

# Contents

|          |                                                                                                                                        |            |
|----------|----------------------------------------------------------------------------------------------------------------------------------------|------------|
| <b>1</b> | <b>Introduction to Policy and Inequality in Education</b> . . . . .                                                                    | <b>1</b>   |
|          | Stephen Parker, Kalervo N. Gulson and Trevor Gale                                                                                      |            |
| <b>2</b> | <b>The Illusion of Meritocracy and the Audacity of Elitism:<br/>Expanding the Evaluative Space in Education</b> . . . . .              | <b>7</b>   |
|          | Trevor Gale, Tebeje Molla and Stephen Parker                                                                                           |            |
| <b>3</b> | <b>Emerging Biological Rationalities for Policy: (Molecular)<br/>Biopolitics and the New Authorities in Education.</b> . . . . .       | <b>23</b>  |
|          | Kalervo N. Gulson and P. Taylor Webb                                                                                                   |            |
| <b>4</b> | <b>Neoliberalism and Beyond: The Possibilities of a Social Justice<br/>Agenda?</b> . . . . .                                           | <b>41</b>  |
|          | Mark Olssen                                                                                                                            |            |
| <b>5</b> | <b>Widening Participation in France and Its Effects on the Field<br/>of Elite Higher Education and on Educational Policy</b> . . . . . | <b>73</b>  |
|          | Agnès van Zanten                                                                                                                       |            |
| <b>6</b> | <b>Fanon, Education and the Fact of Coloniality.</b> . . . . .                                                                         | <b>91</b>  |
|          | Zeus Leonardo and Michael Singh                                                                                                        |            |
| <b>7</b> | <b>Equality and Education Policy in the European<br/>Union—An Example from the Case of Roma</b> . . . . .                              | <b>111</b> |
|          | Nafsika Alexiadou                                                                                                                      |            |
| <b>8</b> | <b>Imagining Policy [Data] Differently</b> . . . . .                                                                                   | <b>133</b> |
|          | Wanda S. Pillow                                                                                                                        |            |
| <b>9</b> | <b>Redefining Equality Through Incentive-Based Policies.</b> . . . . .                                                                 | <b>153</b> |
|          | Christopher Lubienski                                                                                                                  |            |

- 10 Education Policy and the Intensification of Teachers' Work:  
The Changing Professional Culture of Teaching in England  
and Implications for Social Justice. . . . . 169**  
Annette Braun
- 11 Pedagogical Habitus Engagement in a Developing Country  
Context: A Narrative-Based Account of a Teacher's Pedagogical  
Change Within a Professional Learning Community . . . . . 187**  
Aslam Fataar and Jennifer Feldman

Policy and Inequality in Education

Parker, S.; Gulson, K.N.; Gale, T. (Eds.)

2017, VI, 207 p., Hardcover

ISBN: 978-981-10-4037-5