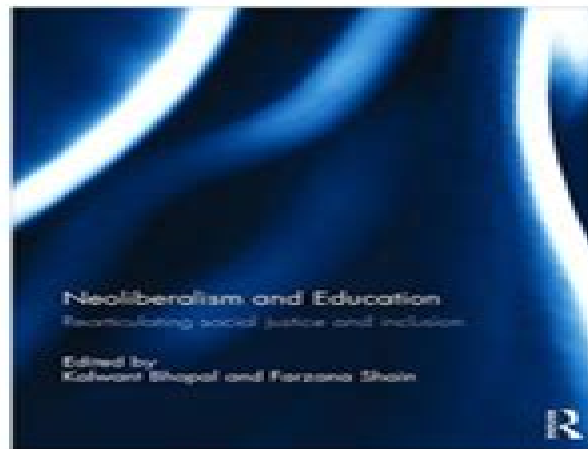




Neoliberalism and Education: Rearticulating Social Justice and Inclusion

offers a critical reflection on the establishment of neoliberalism as the new global orthodoxy in the field of education, and considers what this means for social justice and inclusion. It brings together writers from a number of countries, who explore notions of inclusion and social justice in educational settings ranging from elementary schools to higher education. Contributors examine policy, practice,

and pedagogical considerations covering different dimensions of (in)equality, including disability, race, gender, and class. They raise questions about what social justice and inclusion mean in educational systems that are dominated by competition, benchmarking, and target-driven accountability, and about the new forms of imperialism and colonisation that both drive, and are a product of, market-driven reforms. While exposing the entrenchment, under current neoliberal systems of educational provision, of longstanding patterns of (racialised, classed, and gendered) privilege and disadvantage, the contributions presented in this book also consider the possibilities for hope and resistance, drawing attention to established and successful attempts at democratic education or community organisation across a number of countries. This book was originally published as a special issue of the *British Journal of Sociology of Education*

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Neoliberalism Education Rearticulating Justice Inclusion

**Tara Ratnam, Elaine Chan, Darlene
Ciuffetelli Parker**



Neoliberalism Education Rearticulating Justice Inclusion:

Neoliberalism and Education Kalwant Bhopal, Farzana Shain, 2017-10-02 *Neoliberalism and Education Rearticulating Social Justice and Inclusion* offers a critical reflection on the establishment of neoliberalism as the new global orthodoxy in the field of education and considers what this means for social justice and inclusion. It brings together writers from a number of countries who explore notions of inclusion and social justice in educational settings ranging from elementary schools to higher education. Contributors examine policy practice and pedagogical considerations covering different dimensions of inequality including disability, race, gender, and class. They raise questions about what social justice and inclusion mean in educational systems that are dominated by competition, benchmarking, and target-driven accountability, and about the new forms of imperialism and colonisation that both drive and are a product of market-driven reforms. While exposing the entrenchment under current neoliberal systems of educational provision of longstanding patterns of racialised, classed, and gendered privilege and disadvantage, the contributions presented in this book also consider the possibilities for hope and resistance, drawing attention to established and successful attempts at democratic education or community organisation across a number of countries. This book was originally published as a special issue of the *British Journal of Sociology of Education*.

Access and Widening Participation in Arts Higher Education Samantha Broadhead, 2022-04-22 This volume brings together a range of practitioners, managers, and researchers who work within the field of arts higher education to reflect on strategies to increase access and widening participation. WP. The issues presented in this book are situated within a wider global context where countries are seeking greater harmonisation of higher education as students and workers become more mobile, crossing international borders. The chapter authors address various issues within higher education institutions from a WP context, including areas such as creative writing, music, art, and design. In exploring these issues, the editor and her chapter authors seek to answer how those teaching in arts higher education can promote the value and quality of their work while ensuring fair access and wide participation for all.

