

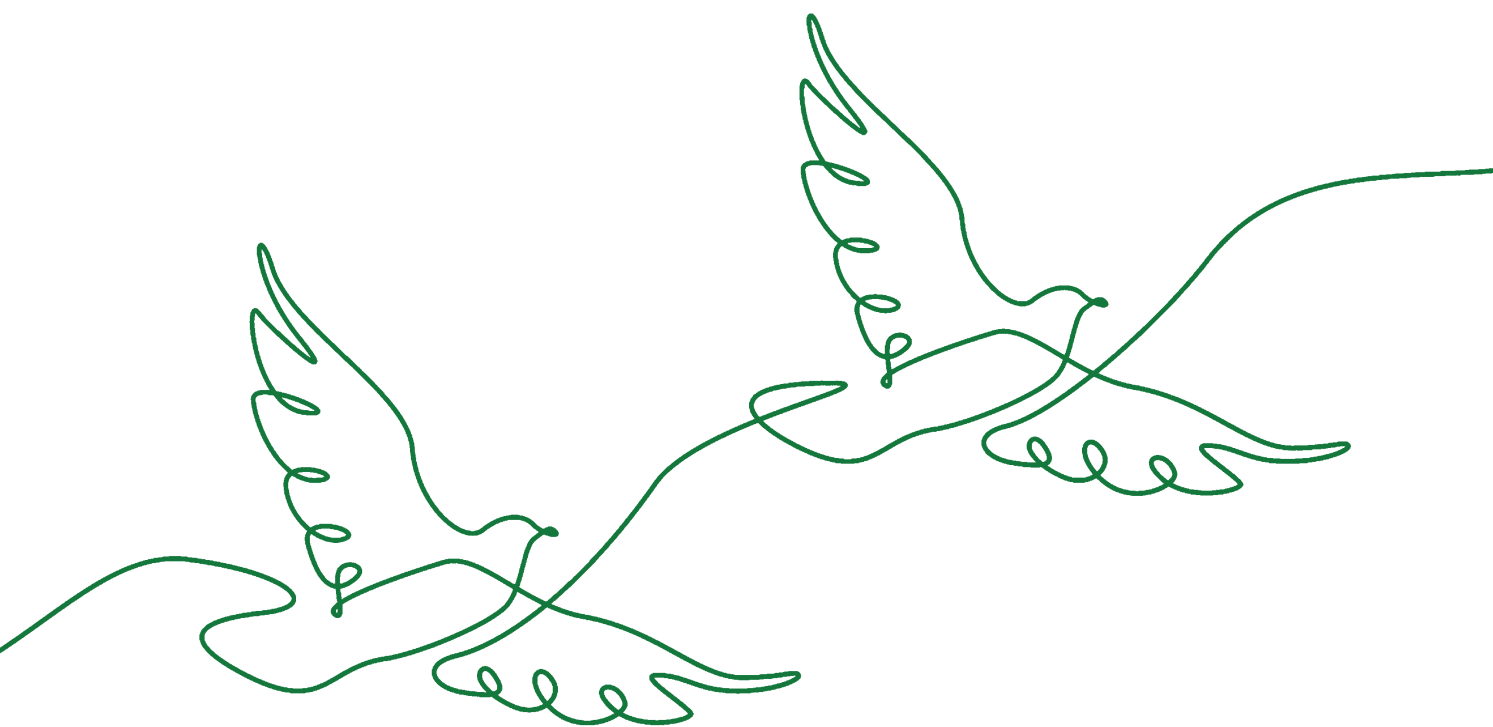
B L O O M S B U R Y



# Education

New Books

April-June 2024



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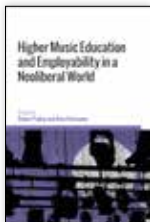
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Cover image is from the book *Securing Peace in Angola and Mozambique: The Importance of Specificity in Peace Treaties* (Bloomsbury Academic, 2024)

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COLLECTIONS



## Higher Music Education and Employability in a Neoliberal World

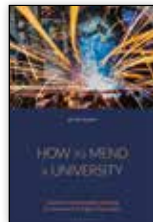
Edited by Rosa Reitsamer & Rainer Prokop, University of Music and Performing Arts Vienna, Austria

This open access book offers international and interdisciplinary insights into the learning cultures, curricula designs and emancipatory initiatives within higher music education institutions. Drawing together international empirical case studies the contributors look at the discourses surrounding employability and artistic standards that form the traditional foundation of conservatoire education.

The ebook editions of this book are available open access under a CC BY-NC-ND 4.0 licence on [bloomsburycollections.com](http://bloomsburycollections.com). Open access was funded by University of Music and Performing Arts Vienna.

UK June 2024 • US June 2024 • 288 pages • 30 bw illus  
 HB 9781350266957 • £90.00 / \$120.00  
 ePub 9781350266988 • £0.00 / \$0.00  
 ePdf 9781350266971 • £0.00 / \$0.00  
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COLLECTIONS



## How to Mend a University

Towards a Sustainable Learning Environment In Higher Education  
 Ian M. Kinchin, University of Surrey, UK

This book builds on established ecological models that can be applied to social systems, particularly the adaptive cycle. It links these ideas to key theoretical stances from across the educational literature to create an epistemological consilience across the divide between structuralist-poststructuralist educational research literatures. It is written with a consideration of the practical moves that can be undertaken within an institution to develop a healthier environment in which sustainable pedagogies can be nurtured. Kinchin argues that the ecological university may be seen as a way to 'mend' the current system.

