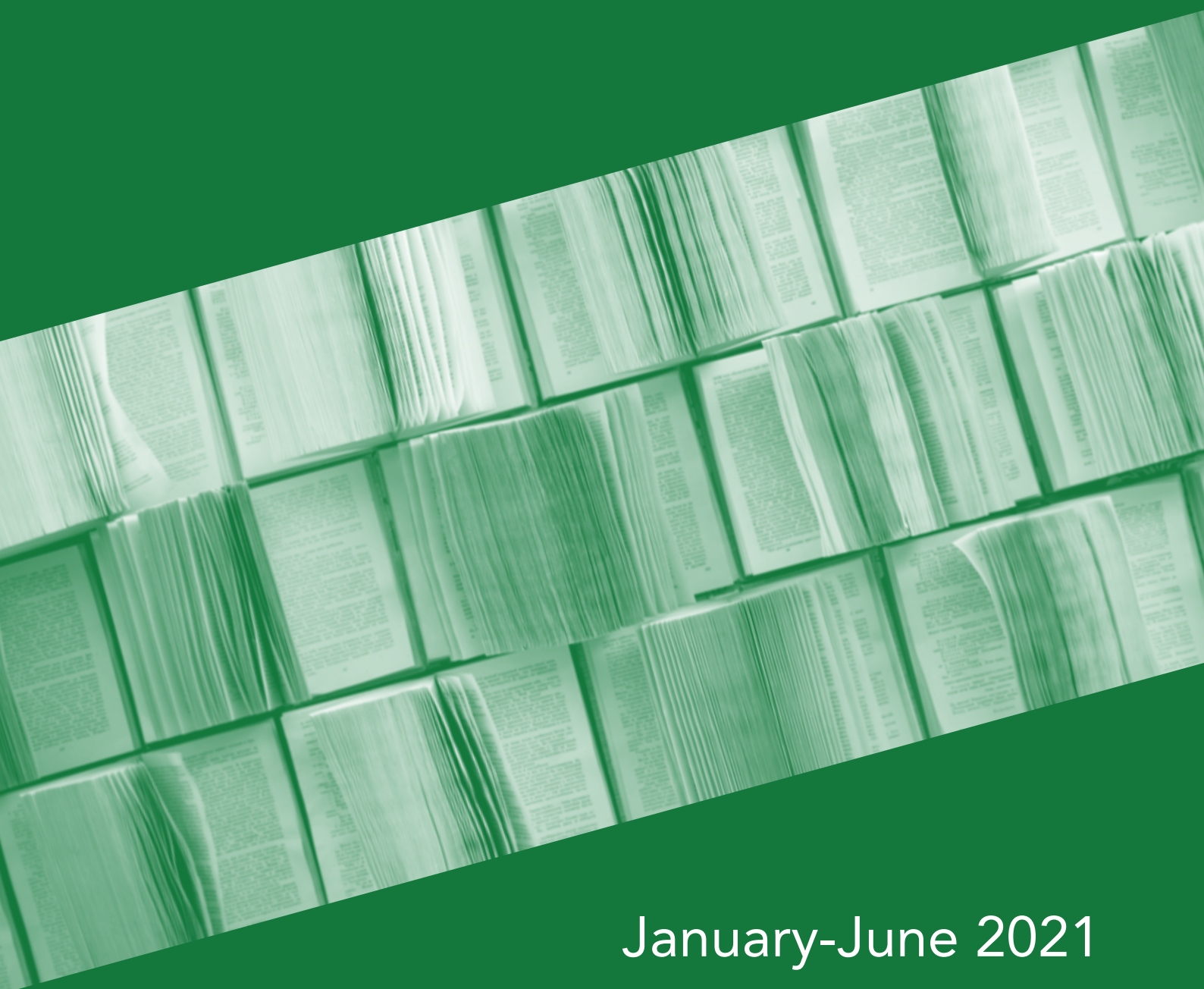


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# Education

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## Contents

Initial Teacher Training . . . . .	3
Teacher Education . . . . .	3
Early Childhood Education. . . . .	4
Childhood and Youth Studies. . . . .	5
Higher Education . . . . .	6
Leadership and Management . . . . .	7
Critical Pedagogy & Philosophy of Education . . . . .	8
Language & Education . . . . .	9
Policy & Politics . . . . .	10
Education Research Methods. . . . .	10
Comparative & International Education. . . . .	11
Major Reference Works . . . . .	13
Research Methods & Study Skills . . . . .	14
Representatives, Agents & Distributors . . . . .	15

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# Personal, Social and Emotional Perspectives for Educators

Sue Soan, Canterbury Christ Church University, UK

Q TEXTBOOK



## Why do Teachers Need to Know About Child Development?

Strengthening Professional Identity and Well-Being

Edited by Daryl Maisey, Kingston University, UK & Verity Campbell-Barr, University of Plymouth, UK

Drawing on examples from rural early years settings to large urban secondary schools, this book looks at what child development means in practice and how it relates to different aspects of teaching. Covering relationships, environment, subject knowledge and more, this book develops the readers understanding of education and child development, as a professional and day-to-day in the classroom. Expertly crafted by Daryl Maisey and Verity Campbell-Barr, drawing on the expertise of practitioners and academics, this book draws together the latest research and current practice. Reflexive questions encourage the reader to explore their knowledge and expectations.

UK February 2021 • US February 2021 • 192 pages • 40 bw illus  
PB 9781350084933 • £24.99 / \$34.95 • HB 9781350084940 • £75.00 / \$100.00  
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Q TEXTBOOK



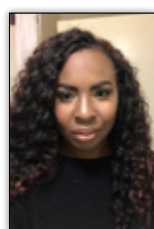
## Why do Teachers Need to Know About Psychology?

Strengthening Professional Identity and Well-Being

Edited by Jeremy Monsen, Tri-borough Educational Psychology Service (Hammersmith & Fulham, Kensington & Chelsea, and Westminster), UK, Lisa Marks Woolfson & James Boyle, University of Strathclyde, UK

This book looks at how psychology can support your teaching practice. It does this by looking at different situations within a teacher's roles and responsibilities, and what this also means for understanding their professional identity. The authors bring together the expertise of a team of practitioners and psychologists, and draw together the latest research and current practice. The team also support you to consider and develop your own views, beliefs and values and explores why it is your responsibility as an educator to make use of psychology not only to ensure the best possible opportunities for children and young people, but also for your own growth in your professional journey.