The Industrialisation of Arts Education Samantha Broadhead, 2022-11-17 This book comprises the responses of a group of multi-disciplinary writers, researchers, practitioners to the proposition that arts education in the twenty-first century has become industrialised. Historical and contemporary examples of how arts education prepares students for working in industry are discussed to show how the expectations of educators, students, and industry representatives do not always concur. The extent to which arts pedagogies have been informed by the agendas of the cultural industries, as well as wider neoliberal ideologies, are also considered. This leads to questions about the function and value of arts education. The debates expose tensions of producing students who are industry-ready in an educational context that must at the same time consider other issues such as sustainability and widening participation. Writers, educators, and researchers in vocational education, creative writing, jewellery design, animation, fashion, branding, and popular music investigate the complexities relating to this topic from their own diverse points of view.

Creativity in Education Nicole Brown, Amanda Ince, Karen Ramlackhan, 2024-01-29 Creativity has become a buzzword across all disciplines in education and across all phases from early years through to tertiary education Although the meaning of creativity can change vastly depending on the global educational setting it is impossible to ignore the applicability and relevance of creativity as an educational tool philosophical framework and pedagogical approach Through case studies of creativity in varying settings and diverse contexts this collection explores the ground breaking work undertaken internationally to support develop and future proof learners with and for creativity The chapters are centred around a practice based enquiry or other forms of empirical research This provides the scholarly basis upon which creativity is continuously reconceptualised and redefined in the educational and country specific context of each study Contributors from different countries then provide critical reflective and analytical responses to each chapter These conversational responses focus further on international education perspectives and provide a dialogue for educators into how methods and approaches can be transferred translated and contextually mediated for different environments Through the case studies and responses Creativity in Education provides practical insights for application in a wide range of educational settings and contexts such as the use of art exhibitions and object work as well as more philosophical approaches to teacher education leadership for learning and creativity as a universal phenomenon

Perspectives on Access to Higher Education Sam Broadhead, Rosemarie Davies, Anthony Hudson, 2019-05-15 This book brings together researchers and practitioners to critically reflect upon the current diversity of Access to Higher Education programmes and their different perspectives on widening participation and access education

Hegemony Now Alex Williams, Jeremy Gilbert, 2022-08-30 Today power is in the hands of Wall Street and Silicon Valley How do we understand this transformation in power And what can we do about it We cannot change anything until we have a better understanding of how power works who holds it and why that matters Through upgrading the concept of hegemony understanding the importance of passive consent the complexity of political interests and the structural force of technology Jeremy Gilbert and Alex Williams offer us an updated theory of power for the twenty first century Hegemony Now explores how these forces came to control our world The authors show how they have shaped the direction of politics and government as well as the neoliberal economy to benefit their own interests However this dominance is under threat Following the 2008 financial crisis a new order emerged in which the digital platform is the central new technology of both production and power This offers new opportunities for counter hegemonic strategies to win back power Hegemony Now outlines a dynamic socialist strategy for the twenty first century

Resisting Neoliberalism in Education Lyn Tett, Mary Hamilton, 2021-03-17 Neoliberalism is having a detrimental impact on wider social and ethical goals in the field of education Using an international range of contexts this book provides practical examples that demonstrate how neoliberalism can be challenged and changed at the local national and transnational level

Neoliberalism and Inclusive Education Sylvia Mac, 2021-09-30 Charter schools continue to grow in influence as does the push for inclusive education for

students with disabilities What is the value and impact of these schools especially on the marginalized populations they often serve This book answers these questions by focusing on the topics of neoliberalism and inclusive education

Autonomy, Accountability and Social Justice Amanda Keddie, Martin Mills, 2019-04-10 Autonomy Accountability and Social Justice provides an account of recent developments in English state education with a particular focus on the academisation of schooling It examines how head teachers teachers and others working in diverse education settings navigate the current policy environment The authors provide readers with insight into the complex decision making processes that shape school responses to current educational agendas and examine the social justice implications of these responses The book draws on Nancy Fraser's social justice framework and her theorising of neoliberalism to explore current tensions associated with moves towards both greater autonomy for and accountability of state schooling These tensions are presented through four case studies that centre upon 1 a group of local authority primary schools 2 an academy chain 3 a co-operative secondary school and 4 an alternative education setting The book identifies the emancipatory possibilities of these approaches amid the complex demands of autonomy and accountability seizing English schools Informed by a consideration of market parameters and social protectionist ideals this examination provides rich insights into how English schools have emancipatory capacity Autonomy Accountability and Social Justice makes a major theoretical contribution to understandings of how the market is working alongside the regulation of schooling and the implications of this for social justice By drawing on the experiences of those working in schools it demonstrates that the tensions associated with autonomy and accountability within the current education policy environment can be both productive and unproductive for social justice