UK May 2024 • US May 2024 • 208 pages • 20 bw illus  
 HB 9781350338647 • £90.00 / \$120.00  
 ePub 9781350338661 • £81.00 / \$110.69  
 ePdf 9781350338654 • £81.00 / \$110.69  
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## Perspectives on Leadership in Higher Education

Helen M. Gunter, University of Manchester, UK, Jon Nixon, The Education University of Hong Kong, Hong Kong & Tanya Fitzgerald, University of Western Australia, Australia

COLLECTIONS



## Intellectual Leadership, Higher Education and Precarious Times

Edited by Tanya Fitzgerald, University of Western Australia, Australia, Helen M. Gunter, University of Manchester, UK & Jon Nixon, The Education University of Hong Kong, Hong Kong

This book draws on interdisciplinary social science and philosophical frameworks to offer new dimensions to debate about intellectual leadership and higher education. The chapters are focused on provoking readers to think critically about intellectual leadership in precarious times. The contributors frame critical questions about the unevenness, ambivalences, and disruptions that now mark everyday life and interactions.

UK May 2024 • US May 2024 • 224 pages • 10 bw illus  
 HB 9781350291805 • £90.00 / \$120.00  
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 Series: Perspectives on Leadership in Higher Education • Bloomsbury Academic

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## Disrupting Leadership in Entrepreneurial Universities

Disengagement and Diversity in Higher Education

Jill Blackmore, Deakin University, Australia

This text outlines how multiple pressures on universities have produced leadership practices in management and research which are more corporate than collegial, and which discourage many academics from aspiring to leadership. Blackmore uses leadership as a lens through which to investigate how the effects of restructuring of the higher education sector has impacted differently on academic identities and careers.

UK May 2024 • US May 2024 • 256 pages • 12 bw illus  
 PB 9781350216907 • £28.99 / \$39.95  
 Previously published in HB 9781350137820  
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## Creating the Desire for Change in Higher Education

The Amsterdam Path to the Research-Teaching Nexus

Edited by Didi M. E. Griffioen, Amsterdam University of Applied Sciences (AUAS), the Netherlands

This open access book brings together and builds upon the international bodies of knowledge on higher education change and on the relationship between research and teaching. This book provides an understanding of change paths towards sustainable hybrid higher education organizations of research and teaching.

The ebook editions of this book are available open access under a CC BY-NC-ND 3.0 licence on [www.bloomsburycollections.com](http://www.bloomsburycollections.com). Open access was funded by Amsterdam University of Applied Sciences (AUAS), the Netherlands.

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## New Perspectives on Academic Writing

The Thing That Wouldn't Die

Edited by Bernd Herzogenrath, Goethe University of Frankfurt/Main, Germany

This book showcases what academic writing desperately needs: radical alternatives, experiments we can try out, ways of writing that don't just tweak the system but plot a different course altogether. The editor and contributors focus on finding new ways to join thinking both with writing and the things of which, and with which, we write. Each chapter brims with the kind of liveliness, outspokenness and urgency that their theme demands. They are intent on stirring things up, reigniting their scholarship with a fuse of activism, in the hope of setting off an explosion that could send ripples throughout the academy.

UK June 2024 • US June 2024 • 216 pages • 10 bw illus  
 PB 9781350231603 • £28.99 / \$39.95  
 Previously published in HB 9781350231535  
 ePub 9781350231719 • £81.00 / \$110.69  
 ePdf 9781350231726 • £81.00 / \$110.69  
 Series: Alternative & Education • Bloomsbury Academic



## Storying our Relationship with Nature

Educating the Heart and Cultivating Courage Amidst the Climate Crisis

Amanda Fiore, University of Maryland, USA & Jing Lin, University of Maryland, USA

This book takes readers on a journey that is part storytelling, part academic analysis, and part spiritual exploration. The authors identify the climate emergency as a breakdown in spiritual consciousness which fails to recognize our deep interconnection with Nature. The book serves as a guide for transforming ourselves and our lives through story and highlights the importance of social and emotional aspects of environmental education. The authors introduce the philosophical and historical foundations of our objectification of nature as a commodity and describe the effect this view has on our lives. They detail a path forward through storytelling, contemplative practice, Buddhist and Taoist philosophy, and the transformative power of education.

UK March 2024 • US March 2024 • 240 pages  
 PB 9781350361362 • £21.99 / \$29.95 • HB 9781350361379 • £65.00 / \$90.00  
 ePub 9781350361393 • £19.79 / \$26.99  
 ePdf 9781350361386 • £19.79 / \$26.99  
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## The Necessity of Aesthetic Education

The Place of the Arts on the Curriculum  
 Laura D'Olimpio

Laura D'Olimpio argues that aesthetic education ought to be a compulsory part of education for all students, from pre-primary through to high school, as it is essential that young people have the opportunity to make art, experience and understand art and be informed as to the artistic history and aesthetic theories that have shaped their own culture and others. The book defends arts education on the basis of art's distinctive value and centrality to human experience. It also engages with topics such as the art teacher's role in the classroom, curricula concerns and gleaning moral meanings from artworks.