UK February 2021 • US February 2021 • 192 pages • 40 bw illus  
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## Feel Free to Smile

A behaviour management survival guide for new teachers

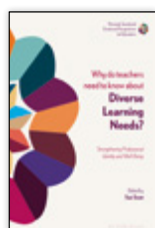
Nikki Cunningham-Smith

Drawing on her wealth of experience in alternative provision settings, Nikki Cunningham-Smith encourages newly qualified and early career teachers to reflect on their practice and find humour

in even the most challenging of classroom scenarios. Packed with practical strategies, tips and quick fixes that really work, this is the perfect companion for teachers feeling daunted by challenging behaviour and looking for an experienced voice to lead the way.

UK June 2021 • 176 pages  
PB 9781472984487 • £14.99  
ePub 9781472984494 • £12.49  
ePdf 9781472984500 • £12.49  
Bloomsbury Education • Not Available in the US

Q TEXTBOOK



## Why do Teachers Need to Know About Diverse Learning Needs?

Strengthening Professional Identity and Well-Being

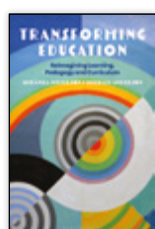
Edited by Sue Soan, Canterbury Christ Church University, UK

Drawing on examples from early years to college, this book looks at what inclusion and inclusive practice means in practice and how it relates to different aspects of teaching. Covering issues related to teacher wellbeing, resilience and other professional skills this book offers the reader the opportunity to use case studies and research to reflect on their own professional practice. Expertly crafted by Sue Soan, drawing on the expertise of a team of practitioners and academics, this book brings together the latest research and current practice. International case studies showcase examples of practice and reflexive questions encourage the reader to explore their experiences, knowledge and expectations.

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## Transforming Education

Reimagining Learning, Pedagogy and Curriculum

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

The authors draw together a diverse range of international case studies to provide a reimagining of education, showing how our secondary schools can be sustainably transformed to be places of support, challenge and joy in learning, meeting emergent needs in our workplaces and wider society. Threading case studies throughout, readers are guided to see themselves as agents of transformation, empowered to use knowledge and experience to build the reality they would like to see in their school, responding to their questions of diversity, inclusion, and community. A companion website along with in-book key ideas summaries, bibliography and a glossary provide additional support.

UK May 2021 • US May 2021 • 240 pages  
PB 9781350130074 • £24.99 / \$34.95 • HB 9781350130081 • £75.00 / \$100.00  
ePub 9781350130098 • £22.49 / \$28.32  
ePdf 9781350130067 • £22.49 / \$28.32  
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## Let's Hear It from the Boys

What boys really think about school and how to help them succeed

Gary Wilson

This definitive guide to raising boys' achievement in schools by leading expert Gary Wilson offers an insight into what boys really think about their education through real-life testimonies. Tackling various aspects of learning in the secondary classroom, from exams, essay-writing and academic setting to punishments and rewards, Gary helps teachers to understand the various reasons why boys may underachieve. Complete with expert advice and practical strategies, this book encourages teachers and leaders to listen to the boys in their school and place their needs on the whole-school agenda.

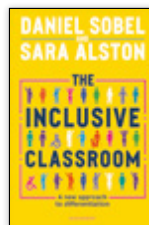
UK January 2021 • 208 pages  
PB 9781472974631 • £19.99  
ePub 9781472974624 • £17.99  
ePdf 9781472974600 • £17.99  
Bloomsbury Education • Not Available in the US

## Proactive Pastoral Care

Maria O'Neill

*Proactive Pastoral Care* is an essential guide to enable secondary teachers to empower their students to make healthy life choices and look after their wellbeing, both in school and beyond. With practical, research-based activities and resources for tutor time, assemblies, RSE and PSHE lessons, this book puts student wellbeing at the top of the agenda. Maria O'Neill, founder of @UKPastoralChat, explores several aspects of student wellbeing, from community building and parental engagement to eSafety and caring for mental health. Maria introduces refreshing, proactive techniques that can be put into practice straightaway to create a supportive learning environment.

UK April 2021 • 192 pages  
PB 9781472980434 • £19.99  
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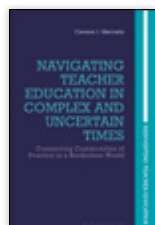
## The Inclusive Classroom

A new approach to differentiation

Daniel Sobel & Sara Alston

In this innovative guide to inclusion, experts Daniel Sobel and Sara Alston help teachers understand the barriers to children's learning. Emphasising the importance of meeting needs rather than focusing on diagnosis, they provide proven differentiation methods that improve learning for the whole class, while reducing stress and saving time for the teacher. Guiding teachers through the different phases of a single lesson, from starters to plenaries, each chapter contains simple, effective actions to improve learning outcomes for all pupils, especially those vulnerable to underachievement and those traditionally labelled special educational needs.

UK January 2021 • 208 pages  
PB 9781472977922 • £16.99  
ePub 9781472977908 • £15.29  
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## Navigating Teacher Education in Complex and Uncertain Times

Connecting Communities of Practice in a Borderless World

Carmen I. Mercado, Hunter College, City University of New York, USA

Mercado draws on four decades of seminal research and theory to reveal aspects of locally-responsive planning and adaptations that should be central to any teacher education program that hopes to serve its unique, local population base responsibly. Mercado shows that each teacher educator ought to be an active reinventor of her own program, based on reflection on current data. Mercado sensitively draws together the technical and emotional dimensions of learning to teach, exploring some of the issues that need to be addressed for them to meet their aim to be places of opportunity for all.