Adult Education in Neoliberal Times Marion Bowl, 2017-03-20 This book explores the realities of adult education practice in the current political and economic climate With a particular focus on examining the effect of the multitude of changes in policy and philosophy over the past 30 years the book explores how the values and career expectations of adult educators have been affected and considers the implications for adult education as a field of professional practice As well as exploring the broader international picture the book draws on the findings of recent research into adult and community education practitioners perspectives in two case study countries England and Aotearoa New Zealand to illustrate how local contexts and cultures as well as global trends impact on the structure and organisation of adult education By presenting the perspectives of adult educators whose voices have been relatively absent from the recent literature this book gives a unique insight into how their work has been adversely affected by funding and policy pressures in an increasingly insecure educational environment and analyses their responses to the contradictions between their professional values and the expectations placed upon them by policy and funding changes It will be of great interest to students and researchers working in Education and Sociology and will also make compelling reading for policy makers

Curriculuminnovation durch partnerschaftliches schulisches Handeln Manfred Lang, Geraldine Mooney Simmie, 2017 Heutzutage beherrschen internationale Vergleichsstudien und

davon abgeleitete Systeme der Qualitätskontrolle extern geplante schulische Reformprozesse Angesichts globaler Marktrhetorik und neoliberaler Verdinglichung stellt sich die Frage nach der Beteiligung auch von Lehrkräften an einer diskursiven Verständigung über inhaltliche aber auch sozio kulturelle und moralische Grundlagen der Schulpraxis Entsprechende schulnahe curriculare Fragen und deren Beantwortung durch partnerschaftliche Diskurse werden heute in politischen Prozessen kaum in Erwägung gezogen Daher ist hier das zentrale Thema die Teilnahme und aktive Professionalisierung der Lehrkräfte als Subjekte und Agenten in kollaborativen Partnerschaften Das Forschungsgebiet schulnaher Partnerschaften als Bestandteil curriculärer Innovationen ist relativ neu und wenig erkundet Hierfür wird ein umfassendes Konzept der Innovation in der Schulpraxis verwendet das auf der Tätigkeitstheorie von Engeström 2001 basiert und sich auf Prozesse der Verständigung durch Boundary Crossing zwischen Partnern aus verschiedenen Communities wie die der Lehrkräfte Lehrerbildner Wissenschaftler und kommunalen und anderen Einrichtungen bezieht Dieses Konzept wurde in verschiedenen Projekten erarbeitet und umgesetzt die Einblicke in curriculare Prozesse von Veränderungen durch schulnahe Partnerschaften geben

Dr Manfred Lang now retired was senior researcher of the Leibniz Institute for Science Education IPN at the University of Kiel Germany from 1971 until 2008 He studied psychology at the universities in Kiel and Hamburg in Germany and Yale in the USA He coordinated and conducted research in international European and German studies such as the IEA study Computers in Education the OECD study Science Mathematics and Technology Education the European projects FAST TECNET Technology Education and Culture Network STEDE Science Teacher Education development in Europe SOL Selbstorganisiertes Lernen in der Kernregion Schleswig Holstein CROSSNET Crossing Boundaries in Science Teacher Education and GIMMS Gender Innovation and Mentoring in Mathematics and Science From each of these projects many presentations and symposia in conferences were offered and articles and books published He co edited Crossing Boundaries in Science Teacher Education 2012 published by Münster Waxmann

Alternative Schooling, Social Justice and Marginalised Students Stewart Riddle, David Cleaver, 2017-07-14 This book examines the experiences and perspectives of students and teachers at an alternative music school which caters for young learners who have been marginalised and disenfranchised from mainstream schooling The school utilises a rich music infused curriculum that connects to the lives of its students alongside a democratic ethos and ethic of care for members of the school community including the students teachers and parents The combination of personal narratives together with detailed critical discussion provides a compelling argument for how schools can make a major difference to the lives of young people The case study presented in this book offers one potential response to the institutionalised social and educational inequities that young people continue to face and highlights the important lessons from alternative schooling for education more broadly It will be of particular interest to researchers in the areas of education and sociology especially those concerned with matters of social justice and equity in education