UK May 2024 • US May 2024 • 208 pages  
 HB 9781350120907 • £90.00 / \$120.00  
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 Series: Bloomsbury Philosophy of Education • Bloomsbury Academic



## 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 July 2024 • US July 2024 • 416 pages  
 HB 9781350334106 • £130.00 / \$175.00  
 ePub 9781350334120 • £117.00 / \$159.29  
 ePdf 9781350334113 • £117.00 / \$159.29  
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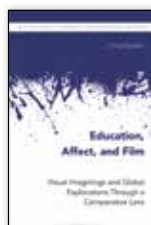


## Freire's Key Terms

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 July 2024 • US July 2024 • 176 pages  
 PB 9781350356306 • £14.99 / \$19.95 • HB 9781350356290 • £45.00 / \$61.00  
 ePub 9781350356320 • £13.49 / \$18.89  
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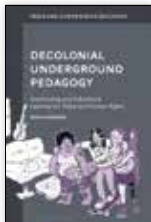
## Education, Affect, and Film

Visual Imaginings and Global Explorations Through a Comparative Lens

Irving Epstein, Illinois Wesleyan University, USA

**What can a study of international film contribute to our understanding of education in a globalized context?** How can such an exploration further push the boundaries of comparative and international education (CIE) as an academic field? In addressing these questions, Irving Epstein brings together insights from film theory, affect theory and CIE to explore the ways in which educational meanings are mediated through globalization processes. Some of the many films discussed in detail in the book include *Parasite*, *Small Axe*, *My Octopus Teacher*, *The Pearl Button*, and *A Separation*. Epstein shows how films can speak broadly to issues involving social class privilege, racism, colonialism and indigeneity, and environmental justice regarding educational concerns.

UK June 2024 • US June 2024 • 256 pages • 10 bw illus  
 HB 9781350332508 • £90.00 / \$120.00  
 ePub 9781350332522 • £81.00 / \$110.69  
 ePdf 9781350332515 • £81.00 / \$110.69  
 Series: New Directions in Comparative and International Education • Bloomsbury Academic



## 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 July 2024 • US July 2024 • 256 pages • 10 bw illus  
HB 9781350376120 • £90.00 / \$120.00  
ePub 9781350376144 • £81.00 / \$110.69  
ePdf 9781350376137 • £81.00 / \$110.69

Series: Peace and Human Rights Education • Bloomsbury Academic



## Judaism, Education and Social Justice

Towards a Jewish Critical Pedagogy

Matt Plen, Masorti Judaism, UK

This book sets out new theoretical foundations for Jewish social justice education by surveying and discussing Freirean critical pedagogy, Catholic models of social justice education, Jewish social justice literature and interviews with educators and activists. Jewish social justice education is an active and growing field, encompassing a diverse range of issues including the treatment of refugees, environmental justice, human rights, peace and justice in Israel/Palestine, gender equality, and LGBT+ inclusion.

UK May 2024 • US May 2024 • 264 pages • 10 bw illus  
PB 9781350293137 • £28.99 / \$39.95  
Previously published in HB 9781350293090  
ePub 9781350293113 • £81.00 / \$110.69  
ePdf 9781350293106 • £81.00 / \$110.69  
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## The Bloomsbury Handbook of Early Childhood Transitions Research

Edited by Aline-Wendy Dunlop, University of Strathclyde, UK, Sally Peters, University of Waikato, New Zealand & Sharon Lynn Kagan, Columbia University, USA

Including 37 chapters written by researchers from the UK, New Zealand, the USA, Sweden, Iceland, Australia and Canada this handbook presents an overview of the field exploring its current debates, reflects on its history, and offers suggestions for the future of the field. This book is an essential reference point for anyone studying or undertaking research into transitions in early childhood.

UK July 2024 • US July 2024 • 496 pages  
HB 9781350109131 • £140.00 / \$190.00  
ePub 9781350109148 • £126.00 / \$171.44  
ePdf 9781350109155 • £126.00 / \$171.44

Series: Bloomsbury Handbooks • Bloomsbury Academic



## Digital Media Use in Early Childhood

Birth to Six

Lelia Green, Donell Holloway, & Kylie Stevenson, Edith Cowan University, Australia, Leslie Haddon & Sonia Livingstone, London School of Economics, UK & Brian O'Neill, Technological University Dublin, Ireland

Including a glossary of key terms, this book draws on a three-year research project examining the realities of 0-5 years olds' experiences of these technologies in the UK and Australia. The authors draw heavily on Vygotsky and engage with other thinkers including Bronfenbrenner and Bruner. It explores how parents of young children evaluate these opportunities and concerns, and how they try to work out ways to parent in relation to technologies they did not experience in their own childhood.