UK October 2020 • US October 2020 • 184 pages • 10 bw illus  
PB 9781350198784 • £28.99 / \$39.95  
Previously published in HB 9781350069077  
ePub 9781350069091 • £81.00 / \$101.01  
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Series: Reinventing Teacher Education • Bloomsbury Academic



## Knowledge, Policy and Practice in Teacher Education

A Cross-National Study

Edited by Maria Teresa Tatto, Mary Lou Fulton Teachers College, Arizona State University, USA & Ian Menter, University of Oxford, UK

Looking at societies including the Czech Republic, Finland, Japan, Korea, Mexico, Russia, Slovakia, the UK, and the USA, this volume explores international variability in different conceptions of knowledge in the context of learning to teach and explores the way national and international influences interact in the developing trajectories of teacher education policy and practice. The editors synthesize and compare country findings beginning with conceptions of learning to teach, and what counts as evidence when considering what knowledge is considered important for teachers to have.

UK August 2020 • US August 2020 • 328 pages • 10 bw illus  
PB 9781350178991 • £28.99 / \$39.95  
Previously published in HB 9781350068681  
ePub 9781350068704 • £26.09 / \$33.25  
ePdf 9781350068698 • £26.09 / \$33.25  
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## Friedrich Froebel

A Critical Introduction to Key Themes and Debates

Tina Bruce, University of Roehampton, UK

*Friedrich Froebel* considers the origins of Froebelian early childhood education providing context to the development of his theories and ideas, critically examines the key themes of this

philosophy of education and explores the relevance of Froebelian practice today. Tina Bruce explores the key aspects of Froebelian philosophy of education: the importance of family, the importance of highly trained teachers, the importance of nature, the whole child and the Froebelian concept of unity, mother songs, movement games, play and self-activity of the child. Bruce considers the implication for Froebelian practice, the views of critics and supporters, the implications for education today and for research.

UK January 2021 • US January 2021 • 176 pages  
PB 9781474250429 • £22.99 / \$30.95 • HB 9781474250436 • £70.00 / \$95.00  
ePub 9781474250450 • £20.69 / \$25.86  
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## Postdevelopmental Approaches to Childhood Art

Edited by Jayne Osgood, Middlesex University, UK & Mona Sakr, Middlesex University, UK

This book brings together the work of theorists from around the world who have presented postdevelopmental approaches to early childhood art, thereby playing a vital part in unsettling the dominance of the developmental paradigm and offering worked examples of alternative models. Drawing on sociocultural theory, Deleuzian philosophy, posthumanism and postmodernism each chapter offers a theoretical basis that challenges developmentalism, as well as an application of that theoretical basis. The contributors also consider what this shift in our perspective means for the design and implementation of art-making experiences for young children.

UK September 2020 • US September 2020 • 232 pages • 40 bw illus  
PB 9781350183315 • £28.99 / \$39.95  
Previously published in HB 9781350042544  
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## Feminist Thought in Childhood Research

Jayne Osgood, Middlesex University, UK and Veronica Pacini-Ketchabaw, Western University, Canada



### More-Than-Human Literacies in Early Childhood

Abigail Hackett, Manchester Metropolitan University, UK

Draws on a three year ethnographic study into the role of place, materiality and the body in the literacies of young children aged 12 - 36 months.

It builds a picture of how children participate in, or become caught up in, literacies and language in the contexts of their everyday lives. Abigail Hackett argues that young children's literacies, are always more-than-human, always involving sounds, gestures and movements between humans and nonhuman places and things. The book will be of particular interest to researchers looking at feminist-new materialism, posthumanism, affect theory and critical literacy in early childhood settings.

UK April 2021 • US April 2021 • 256 pages  
HB 9781350144729 • £90.00 / \$120.00  
ePub 9781350144743 • £81.00 / \$101.01  
ePdf 9781350144736 • £81.00 / \$101.01  
Series: Feminist Thought in Childhood Research • Bloomsbury Academic



### Theorizing Feminist Ethics of Care in Early Childhood Practice

Possibilities and Dangers

Edited by Rachel Langford, Ryerson University, Canada

The book critically addresses the ongoing split between care and education and places care at the heart of early child education. The contributors theorize a new feminist ethics of care in everyday early childhood practice, showing its complexities and importance. Drawing on feminist theory and philosophy, including the works of Julia Kristeva, Nel Noddings and Simone de Beauvoir, the chapter authors show how the caring practices of early childhood educators involve values, ethical deliberation, decision-making, action and work. Using cutting-edge theory, the following issues are discussed in detail: race, gender, disability, class, marginalization and exclusion in early childhood care.

UK December 2020 • US December 2020 • 248 pages  
PB 9781350201361 • £28.99 / \$39.95  
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### Feminists Researching Gendered Childhoods

Generative Entanglements

Edited by Jayne Osgood, Middlesex University, UK & Kerry H. Robinson, Western Sydney University, Australia

*Feminists Researching Gendered Childhoods* charts the evolving nature of feminist theorizing and research methods in childhood studies and the generative potential it has for how researchers, academics and educators are continually encouraged to reconfigure childhood and gender. The book traces the threads of affect and effect that feminist theory and methodologies have made over time to thinking more, and differently, about gender in childhood.

UK August 2020 • US August 2020 • 192 pages  
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### Feminist New Materialism, Girlhood, and the School Ball

Toni Ingram, Auckland University of Technology, Australia

Employing a feminist new materialist approach, Toni Ingram reveals the ways in which the school ball (or prom) can be understood as an assemblage of 'things': material objects, practices, ideas and imaginings which contribute to the process of becoming a school prom-girl. She explores how entangled human and more-than-human relations produce what we come to understand as the school prom-girl. Building on the social theory of Barad, Bennett, Best, Deleuze and Guattari, this book offers a new perspective on girls, sexuality, gender, posthumanism and childhood while also exploring the potential of feminist new materialisms for rethinking educational practices and the human subject.

UK June 2021 • US June 2021 • 240 pages • 10 b/w illus  
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ePdf 9781350165731 • £81.00 / \$101.01  
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### Feminist Research for 21st-century Childhoods

Common Worlds Methods

Edited by B. Denise Hodgins, University of Victoria, Canada

This book is a collection of accounts from field research with early childhood educators, young children and educators that explores the challenges, tensions, and possibilities of feminist postqualitative research methods for childhood studies in the 21st-century. Grounded in postfoundational perspectives, each chapter provides an example of doing feminist postqualitative research with children and educators, and presents some of the questions and potential that can emerge through the process. The contributing authors engage in their inquiries as complicit and entangled, rather than as distanced innocent observers.