Social Justice in Teacher Education: Equity, Diversity, Inclusion Tara Ratnam, Elaine

Chan, Darlene Ciuffetelli Parker, 2022-08-09 **Education, Policy and Democracy** Stewart Riddle, David Bright, Amanda Heffernan, 2023-10-31 This book brings together diverse international scholarly perspectives on education and democracy in response to contemporary challenges for educational leadership policy and practice The contributions meaningfully engage with a range of local and global issues regarding democratic participation and agency with a particular focus on implications for educational access engagement and justice Each chapter considers the complex tensions and interplay between education histories policies practices and research to better understand how education can be for democracy in the twenty first century There is much work to be done in the field of democratic education whether it be in the search of a better understanding of education and democracy s relationship to one another questions of how education might be for democracy the importance of teaching young people about democracy and whether education can be more democratic This book makes a small but important contribution to these struggles for more democratic and socially just futures through education Education Policy and Democracy Contemporary Challenges and Possibilities will be a key resource for academics researchers and advanced students of education leadership and policy educational administration politics research methods and sociology This book was originally published as a special issue of the Journal of Educational Administration and History School Autonomy Reform and Social Justice in Australian Public Education Amanda Keddie, Katrina MacDonald, Brad Gobby, Jill Blackmore, Jane Wilkinson, Scott Eacott, Richard Niesche, 2025-09-30 This book explores the social justice implications of school autonomy reform within the context of public education in Australia It is situated within and framed by global concerns about how public schools are navigating their autonomy within increasingly marketised education systems Drawing on extensive interviews with stakeholders and five in depth case study schools the book calls attention to the ways in which the intentions of school autonomy reform to offer schools more freedom to make their own decisions and manage their own responsibilities have become increasingly contained by the market imperatives of economic efficiency competition and public accountability driving state and national education systems We build on and enrich existing research in this area that highlights how market imperatives continue to exacerbate inequality within and between schools and their systems An essential read for researchers policy makers principals and teachers worldwide the book provides insight into how education systems can better support public schools to mobilise their autonomy in socially just ways **Social Justice in Globalized Fitness and Health** Laura Azzarito, 2019-01-14 In today s neoliberal times thinking about fitness and health is dominated by the media s narratives of fit bodies which are presented and circulated in society as valued bodies Outside that mainstream view however there are many people labeled bodies at risk those who deviate from perceived norms of size shape race social class and gender Social Justice in Globalized Fitness and Health draws attention to how neoliberal ideologies impacting the body overlook the intersection of class gender sex and race that informs how young ethnic minoritized people embody and negotiate normative discourses of fitness and health Indeed through the lens of critical race theory CRT post feminism and

postcolonialism Azzarito highlights young ethnic minoritized people's struggles to find a culturally relevant sense of self. Arguing for the need to found educational spaces where young ethnic minoritized people can recognize themselves, resist and counter narrate negative stereotypes and self represent to the public in affirmative ways. *Social Justice in Globalized Fitness and Health* will appeal to students and researchers interested in fields such as physical culture education, sport sociology, qualitative methods and cultural and visual studies as well as scholars and practitioners of physical education and health in schools.

Educational Leadership as a Culturally-Constructed Practice Jane Wilkinson, Laurette Bristol, 2017-07-20. This edited book collection disrupts received notions of educational leadership culture and diversity as currently portrayed in practice and theory. It draws on compelling studies of educational leadership from the global north and south as well as from a range of ethnic, religious and gendered perspectives and critical research approaches. In so doing, the book powerfully challenges contemporary leadership discourses of diversity that reproduce essentialising leadership practices, binary divisions and asymmetrical power relations. The various chapters contest and move beyond exhortations for leadership in increasingly diverse societies, revealing through their rich portraits of the hybridity of leadership practice the shallowness of diversity discourses that are framed as something we, the culturally homogenous leader, do to heterogenous others. The volume is more than critique. Instead, it offers readers new directions and possibilities through which to understand, theorise and practise educational leadership in the twenty first century. In portraying leading as a relational practice in contexts of cultural hybridity, Blackmore, this volume extends critical theories for and of leadership practice, examining the intersectionality between leadership and a range of social categories and challenging notions of leadership as a singular construct. Compelling research narratives reveal educational leadership practice as nuanced, temporal, site specific and prefigured by traditions and cultural understandings that reach beyond a simplification of educational leadership as understood through unitary lenses of race, gender or ethnicity. This book is essential reading for academics and students of educational leadership and management as well as administrators.