UK June 2024 • US June 2024 • 288 pages  
HB 9781350120273 • £90.00 / \$120.00  
ePub 9781350120297 • £81.00 / \$110.69  
ePdf 9781350120280 • £81.00 / \$110.69  
Bloomsbury Academic

## Feminist Thought in Childhood Research

Veronica Pacini-Ketchabaw, University of Victoria, Canada & Jayne Osgood, Middlesex University, UK



## The Early Childhood Educator

Critical Conversations in Feminist Theory

Edited by Rachel Langford, Ryerson University, Canada & Brooke Richardson, Brock University, Canada

This volume features chapter authors from Australia, Canada, Norway, Sweden, the USA and New Zealand, who examine contemporary feminist theories in relation to early childhood educators. The feminist theories covered include materialist feminism, poststructural feminism, decolonizing feminisms, post humanist feminism, new materialist feminism, feminist ethics of care, womanist feminism, postcolonial feminism, femme theory and feminist queer theory. The chapter authors describe the key themes of these theories and explore how they can illuminate our understandings of the early childhood educator.

UK May 2024 • US May 2024 • 248 pages • 10 bw illus  
PB 9781350267237 • £28.99 / \$39.95  
Previously published in HB 9781350267190  
ePub 9781350267213 • £81.00 / \$110.69  
ePdf 9781350267206 • £81.00 / \$110.69

Series: Feminist Thought in Childhood Research • Bloomsbury Academic



## Anthropocene Childhoods

Speculative Fiction, Racialization, and Climate Crisis

Emily Ashton, University of Regina, Canada

This open access book brings together the disciplines of childhood studies, literary studies, and the environmental humanities to focus on the figure of the child as it appears in popular culture and theory. Drawing on theoretical works by Clare Colebrook, Elizabeth Povinelli, Kathryn Yusoff, Donna Haraway and Bruno Latour, the book offers creative readings of sci-fi novels, short stories and films including *Frankenstein*, *Handmaid's Tale*, *The Girl with All the Gifts*, *Beasts of the Southern Wild*, and *The Broken Earth* trilogy.

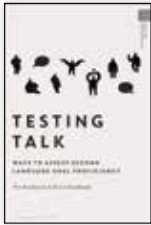
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**Testing Talk**

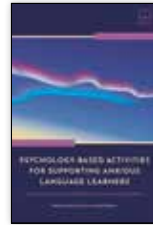
Ways to Assess Second Language Oral Proficiency

*Pia Sundqvist, University of Oslo, Norway & Erica Sandlund, Karlstad University, Sweden*

Using data and findings from empirical research to illustrate and discuss key topics, *Testing Talk* takes you step-by-step through the major concepts and

issues in the oral assessment of second/foreign/additional languages. Investigating and explaining the most important issues facing both examiners and test-takers, such as the factors which come into play during speaking tests, the differences between common test formats, and the challenge of ensuring equity in assessment, this book provides a state-of-the-art overview of what is at stake in language classrooms and advice on how to approach testing and assessment.

UK May 2024 • US May 2024 • 304 pages  
 PB 9781350066014 • £28.99 / \$39.95 • HB 9781350064812 • £90.00 / \$128.00  
 ePub 9781350064836 • £26.09 / \$36.44  
 ePdf 9781350064829 • £26.09 / \$36.44  
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**Psychology-Based Activities for Supporting Anxious Language Learners**

Creating Calm and Confident Foreign Language Speakers

*Edited by Neil Curry, Kanda University of International Studies, Japan & Kate Maher, Shoreham College, UK*

This volume contains activities which teachers can use with both classes and individual students to reduce their anxiety and increase their confidence for speaking. The activities are presented in a clear and easy to follow format, allowing users to choose according to the needs of students. Theories and practices explored include: mindfulness, 'free traits', flow practices, self-esteem theory, Stoic philosophy, attribution retraining, Cognitive Behaviour Therapy (CBT) and positive evaluation.

UK May 2024 • US May 2024 • 256 pages  
 PB 9781350352797 • £28.99 / \$39.95 • HB 9781350352803 • £90.00 / \$120.00  
 ePub 9781350352810 • £26.09 / \$36.44  
 ePdf 9781350352827 • £26.09 / \$36.44  
 Series: Bloomsbury Guidebooks for Language Teachers • Bloomsbury Academic

**Critical Approaches and Innovations in Language Teacher Education**

*Bedrettin Yazan, University of Texas at San Antonio, USA*

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**International Perspectives on Critical English Language Teacher Education**

Theory and Practice

*Edited by Ali Fuad Selvi, University of Alabama, USA & Ceren Kocaman, University of Potsdam, Germany*

Exploring how teacher educators from diverse backgrounds, contexts and realities approach English language teacher education with a critical stance, this book offers complementary chapters on both theory and practical applications. With an explicit critical focus on English language teaching, put forward by a diverse collection of contributors, this is a useful reference and resource for language teacher education programs around the world.