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### Youth and the National Narrative

Education, Terrorism and the Security State in Pakistan

Marie Lall, UCL Institute of Education, University College London, UK & Tania Saeed, Lahore University of Management Sciences, Pakistan

Based on new research and interviews with more than 1300 Pakistanis aged 16-28 the author examines their understanding of citizenship, political participation, the state and terrorism in post-Musharraf Pakistan. The authors explore the relationship between the youth and the security state, highlighting how the educational institutions, social media, political activism and the entire nature of the social contract in Pakistan has been increasingly securitized.

UK May 2021 • US May 2021 • 224 pages  
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## Children's Transitions in Everyday Life and Institutions

Edited by Mariane Hedegaard, University of Copenhagen, Denmark & Marilyn Flear, Monash University, Australia

Written by a team of international contributors and featuring case studies from a range of educational settings in Australia, Denmark, Spain, Sweden, and

the USA, this edited book is the first in the field of early childhood and youth studies to draw on Vygotsky's cultural-historical theory to give insights into transitions in childhood, what they are and how they are differently experienced. *Children's Transitions in Everyday Life and Institutions* reflects on the best ways to engage children so that they may emerge as competent actors in their new settings and transition well.

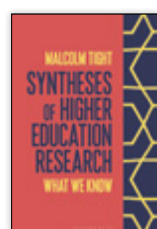
UK July 2020 • US July 2020 • 272 pages • 20 bw illus  
PB 9781350175198 • £28.99 / \$39.95

Previously published in HB 9781350021457

ePub 9781350021464 • £26.09 / \$33.25

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Series: Transitions in Childhood and Youth • Bloomsbury Academic



## Syntheses of Higher Education Research

What We Know

Malcolm Tight, Lancaster University, UK

Bringing together over 96 systematic reviews and 62 meta-analyses focusing on particular topics

in higher education research, Tight explores key topics: teaching and learning, course design, the student experience, quality, system policy, institutional management, academic work, and knowledge and research. These systematic reviews and meta-analyses give an account of where we are now in higher education research and Tight draws their findings together to provide an accessible and practical overview of the field.

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ePub 9781350128750 • £24.29 / \$30.79

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## Everyday Mobile Belonging

Theorising Higher Education Student Mobilities

Kirsty Finn, University of Glasgow, UK & Mark Holton, University of Plymouth, UK

*Everyday Mobile Belonging* presents a manifesto for a new kind of thinking about student mobilities and belonging, which foregrounds the everyday

and rhythmic dimensions of students' experiences. It develops the concepts of everyday mobilities and mobile belongingness. Drawing on key ideas about the changing context of higher education and of student belonging, the central themes of the book are the sensory, affective and psychogeographical nature of student mobilities; contested and mobile belongings; and the significance of everyday life. These notions of the everyday add a new dimension to the literature on inter and intra-national student mobilities.

UK December 2020 • US December 2020 • 256 pages • 5 bw illus  
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Series: Understanding Student Experiences of Higher Education • Bloomsbury Academic



## Supporting Difficult Transitions

Children, Young People and their Carers

Edited by Mariane Hedegaard, University of Copenhagen, Denmark & Anne Edwards, Oxford University, UK

The international contributors discuss examples of transitions that are problematic for children, young people and their carers. Focusing on potentially vulnerable children, the transitions include: starting school, changing schools, starting work, entering a new culture or a culture that has been changed by a traumatic event. The book will be useful to practitioners involved in supporting children and their carers as they make these moves; students and course tutors in the caring professions; researchers; and policy makers and those who implement policy for children and young people. The different case examples are given coherence by drawing on cultural-historical approaches to how people move between practices.

UK January 2021 • US January 2021 • 296 pages

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Previously published in HB 9781350052765

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Series: Transitions in Childhood and Youth • Bloomsbury Academic



## Decolonizing the Capitalist University

Experiments with Study Practices in a Palestinian Refugee Camp

Hans Schildermans, University of Vienna, Austria

**This book is available as open access through the Bloomsbury Open Access programme and is available on [www.bloomsburycollections.com](http://www.bloomsburycollections.com).**

The book addresses the need to reconsider the relation between university and society. Hans Schildermans builds on the philosophy and theory of higher education drawing on the work of John Dewey, Donna Haraway, William James, Bruno Latour, Martin Savransky, Isabelle Stengers and Alfred North Whitehead. The theoretical discussion is undertaken in relation to case study of study practices of the Palestinian experimental university 'Campus in Camps'.

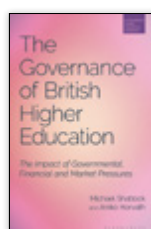
UK April 2021 • US April 2021 • 240 pages

HB 9781350149823 • £90.00 / \$120.00

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ePdf 9781350149830 • £81.00 / \$101.01

Series: Radical Politics and Education • Bloomsbury Academic



## The Governance of British Higher Education

The Impact of Governmental, Financial and Market Pressures

Michael Shattock, UCL Institute of Education, University College London, UK & Aniko Horvath, UCL Institute of Education, University College London, UK

Drawing on the authors' investigation of the governance of higher education in the four UK nations, the book shows how global, national and system level pressures have changed the face both of the external governance of higher education institutions and of how universities govern themselves. New forms of institutional governance are emerging to match the increasing diversity between institutions, which promises to have profound effects on research and the provision of teaching. The study discusses the effects of a state regulated system compared with the more heterarchical system which preceded it.