School-Based Deliberative Partnership as a Platform for Teacher Professionalization and Curriculum Innovation Geraldine Mooney Simmie, Manfred Lang, 2019-10-23. Using cutting edge and frontline research relating to present day problems in educational systems, this volume provides a critical discussion about political alternatives in education to neoliberalism. Based on Engeström's Cultural Historical Activity Theory (CHAT), a theory that has potential for new areas of educational research, this book explores a conceptual framework of curriculum innovation in school practice that focuses on processes of mutual meaning making as boundary crossing between partners from different communities. Focusing on active professionalization and continuing professional learning of teachers as subjects, agents, extended professionals and curriculum makers in school based deliberative partnerships with one another and with other educational partners inside and outside school, this volume is divided into eight accessible chapters and covers topics such as political and curricular considerations about educational

change deliberative partnership as a new way for reform prospects for an innovative curriculum process and putting into action deliberative partnership based curricular innovation This volume is the perfect addition for teachers teacher educators researchers and practitioners who are looking to explore beyond the viewpoint that teachers operate in singular communities and the potential and possibility of an alternative framework for teacher learning in the future Social Justice, Transformation and Knowledge James Avis, 2016-01-22 Social Justice Transformation and Knowledge Policy Workplace Learning and Skills examines the policy contexts in which lifelong learning vocational education and training and skill development is set It provides a critique of neo liberalism and its impact on vocational education and training and lifelong learning It interrogates potentially progressive policy interventions that take for granted capitalist relations as these can become a form of comfort radicalism that whilst calling for structural change remain lodged within capitalism Such analyses are limited particularly in austere conditions of worklessness with increasing numbers of workers surplus to the requirements of capital Offering detailed discussions within UK European and global contexts this book proves an insightful and critical text which illustrates Professor Avis extensive experience and knowledge of the field Adopting a substantive focus on debates and analysis with significance that extends beyond the particular policy context of England the book offers an exploration of arguments that suggest workplace learning carries with it progressive possibilities an examination of models of class implicit within education policy and documents consideration of forms of governance and professionalism and their articulation to the pursuit of social justice an insight into discussions concerned with social justice knowledge as well as the current conditions of austerity in which education and social policy are emphasised Social Justice Transformation and Knowledge is a significant addition to the field It is an insightful and thought provoking book from which students lecturers and researchers with an interest in education studies education policy and social justice will greatly benefit from reading

Promoting Equity in Schools Jess Harris, Suzanne Carrington, Mel Ainscow, 2017-09-08 Around the world countries are searching for ways of making their schools more effective for all children and young people This book offers a new way of thinking about how to address this challenge It sees improvement as requiring a collective effort that involves contributions from all members of a school community Crucial to this is the idea of ethical leadership Promoting Equity in Schools is written by a team of academic researchers who had a most unusual opportunity to work with a network of schools over three years experimenting to find more effective ways of including hard to reach learners Bringing together practitioner knowledge and ideas from research carried out from a variety of perspectives the authors provide rich accounts of what happened when the schools attempted to become more inclusive and fairer In so doing they throw light on the challenges this presents for school leaders The accounts presented in the book are located in Queensland Australia where the school system faces significant difficulties in relation to equity that resonate with similar difficulties around the world These difficulties relate to policies that emphasize high stakes testing and school choice which tend to promote increased segregation to the particular

disadvantage of young people from low income and minority backgrounds The arguments presented suggest that even where worrying policies are in place with leadership driven by a commitment to equity schools can still find space to develop more equitable ways of working

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