UK June 2024 • US June 2024 • 352 pages • 10 bw illus  
 HB 9781350400320 • £90.00 / \$120.00  
 ePub 9781350400344 • £81.00 / \$110.69  
 ePdf 9781350400337 • £81.00 / \$110.69  
 Series: Critical Approaches and Innovations in Language Teacher Education  
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**Critical Dialogic TESOL Teacher Education**

Preparing Future Advocates and Supporters of Multilingual Learners

*Edited by Fares J. Karam, University of Nevada, Reno, USA & Amanda K. Kibler, Oregon State University, USA*

This edited volume showcases how teacher educators around the world engage with critical and dialogic approaches to prepare TESOL professionals. Chapters include duoethnographic accounts, critical discourse analytic approaches, and case studies from various EFL and ESL contexts such as the United States, Morocco, New Zealand, Italy, Thailand, and Turkey.

UK June 2024 • US June 2024 • 272 pages • 10 bw illus  
 HB 9781350342071 • £90.00 / \$120.00  
 ePub 9781350342095 • £81.00 / \$110.69  
 ePdf 9781350342088 • £81.00 / \$110.69  
 Series: Critical Approaches and Innovations in Language Teacher Education  
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**Multiliteracy Play**

Designs and Desires in the Second Language Classroom

*Chantelle Warner, University of Arizona, USA*

Drawing inspiration and practical examples from a variety of modern language classes in higher education in the USA, the book demonstrates how poetic and playful language can be embedded in multiliteracies pedagogy in ways that foster learners' and teachers' awareness of designs, while also making space for desires that are harder to script or plan for. In addition to building a conceptual map around poetics and play for researchers and teachers in language education, the book offers concrete examples of what a multiliteracies approach emphasizing designs and desires can look like in classrooms and curricula.

UK April 2024 • US April 2024 • 240 pages • 10 bw illus  
 HB 9781350338371 • £90.00 / \$120.00  
 ePub 9781350338395 • £81.00 / \$110.69  
 ePdf 9781350338388 • £81.00 / \$110.69  
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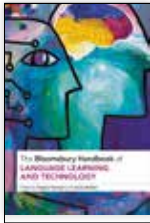


**Practitioner Agency and Identity in English for Academic Purposes**

*Edited by Alex Ding, University of Leeds, UK & Laetitia Monbec, National University of Singapore, Singapore*

This book provides an insightful series of windows into the identity of the English for Academic Purposes (EAP) practitioner in a range of cultural contexts across the world. Each chapter combines theoretical underpinnings with practical applications, and implements suggestions and recommendations for how EAP teachers' roles can be taken forward. The reader will come face to face with the challenges and possibilities facing those who are supporting academic language development within Higher Education (HE) frameworks.

UK April 2024 • US April 2024 • 304 pages • 10 bw illus  
 HB 9781350263239 • £90.00 / \$120.00  
 ePub 9781350263253 • £81.00 / \$110.69  
 ePdf 9781350263246 • £81.00 / \$110.69  
 Series: New Perspectives for English for Academic Purposes • Bloomsbury Academic



## The Bloomsbury Handbook of Language Learning and Technology

Edited by Regine Hampel, Open University, UK & Ursula Stickler, Open University, UK

This handbook draws together international perspectives on technology and its application to language teaching and learning, written and edited

by leading scholars in the field. It meets the increasing demand for pedagogically-informed online language instruction, which is particularly important in the context of the Covid-19 pandemic. With contributions from Australia, Canada, Cyprus, Denmark, Finland, France, Greece, Ireland, Japan, Spain, Sweden, the Netherlands, the UK, the USA, the book offers a thorough overview of the main influential theories and explores technology tools, approaches to research, and applications to practice.

UK June 2024 • US June 2024 • 416 pages  
HB 9781350340329 • £130.00 / \$175.00  
ePub 9781350340343 • £117.00 / \$159.29  
ePdf 9781350340336 • £117.00 / \$159.29  
Series: Bloomsbury Handbooks • Bloomsbury Academic

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## A Voice for Maria Favela

An Adventure in Creative Literacy

Antonio Leal

Translated by Alexis Gibbs & Diana Sousa

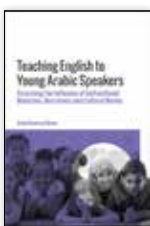
This open access book, originally published in Portuguese in 1988 and now available in English for the first time describes the Brazilian educator, Antonio Leal's, experiences teaching so-called

"unteachable" children in Rio de Janeiro's favelas. By adapting and refining his approach through daily observations, Leal suspends all ideas about teaching methods, and looks instead at what the children bring to the class, in terms of their background, their capacity for game-playing and rule-making, and their horizons of ambition.

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UK May 2024 • US May 2024 • 136 pages • 10 bw illus  
PB 9781350247611 • £28.99 / \$39.95  
Previously published in HB 9781350247574  
ePub 9781350247598 • £0.00 / \$0.00  
ePdf 9781350247581 • £0.00 / \$0.00  
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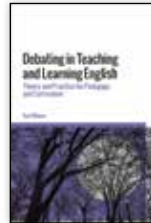
## Teaching English to Young Arabic Speakers

Assessing the Influence of Instructional Materials, Narratives and Cultural Norms

Irma-Kaarina Ghosn, Lebanese American University, Lebanon

The book explores young Arabic-speaking children's English language learning. Through classroom-based research and learner work samples, the book analyses the interplay between cultural norms and the critical role that teachers play in orchestrating classroom discourse through skillful use of available instructional materials, questioning strategies and feedback to learners. The author reviews the spread of the practice of teaching English to young and very young children and the increasing demand for English-medium instruction in the Arabic-speaking region, with a particular focus on the young learner's negative transfer from Arabic to English spelling and grammar.

