



Students, Teachers, Families, and a Socially Just Education: Rewriting the Grammar of Schooling to Unsettle Identities

AUTHOR Julie Allan and Francesca Peruzzo
COLLECTION EDITED BY Janise Hurtig

COLLECTION
Education Studies

EDITION
1st edition

MARKET
College/higher education
and Professional and
scholarly

This course reading...

- Explores the concept of a “grammar of schooling” and how it is and is not fit for purpose
- Draws from narratives of teachers and professionals, students, and students’ families – all of whom have a diverse range of needs and identities
- Is vital reading for students of education studies; teachers in training and practice; education policy makers; social workers in training and practice

One size does not fit all when it comes to education.

In modern society, education has been and continues to be shaped, informed, and driven by a so-called “grammar of schooling”: an approach which completely ignores the many and diverse identities that learners own, are given, and encounter. Categorising students into neat, labelled boxes, splintering knowledge into strictly defined subjects, and fracturing learning – this grammar of schooling desperately needs rewriting.

Through narratives from teachers, students, and their families, this book explores the lived experiences of those who are forced to live with the current approach, and the consequences for their lives, relationship, and education. It also asks the question of what creative and holistic alternative approaches might look like – when the rules aren’t working, the rulebook can be rewritten.

Julie Allan PhD is Professor of Equity and Inclusion in the School of Education at the University of Birmingham (UK). She has published widely and advised governments in the areas of inclusion, equity, and rights.

Francesca Peruzzo PhD is a Postdoctoral Research Fellow at the School of Education at the University of Birmingham (UK). She is currently the Research Lead for two research projects; analysing technologies and inclusive assemblages during the COVID-19 pandemic, and social justice in a post-pandemic education.

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