational Leadership in Greece

*Emmy Papanastasiou, Democritus University of Thrace, Greece*

Worldwide women constitute the majority of the teaching force, but men are more likely to achieve headship. Why are there so few women in educational leadership? How are leadership and

gender constructed by men and women head teachers and teachers? Papanastasiou uses qualitative data from interviews with men and women head teachers and teachers in Greece and analyzes them using a feminist social constructionist framework to provide some answers to these key questions. In doing so, the book sheds light on social, cultural and political factors that influence women's potential advancement in educational leadership.

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## The Bloomsbury Handbook of Caribbean and African Studies in Education

*Edited by Sheron Fraser-Burgess, Ball State University, USA, Joyanne De Four-Babb, University of Belize, Belize, Verna Knight, of the West Indies, Barbados, Oluseyi (Matthew) Odebiyi, Arizona State University, USA, Aleshia V. A. Allert, University of the West Indies, Jamaica & Ishola A. Salami, The University of Ibadan, Nigeria*

This Handbook covers the history, policy, practice and theories of African and Caribbean education and promotes the sustainability of socio-cultural beliefs, values, knowledge and skills in the regions. The handbook shows how educators in both regions are grappling with Western education eclipsing indigenous epistemology and contributes to important debates and discourses including culturally relevant teaching, decolonization, African studies, Black emancipation, the African diaspora, Bi-cultural experiences, and the climate emergency.

UK October 2024 • US October 2024 • 416 pages  
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## The Making of Teachers in the Age of Migration

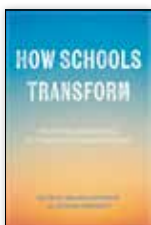
Critical Perspectives on the Politics of Education for Refugees, Immigrants and Minorities

*Edited by Michelle Proyer, University of Vienna, Austria, Sabine Krause, University of Innsbruck, Austria & Gertraud Kreamer, University of Koblenz, Germany*

Written by leading scholars based in Austria, Germany, Ireland, New Zealand, Switzerland, South Africa, Turkey and the USA, this open access book aims to unravel entrenched hegemonically-induced hindrances and barriers to internationally acquired teaching competencies' recognition processes. Contributions cover how the idea of what makes a teacher is being reframed, how non-local teachers find their way around and are being treated, and strategies teachers apply to deal with ever-growing levels of diversity among students.

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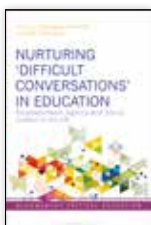
## How Schools Transform

Practices, Research and Actions that Change Schools

*Edited by Miranda Jefferson, Catholic Education Office, Parramatta, Australia & Michael Anderson, University of Sydney, Australia*

*How Schools Transform* explores the process of transformation and moves beyond the why of transformation to consider how it is achieved by a range of schools around the world, with each chapter showcasing a school-based example of transformation. Assessment, pedagogy, curriculum, leadership, values and learning are explored before considering the key principles required across schools to make transformation a reality. Bringing together examples from around the world, each chapter includes student voice, embedded cases, emerging themes, resonances and reflections and ways forward.

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## Nurturing 'Difficult Conversations' in Education

Empowerment, Agency and Social Justice in the UK

*Edited by Katarzyna Fleming & Fufy Demissie*

This book offers critical discussion on the necessity for 'difficult conversations' to take place in education, drawing on studies from across the UK. The chapters cover a range of topics including: supporting children with SEND, parent and carer engagement, childhood trauma, race, disability, the climate emergency, research methods and draw on the theoretical work of Linda Martin Alcoff, Maurice Blanchot, Paulo Freire, and Maureen Lipman. The contributors argue against the prevailing deficit-based perspectives about marginalized communities and students, and invite deep thinking about the nature of oppression and the complicity of many education professionals in it.

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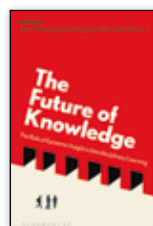
## Knowledge

Keywords in Teacher Education

*Steven Puttick, University of Oxford, UK, Victoria Elliott, University of Oxford, UK & Jenni Ingram*

Key to teacher education is the knowledge base of the teacher educator, and the ways in which knowledge is conceptualised. This book explores how ideas about knowledge are used in teacher education to critically examine what knowledges are valued across research, policy and practice. The authors explore international and interdisciplinary perspectives on the nature of knowledge (and what counts as knowledge) and how these perspectives on knowledge translate into teacher education, with a final chapter dedicated to exploring consequences for practice.