UK June 2024 • US June 2024 • 240 pages • 10 bw illus  
PB 9781350260535 • £28.99 / \$39.95  
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## Debating in Teaching and Learning English

Theory and Practice for Pedagogy and Curriculum

Ben Wilson, Independent Researcher, USA

Debating is a well-known method of dialogic speaking and is widely practiced, to develop interaction, negotiation, agreeing and disagreeing in TEFL. This book invites scholars and practitioners to reflect on the demands of the current age for moving forward educational practice. It examines how debating can promote a holistic understanding and improvement of experience of education. The author details the experiences of an adult EFL debate group in a private language school in Italy, reporting how the participants experience the pedagogy, so as to offer insights into it as a form of teaching speaking in adult EFL.

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## Gender Diversity and Sexuality in English Language Education

New Transnational Voices

Edited by Darío Luis Banegas, University of Edinburgh, UK & Navan Govender, University of Strathclyde, UK

Informed by critical theories, critical literacy, post-structuralism, queer theory, and indigeneity/(de)coloniality, the critical perspectives in this volume consider gender and sexuality as dimensions of human life and promote sexual, gender, emotional and relational wellbeing together with the construction of cultural horizons and citizenship. The chapters are organised around three interdependent areas of inquiry: 1) how educators design pedagogies and curriculums around gender diversity, 2) how students and teachers navigate issues of gender diversity in practice, and 3) how issues of gender diversity are (not) addressed in the materials for teaching and learning English.

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## Taking Literature and Language Learning Online

New Perspectives on Teaching, Research and Technology

Edited by Sandra Stadler-Heer, Catholic University of Eichstätt-Ingolstadt, Germany & Amos Paran, IOE, UCL's Faculty of Education and Society, University College London, UK

The use of literary texts in remote language education can be static. This volume presents numerous alternatives and provide research-based grounding for their implementation. A discussion of literary outputs stimulated by the pandemic as well as past pandemics is followed by a study of the pedagogy of engaging learners with literature online, examining learners of different ages and of different proficiency levels and educational backgrounds. Finally, a third strand looks at various technologies for teaching online and the way they interact with literature and with language learning.

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## 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.

UK July 2024 • US July 2024 • 416 pages  
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## Education, Migration and Development

*Critical Perspectives in a Moving World*

*Edited by Amy North, IOE, UCL's Faculty of Education and Society, University College London, UK & Elaine Chase, IOE, UCL's Faculty of Education and Society, University College London, UK*

This open access book looks critically at how education, migration and development intersect and interact to shape people, communities, societies, ideas, values, and action at local, national and international levels. Written by leading scholars and practitioners based in Belgium, China, Columbia, Ethiopia, India, Lebanon, Mongolia, South Africa, the UK and the USA, the book explores how such interactions play out through a series of case study examples drawn from across the globe.

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## Comparative and International Education (Re)Assembled

*Examining a Scholarly Field through an Assemblage Theory Lens*

*Edited by Florin D. Salajan, North Dakota State University, Fargo, USA & tavis d. jules, Loyola University Chicago, USA*

Drawing on a post-foundational approach to assemblage theory, this book explores the scholarly field of comparative and international education (CIE). Written by leading international scholars from Australia, Ireland, Italy, Malaysia, South Africa, Sweden, Switzerland, the UK and the USA, this book draws on the assemblage paradigm as an analytical tool to examine the continuously evolving field of CIE and prompts new discussions on how assemblage theory can be applied to future CIE research.

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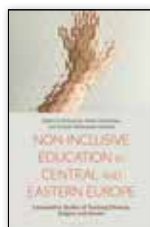
## Islam, Education, and Freedom

*An Uncommon Perspective on Leadership*

*Melanie C. Brooks, Edith Cowan University, Australia & Miriam D. Ezzani, Texas Christian University, USA*

*Islam, Education and Freedom* explores six key areas of freedom: identity, acceptance, pedagogy, conflict, trust, and love. Based on a qualitative case study of a progressive Islamic school in Southern California, North Star Academy, the book illustrates through the voices of the participants how each particular freedom was applied in the school. The authors show how the six freedoms were understood, taught, and practiced with the aim of developing courageous and confident American Muslims. It explores the ways the school leaders facilitate and impart each freedom and the influence this has on the development of American Muslim students' identity.

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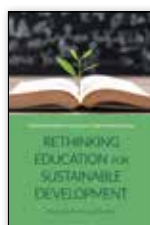
## Non-Inclusive Education in Central and Eastern Europe

*Comparative Studies of Teaching Ethnicity, Religion and Gender*

*Edited by Katarzyna Górak-Sosnowska, SGH Warsaw School of Economics, Poland & Urszula Markowska-Manista, University of Warsaw, Poland*

This presents research on inclusive education in Central and Eastern Europe (CEE), written by scholars familiar with the local languages and cultural codes, and discourses. The editors and contributors address the dominant Western ways of looking at inclusive and global education in CEE. Written by academics based in Czech Republic, Germany, Hungary Poland, Romania, and Russia, the book cover topics including Roma genocide in Poland, teaching about Islam and teaching about LGBTQ+ issues.