UK April 2021 • US April 2021 • 224 pages

PB 9781350205932 • £28.99 / \$39.95

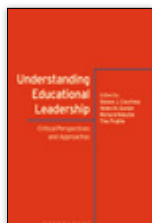
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Series: Bloomsbury Higher Education Research • Bloomsbury Academic





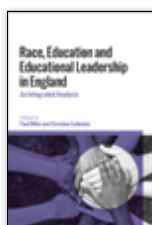
## Understanding Educational Leadership

### Critical Perspectives and Approaches

*Edited by Steven J. Courtney, University of Manchester, UK, Helen M. Gunter, University of Manchester, UK, Richard Niesche, University of New South Wales, Sydney, Australia & Tina Trujillo, UC Berkeley, Graduate School of Education, USA*

This book guides you through critical perspectives and approaches across the world, taking in the global north and south, and explores the ways in which educational leadership is currently understood, theorised, researched, modelled and practised. The book also covers contemporary issues including gender, sexual identity and race, as well as topics such as governance, performativity and corporatisation. It brings together evidence and ideas that illuminate the power structures and relations in educational leaders, leading and leadership and helps you to consider the impact on policy and practice, and to think about changes needed to mitigate the issues identified.

UK February 2021 • US February 2021 • 384 pages • 50 bw illus  
PB 9781350081819 • £28.99 / \$39.95 • HB 9781350081826 • £90.00 / \$120.00  
ePub 9781350081833 • £26.09 / \$33.25  
ePdf 9781350081840 • £26.09 / \$33.25  
Bloomsbury Academic



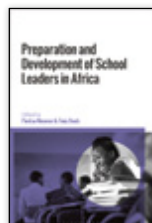
## Race, Education and Educational Leadership in England

### An Integrated Analysis

*Edited by Paul Miller, University of Greenwich, UK & Christine Callender, UCL Institute of Education, University College London, UK*

This title brings together ideas and themes in education and educational leadership that are relevant to those interested in race equality issues in British education. Taking an integrated approach, looking at issues and themes across educational phases in England (not themes specific to an educational phase) and drawing on expertise from within and outside the education system, this book makes a compelling argument for why race equality matters in England's education system.

UK October 2020 • US October 2020 • 304 pages • 10 bw illus  
PB 9781350198791 • £28.99 / \$39.95  
Previously published in HB 9781350068599  
ePub 9781350068612 • £81.00 / \$101.01  
ePdf 9781350068605 • £81.00 / \$101.01  
Bloomsbury Academic

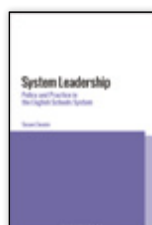


## Preparation and Development of School Leaders in Africa

*Edited by Pontso Moorosi, University of Warwick, UK & Tony Bush, University of Nottingham, UK*

At a time where school leadership on the continent is in need of serious political attention that is informed by research, *Preparation and Development of School Leaders in Africa* explores case studies from a number of countries, including: Botswana, Ghana, Kenya, Lesotho, Namibia, Nigeria, South Sudan, the Seychelles and Tanzania. In addition to exploring research-based contribution on leadership preparation and development, the contributors analyse socio-political issues that affect the preparation and development of school leaders.

UK May 2021 • US May 2021 • 224 pages  
PB 9781350205956 • £28.99 / \$39.95  
Previously published in HB 9781350081147  
ePub 9781350081161 • £81.00 / \$101.01  
ePdf 9781350081154 • £81.00 / \$101.01  
Bloomsbury Academic



## System Leadership

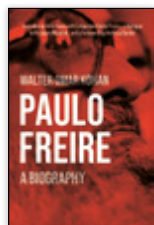
### Policy and Practice in the English Schools System

*Susan Cousin, UCL Institute of Education, University College London, UK*

Susan Cousin explores the theoretical governance and policy perspective of system leadership. She captures rich narratives from the lived experience

of several system leaders and those they worked with over these years to show the daily realities of the challenges they faced. Drawing on this data, she presents a model for how system leadership can inform the decisions made by current and future system leaders, and those who make policy. She also explores current and future risks and challenges.

UK September 2020 • US September 2020 • 256 pages  
PB 9781350183292 • £28.99 / \$39.95  
Previously published in HB 9781350081055  
ePub 9781350081079 • £81.00 / \$101.01  
ePdf 9781350081086 • £81.00 / \$101.01  
Bloomsbury Academic



## Paulo Freire

### A Biography

Walter Omar Kohan, *State University of Rio de Janeiro, Brazil*

In this book Walter Omar Kohan interweaves philosophical, educational, and biographical elements of Freire's life which prompt us to reflect on what we thought we knew about Freire and also

on the relationship between education and politics more broadly. The book is structured around five key themes that come up again and again in Freire's work, those of life, equality, love, errantry and childhood. The book includes an epilogue which contextualizes the political context in Brazil where Freire lived and worked for most of his life, including details of his imprisonment by the Brazilian government, his years in exile, and his academic engagements in the USA.

UK May 2021 • US May 2021 • 256 pages  
PB 9781350195981 • £19.99 / \$26.95 • HB 9781350195998 • £65.00 / \$90.00  
ePub 9781350196018 • £21.59 / \$27.09  
ePdf 9781350196001 • £21.59 / \$27.09  
Bloomsbury Academic  
World English



## Pedagogy of Hope

### Reliving Pedagogy of the Oppressed

Paulo Freire

In *Pedagogy of Hope*, Freire revisits the themes of his masterpiece, *Pedagogy of the Oppressed*, the real world contexts that inspired them and their impact in that very world. Freire's abiding concern for social justice and education in the developing

world remains as timely and as inspiring as ever, and is shaped by both his rigorous intellect and his boundless compassion. This edition includes a substantial new introduction by Henry A. Giroux, University Chair for Scholarship in the Public Interest and the Paulo Freire Distinguished Scholar in Critical Pedagogy at McMaster University, Canada.

UK April 2021 • US April 2021 • 256 pages  
PB 9781350190191 • £17.99 / \$24.95 • HB 9781350190207 • £55.00 / \$75.00  
ePub 9781350190221 • £16.19 / \$20.93  
ePdf 9781350190214 • £16.19 / \$20.93  
Bloomsbury Academic  
World English



## Pedagogy in Process

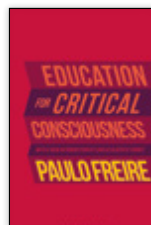
### The Letters to Guinea-Bissau

Paulo Freire

*Pedagogy in Process* presents a first-hand account of the most comprehensive attempt yet to put into practice Paulo Freire's theory of education within a real societal setting. Those familiar with Freire's work will identify his ongoing insistence on the unity

between theory and practice, mental and manual work, and past and present experience. This edition includes a substantive introduction by Michael Apple who is Professor Emeritus of Curriculum and Instruction and Educational Policy Studies at the University of Wisconsin-Madison, USA.