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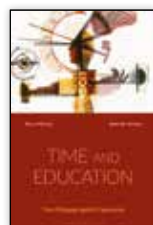
The Role of Epistemic Insight in Interdisciplinary Learning

*Edited by Berry Billingsley, Keith Chappell, Canterbury Christ Church University, UK & Sherralyn Simpson, Canterbury Christ Church University, UK*

This open access book draws from 10 years of research into how epistemic insight can transform compartmentalized structures of learning. It presents a range of strategies and approaches for how educators, including schoolteachers, teacher educators, lecturers and education policy-makers, can facilitate epistemically insightful educational experiences. This book provides a distinctive contribution to the field of inter/multi/transdisciplinary education and will be of interest to anyone exploring the power and potential of these approaches.

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## Time and Education

Time Pedagogy Against Oppression

*Petra Mikulan, University of British Columbia, Canada & Nathalie Sinclair, Simon Fraser University, Canada*

This book considers our assumptions about time and their ramifications on theories of learning, issues of equity and diversity, and on the purposes of education itself. Through exploring various theories of time, the authors propose a new theoretical framework for time in education and argue that it is one of the key biopolitical tools we think and operate with, but rarely address as a historical, cultural and pedagogical category with which schools reproduce oppressive structures around race, class, and gender in society.

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### Itinerant Curriculum Theory

A Declaration of Epistemological Independence

Edited by João M. Paraskeva, University of Strathclyde, UK

This book advances new ways of thinking about emergence and impact of Itinerant Curriculum Theory (ICT). Written by authors based in Algeria,

Brazil, Chile, China, Estonia, South Korea, Spain and the USA the chapters examine the opportunities and challenges paved by ICT in the struggle to open up and decolonize curriculum policies. The chapters cover topics including, ecologies of the Global South, education discourse in South Korea, China's Curriculum Reform, and the history of colonialism in the Middle East. The book includes a Foreword by the leading curriculum historian William Schubert, Professor Emeritus of Curriculum and Instruction at the University of Illinois at Chicago, USA.

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### Adult Learning and Social Change in the UK

National and Local Perspectives

Edited by Jules Robbins, independent researcher, UK & Alan Rogers, late of Universities of East Anglia and Nottingham, UK

Through several case studies, this book explores the complex relationship between adult learning and social change in the UK. Instead of the common focus on adult learning as kick-starting 'development', the authors consider how adult learning can emerge from and contribute to both wider and more local processes of social change. The chapters explore the history of UK adult education from the 1919 Report, the future after the failure of radical adult education in the UK, analyses of the major social changes of our time, the impact of the COVID-19 pandemic, action learning in response to environmental issues, and many other themes.

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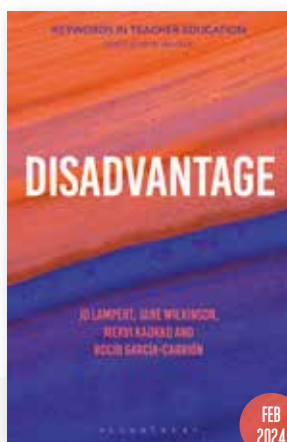
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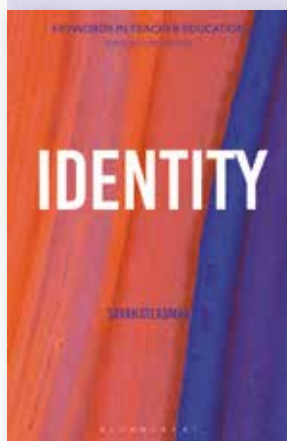