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## Rethinking Education for Sustainable Development

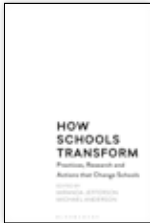
*Research, Policy and Practice*

*Edited by Radhika Iyengar & Ozge Karadag Caman, Columbia University, USA*

This book explores how education can be used as a tool to promote sustainability practices as the world faces huge challenges related to climate change and public health. The chapters consider all types of literacy approaches that fall under the umbrella of Education for Sustainable Development (ESD). These approaches include scientific literacy, ecological literacy, health literacy, education on climate change and climate resilience, environmental education and others linking education, global health, and the environment more broadly. "Education" is used in the widest sense to incorporate non-formal, informal and formal/school settings.

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## How Schools Transform

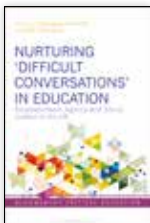
Practices, Research and Actions that Change Schools

*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, the contributing authors give relatable insights into the mechanics, approaches and principles that drive authentic and sustainable transformation. Each chapter includes student voice, embedded cases, emerging themes, resonances and reflections and ways forward. Anderson and Jefferson skillfully weave together the chapters to relay the real stories and real approaches that make transformation the reality.

UK July 2024 • US July 2024 • 224 pages • 50 bw illus  
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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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 Series: Bloomsbury Critical Education • Bloomsbury Academic



## 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.

UK July 2024 • US July 2024 • 144 pages • 20 bw illus  
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## Applying Social Work Theory

A Journal

*Barbara Bassot, Canterbury Christ Church University, UK*

To become effective social workers, students need to draw upon and apply a wide range of theories to the complex lives of service users. This is no simple task: social work draws upon theories from

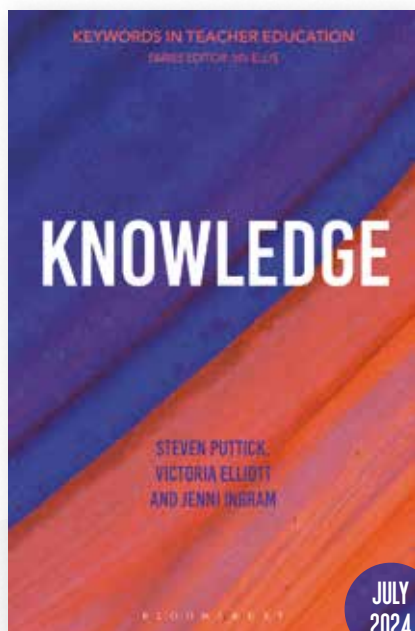
a wide range of disciplines and students are confronted with many different approaches and ideas. This book, with its unique journal format, provides readers with a framework for engaging with and applying theory to practice. Accessible and engaging, the book includes activities for consolidating understanding of key theoretical approaches, case studies with reflective prompts and space for students to write about their own placement experiences.

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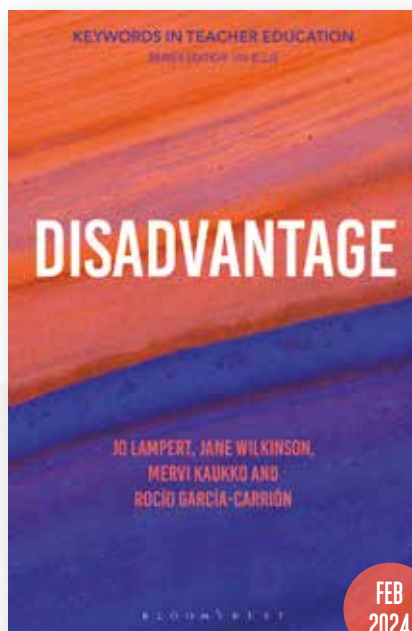
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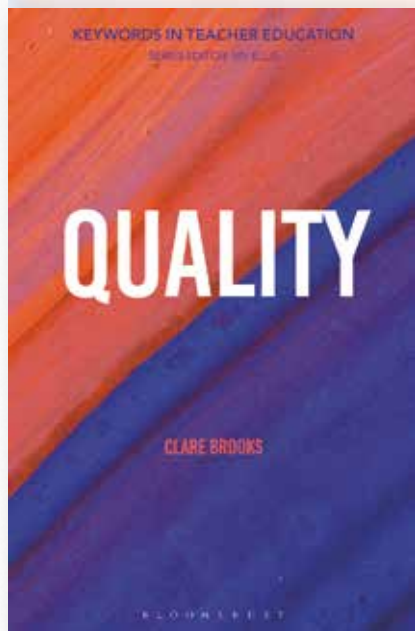
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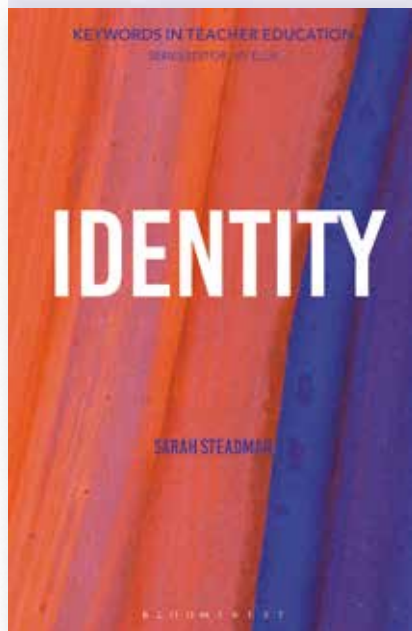