UK April 2021 • US April 2021 • 192 pages  
PB 9781350190290 • £17.99 / \$24.95 • HB 9781350190306 • £55.00 / \$75.00  
ePub 9781350190320 • £16.19 / \$20.93  
ePdf 9781350190313 • £16.19 / \$20.93  
Bloomsbury Academic  
World All Languages (except Catalan/Portuguese/Spanish)



## Education for Critical Consciousness

Paulo Freire

Famous for his advocacy of 'critical pedagogy', Paulo Freire was Latin America's foremost educationalist, a thinker and writer whose work and ideas continue to exert enormous influence in education throughout the world today.

*Education for Critical Consciousness* is the main statement of Freire's revolutionary method of education. For Freire, man's striving for his own humanity requires the changing of structures which dehumanize both the oppressor and the oppressed. This edition includes a substantial new introduction by Carlos Alberto Torres, Distinguished Professor and Founding Director of the Paulo Freire Institute, UCLA, USA.

UK April 2021 • US April 2021 • 176 pages  
PB 9781350190153 • £17.99 / \$24.95 • HB 9781350190146 • £55.00 / \$75.00  
ePub 9781350190177 • £16.19 / \$20.93  
ePdf 9781350190160 • £16.19 / \$20.93  
Bloomsbury Academic  
World English



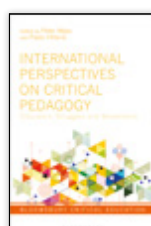
## Pedagogy of the Heart

Paulo Freire

*Pedagogy of the Heart* represents some of the last writings by Paulo Freire. In this work, perhaps more so than any other, Freire presents a coherent set of principles for education and politics. Freire reveals himself as a radical reformer whose lifelong commitment to the vulnerable, the illiterate

and the marginalised has had a profound impact on society and education today. The text includes a substantive new introduction by Antonia Darder, who holds the Leavey Presidential Endowed Chair in Ethics and Moral Leadership in the School of Education at Loyola Marymount University, USA.

UK April 2021 • US April 2021 • 144 pages  
PB 9781350190245 • £17.99 / \$24.95 • HB 9781350190252 • £55.00 / \$75.00  
ePub 9781350190276 • £16.19 / \$20.93  
ePdf 9781350190269 • £16.19 / \$20.93  
Bloomsbury Academic  
World English



## International Perspectives on Critical Pedagogy

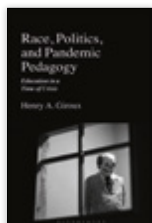
### Educators, Struggles and Movements

Peter Mayo, *University of Malta, Malta* & Paolo Vittoria, *University of Naples Federico II, Italy*

While recognising the valuable work in critical pedagogy emerging from North America and

the Northern hemisphere, testimony to Paulo Freire's influence there, this book sheds light on parts of the world that are not given prominence. The book highlights the complementary work of Lorenzo Milani, Amílcar Cabral, exponents of Italian feminism, the Landless Workers Movement (MST) in Brazil, Antonio Gramsci, Gabriela Mistral and Julius Nyerere. It also focuses on a range of struggles such as education in the context of landlessness, independence, renewal and cognitive justice, social creation and against neoliberalism and decolonization.

UK May 2021 • US May 2021 • 240 pages  
HB 9781350147751 • £90.00 / \$120.00  
ePub 9781350147775 • £81.00 / \$101.01  
ePdf 9781350147768 • £81.00 / \$101.01  
Series: Bloomsbury Critical Education • Bloomsbury Academic



## Race, Politics, and Pandemic Pedagogy

Education in a Time of Crisis

Henry A. Giroux, McMaster University, Canada

Henry A. Giroux passionately argues that education and critical pedagogy are needed now more than ever to combat injustices in our society caused

by fake news, toxic masculinity, racism, consumerism and white nationalism. The book issues a call for educators to promote critique and possibility as central tenets of their pedagogy, and offers a call to arms to educators to embrace their role as powerful agents of change.

UK January 2021 • US March 2021 • 240 pages  
PB 9781350184435 • £19.99 / \$26.95 • HB 9781350184428 • £65.00 / \$90.00  
ePub 9781350184459 • £17.99 / \$22.16  
ePdf 9781350184442 • £17.99 / \$22.16  
Bloomsbury Academic



## Problems in Philosophy of Education

A Systematic Approach

James Scott Johnston, Memorial University of Newfoundland, Canada

*Problems in Philosophy of Education* canvasses several of the leading issues in philosophy of

education. These include the disconnect between the disciplines of philosophy and philosophy of education, the strained relationship between educational practice and philosophy of education, the role of educational research in philosophy of education, and the lack of an independent scholarship for philosophy of education. James Scott Johnston argues for a philosophy of education separate and distinct from both the disciplines of philosophy and education and claims that philosophy of education should raise and address its own questions and concerns.

UK August 2020 • US August 2020 • 256 pages  
PB 9781350178960 • £28.99 / \$39.95  
Previously published in HB 9781350076648  
ePub 9781350076662 • £26.09 / \$33.25  
ePdf 9781350076655 • £26.09 / \$33.25  
Bloomsbury Academic



## Children, Religion and the Ethics of Influence

John Tillson, Liverpool Hope University, UK

In *Children, Religion and the Ethics of Influence*, John Tillson develops a theory concerning which kinds of formative influence are morally permissible, impermissible or obligatory. Applying this theory to the case of religion, he argues that religious initiation in childhood is morally impermissible whether conducted by parents, teachers or others. Tillson addresses questions such as: how we come to have the ethical responsibilities we do, how we understand religion, how ethical and religious commitments can be justified, and what makes children ethically special.