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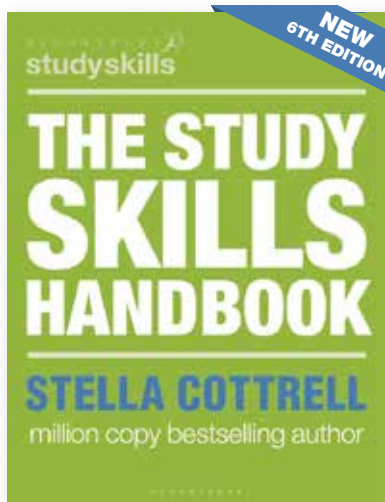
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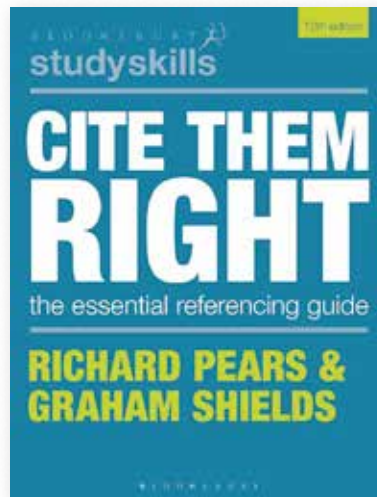


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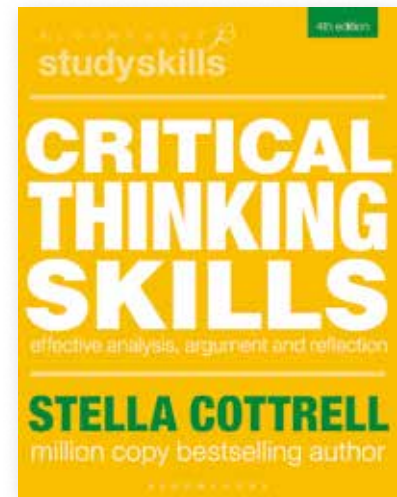
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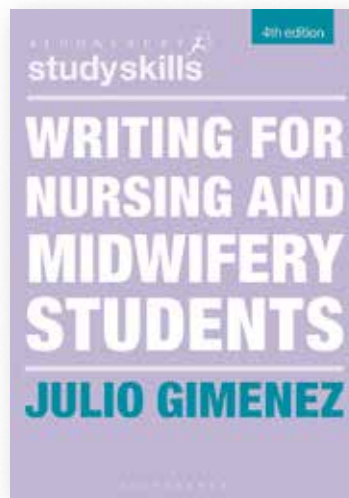


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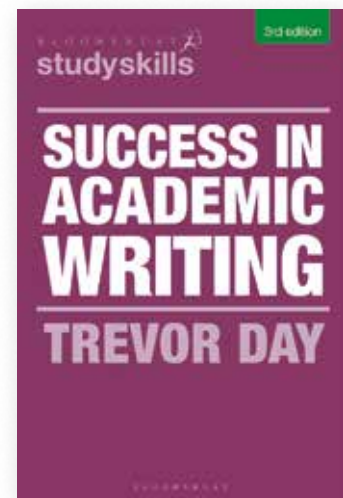
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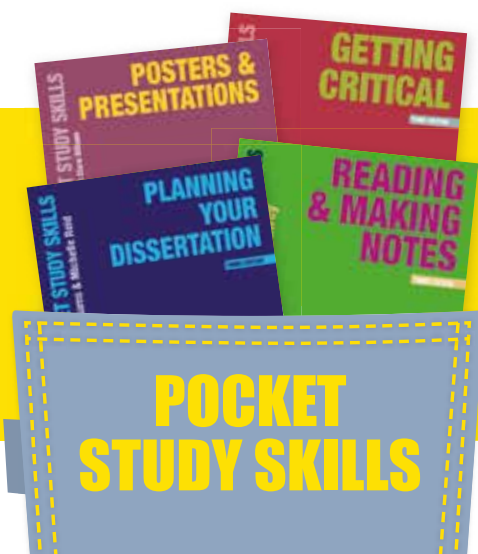
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# The (*Incomplete*) Lit in Colour Play List

Plays written by writers of colour for  
11-18 year-olds to study and perform



Can you recommend a play by a writer of colour? *Yes, we can*

This was a question asked by a teacher at a webinar looking for plays written by writers of colour that are suitable to teach in the classroom. It became the start of Bloomsbury's Partnership in the Lit in Colour campaign - placing the spotlight on plays and drama, and supporting schools to make the teaching and learning of English Literature and Drama more inclusive.

Bloomsbury's first (*Incomplete*) Lit in Colour Play List features an initial 57 plays written by playwrights of colour from the Methuen Drama portfolio and fellow play publishers, for students to discover, study and perform in the classroom.

With an overview of each play's plot and themes as well as links to additional teaching resources, this Play List is the perfect resource for teachers looking to introduce more diverse plays into their classrooms.







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