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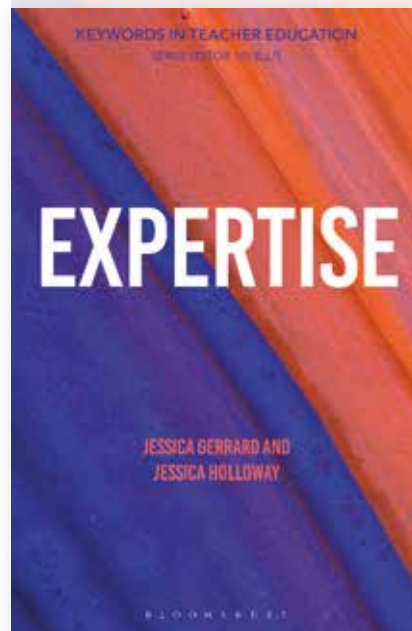
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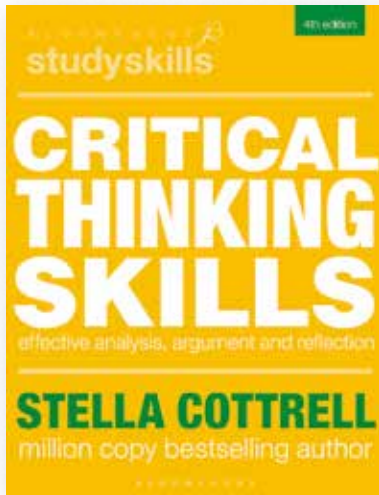
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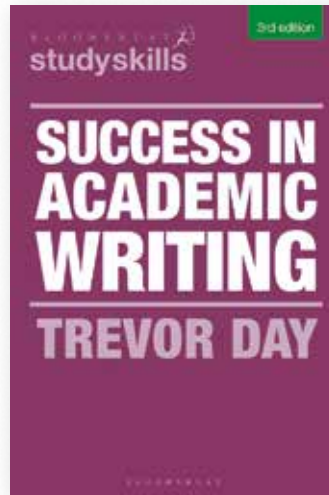
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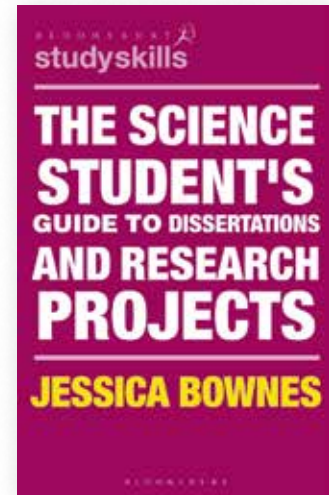
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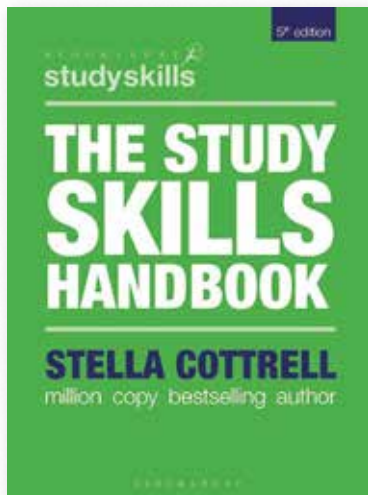


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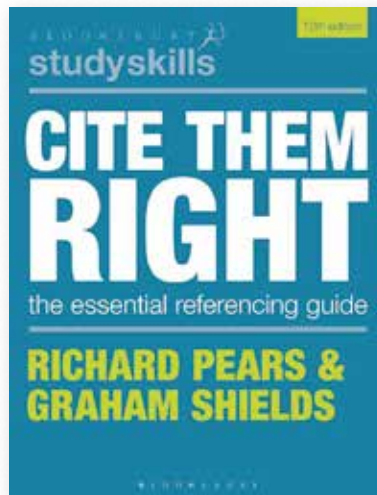


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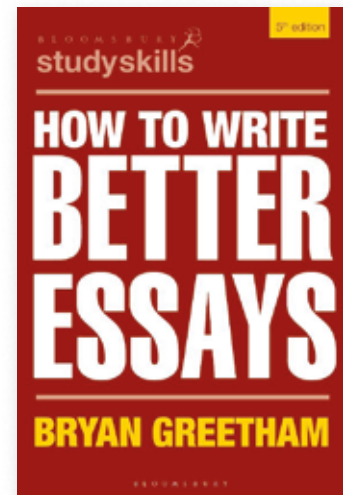
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# The (*Incomplete*) Lit in Colour Play List

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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