UK December 2020 • US December 2020 • 208 pages  
PB 9781350201347 • £28.99 / \$39.95  
Previously published in HB 9781350066793  
ePub 9781350066816 • £81.00 / \$101.01  
ePdf 9781350066809 • £81.00 / \$101.01  
Series: Bloomsbury Philosophy of Education • Bloomsbury Academic



## Schizoanalysis and Animal Science Education

Helena Pedersen, University of Gothenburg, Sweden

Based on ethnographic research within upper secondary schools and higher education, this book challenges the use of animals in education by innovative engagement of Deleuze and Guattari's tool of schizoanalysis. It explores how scientific knowledge about animals proliferates through complex interplay of power and desire in contested spaces of teaching and learning. Configuring animal science education as a set of machines working in tandem with the animal industry, Helena Pedersen offers radical new insights into how education forms subjectivities and social orders under conditions of capitalist expansion that capture students and animals alike.

UK August 2020 • US August 2020 • 192 pages  
PB 9781350178953 • £28.99 / \$39.95  
Previously published in HB 9781350061842  
ePub 9781350061866 • £26.09 / \$33.25  
ePdf 9781350061859 • £26.09 / \$33.25  
Bloomsbury Academic

## Multilingualisms and Diversities in Education

Piet Van Avermaet, Ghent University, Belgium, Kathleen Heugh, University of South Australia, Australia and Christopher Stroud, University of the Western Cape, South Africa



## Language and Decoloniality in Higher Education

Reclaiming Voices from the South

Edited by Christopher Stroud, University of the Western Cape, South Africa & Zannie Bock, University of the Western Cape, South Africa

The contributors provide case studies from different higher education contexts in South Africa and use a decolonial lens to highlight how innovative educational practices and policies can be used as transformation tools, not only to enhance epistemic access, but also to give voice to more marginal participants. Commentaries from highly respected scholars working in other southern contexts consider how the insights and principles articulated by the case studies can address issues on a global scale.

UK June 2021 • US June 2021 • 272 pages • 16 bw illus  
HB 9781350049086 • £90.00 / \$122.00  
ePub 9781350049116 • £74.99 / \$92.39  
ePdf 9781350049093 • £74.99 / \$92.39  
Series: Multilingualisms and Diversities in Education • Bloomsbury Academic



## Engaging with Linguistic Diversity

A Study of Educational Inclusion in an Irish Primary School

David Little, Formerly of Trinity College Dublin, Ireland & Déirdre Kirwan, Trinity College Dublin, Ireland

This book analyses a successful and innovative approach to inclusive plurilingual education at primary level and demonstrates how it can be replicated internationally, without access to special funding or resources. The approach assigns a central role to pupils' home languages, through content-language integration and language learner autonomy. The book explores its benefits, and drawing on a wealth of practical evidence, including video recordings of classroom interactions, it illustrates how schools can promote multilingualism in ethnically and linguistically diverse communities, for the benefit of all.

UK December 2020 • US December 2020 • 216 pages  
PB 9781350192492 • £28.99 / \$39.95  
Previously published in HB 9781350072039  
ePub 9781350072152 • £81.00 / \$101.01  
ePdf 9781350072046 • £81.00 / \$101.01  
Series: Multilingualisms and Diversities in Education • Bloomsbury Academic



## Educated?

### The Taboos Deforming Your Children's Schooling and What You Can Do About It

James Tooley

Professor James Tooley is the one thinker on education in Britain who successfully cuts through the red tape of bureaucracy, the mindlessness of set curricula, and the imposition on children of trendy politically correct notions which are ultimately destructive.

In this book Tooley identifies five educational 'taboos' stifled in public discussion: 1. Sex, gender and relationships: Issues arising from LGBT and 'new relationship education'; 2. Boys as the second sex; 3. What is it to be British: the government of so-called British values; 4. Education, difference intelligence and IQ; 5. Modern diseases: the rise of dyslexia, dyspraxia and Attention Deficit Disorder.

UK November 2021 • US January 2022 • 224 pages  
HB 9781472970121 • £16.99 / \$28.00  
ePub 9781472970138 • £11.89 / \$14.77  
ePdf 9781472970145 • £11.89 / \$14.77  
Bloomsbury Continuum



## Lacan and Education Policy

### The Other Side of Education

Matthew Clarke, York St John University, UK

*Lacan and Education Policy* draws on the rich conceptual resources of Lacanian psychoanalysis. Using Lacan's four discourses Matthew Clarke offers a sophisticated critique of recent education policy and the neoliberal model of political economy

within which it sits, including the ways in which education has been diminished and trivialised through the economistic and depoliticising moves of policy. Clarke articulates possibilities for thinking differently about education and education policy beyond the reductive narratives of neoliberalism.

UK December 2020 • US December 2020 • 192 pages  
PB 9781350201354 • £28.99 / \$39.95  
Previously published in HB 9781350070554  
ePub 9781350070578 • £81.00 / \$101.01  
ePdf 9781350070561 • £81.00 / \$101.01  
Bloomsbury Academic



## Social Theory for Teacher Education Research

### Beyond the Technical-Rational

Edited by Kathleen Nolan, University of Regina, Canada & Jennifer Tupper, University of Alberta, Canada

In this book, Kathleen Nolan, Jennifer Tupper and the contributors make arguments for drawing on social theories to inform research in teacher education— research that moves the agenda beyond technical-rational concerns toward building a critically reflexive stance for noticing and unpacking the sociopolitical contexts of schooling. The theories discussed include Actor-Network Theory, Cultural Historical Activity Theory (CHAT), and *la didactique du plurilinguisme*, and social theorists covered include Barad, Bernstein, Bourdieu, Braidotti, Foucault, Deleuze, Derrida, and Heidegger. The chapters make explicit how innovative social theory-driven research can challenge and change teacher education practices and the learning experiences of students.

UK March 2021 • US March 2021 • 288 pages  
PB 9781350212251 • £28.99 / \$39.95  
Previously published in HB 9781350086395  
ePub 9781350086418 • £81.00 / \$101.01  
ePdf 9781350086401 • £81.00 / \$101.01  
Series: Social Theory and Methodology in Education Research • Bloomsbury Academic



## Migration Narratives

### Diverging Stories in Schools, Churches, and Civic Institutions

Stanton Wortham, Lynch School of Education and Human Development, USA, Briana Nichols, University of Pennsylvania, USA, Katherine Clonan-Roy, Cleveland State University, USA & Catherine Rhodes, University of New Mexico, USA

This book is available as open access through the Bloomsbury Open Access programme and is available on [www.bloomsburycollections.com](http://www.bloomsburycollections.com). It is funded by Boston College.

*Migration Narratives* presents an ethnographic study of an American town that recently became home to thousands of Mexican migrants, with the Mexican population rising from 125 in 1990 to slightly under 10,000 in 2016. Through interviews with residents, the book focuses on key educational, religious, and civic institutions that shape and are shaped by the realities of Mexican immigrants. Focusing on African American, Mexican, Irish and Italian communities, the authors describe how interethnic relations played a central role in newcomers' pathways and draw links between the town's earlier cycles of migration.

UK October 2020 • US October 2020 • 256 pages • 10 b/w illus  
HB 9781350181311 • £90.00 / \$120.00  
ePub 9781350181335 • £81.00 / \$101.01  
ePdf 9781350181328 • £81.00 / \$101.01  
Bloomsbury Academic

## Social Theory and Methodology in Education Research



## Poststructuralist Theory and Educational Research

Tim Jay, Sheffield Hallam University, UK

*Poststructuralist Theory and Educational Research* explores how key concepts from thinkers such as Derrida, Lacan, Kristeva, Deleuze and Foucault can be applied to educational research in practical ways. Tim Jay helps researchers make sense of what

are often be considered 'difficult' concepts and suggest ways they can and have been used in educational research. The book includes a glossary of key terms, with links made between similar concepts drawn on by different theorists.

UK June 2021 • US June 2021 • 256 pages  
HB 9781350047389 • £90.00 / \$122.00  
ePub 9781350047396 • £74.99 / \$92.39  
ePdf 9781350047419 • £74.99 / \$92.39  
Series: Social Theory and Methodology in Education Research • Bloomsbury Academic



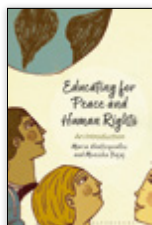
## Norbert Elias and the Sociology of Education

Eric Lybeck, University of Exeter, UK

This is the first book to apply the sociology of Norbert Elias to the field of sociology of education, offering fruitful lines of research developed from the application of Elias's theoretical framework.

Beginning by introducing Elias' theory to those who are unfamiliar with it, Lybeck goes on to explore ways his work can be applied to areas of education research including widening participation, education and the state and the development of knowledge.

UK March 2021 • US March 2021 • 232 pages  
PB 9781350212244 • £28.99 / \$39.95  
Previously published in HB 9781350041189  
ePub 9781350041196 • £81.00 / \$101.01  
ePdf 9781350042582 • £81.00 / \$101.01  
Series: Social Theory and Methodology in Education Research • Bloomsbury Academic



## Educating for Peace and Human Rights

An Introduction

Maria Hantzopoulos, Vassar College, USA & Monisha Bajaj, University of San Francisco, USA

Introduces students and educators to the challenges and possibilities of implementing peace and human rights education in diverse global sites. The book untangles the core concepts that define both peace and human rights education, unpacking their histories, conceptual foundations, models, and key research findings to consider their intersections, convergences and divergences. Including an annotated bibliography, the book sets forth a comprehensive research agenda, allowing students the chance to situate a research project in conversation with the global fields of peace and human rights education.

UK April 2021 • US April 2021 • 256 pages  
PB 9781350129719 • £26.99 / \$36.95 • HB 9781350129726 • £80.00 / \$110.00  
ePub 9781350129740 • £24.29 / \$30.79  
ePdf 9781350129733 • £24.29 / \$30.79  
Bloomsbury Academic



## Austerity and the Remaking of European Education

Edited by Anna Traianou & Ken Jones, both of Goldsmiths, University of London, UK

The book provides a rigorous theoretical approach to European and national policies, combined with detailed analyses of national educational contexts in England, France, Greece, Hungary and Sweden.

These in-depth studies identify major issues of national education policymaking, and explore the complexities of global/national relationships. The economic crisis, the rise of the Left in Greece and of the populist Right in many countries in Europe, questions of cultural and religious diversity, tensions between marketization and inclusion are all brought into focus, offering findings that are of great interest to researchers of education policy, politics and sociology of education alike.

UK December 2020 • US December 2020 • 208 pages  
PB 9781350201330 • £28.99 / \$39.95  
Previously published in HB 9781350028487  
ePub 9781350028500 • £81.00 / \$101.01  
ePdf 9781350028494 • £81.00 / \$101.01  
Bloomsbury Academic



## Internationalization of Higher Education for Development

Blackness and Postcolonial Solidarity in Africa-Brazil Relations

Susanne Ress, Humboldt University of Berlin, Germany

This book showcases in an innovative way the challenges and opportunities of building international relations in the postcolonial context of Brazil. It offers a timely contribution to postcolonial studies in international development education in countries of the Global South. Susanne Ress explores how an ambiguous notion of 'history' has shaped the curriculum, classroom practices, and daily interactions at a newly-created international university in north-east Brazil. She demonstrates how unequal social relations, challenging material conditions, and students' divergent aspirations create an environment that makes solidarity an economic necessity while stalling integration.

UK January 2021 • US January 2021 • 200 pages  
PB 9781350212220 • £28.99 / \$39.95  
Previously published in HB 9781350045460  
ePub 9781350045484 • £81.00 / \$101.01  
ePdf 9781350045477 • £81.00 / \$101.01  
Series: New Directions in Comparative and International Education • Bloomsbury Academic



## Schooling as Uncertainty

An Ethnographic Memoir in Comparative Education

Frances Vavrus, University of Minnesota, USA

Using reflexive, longitudinal ethnographic research the book simultaneously examines how African women employ schooling to counter the uncertainties of marriage, child rearing, employment, and HIV/AIDS. Adopting a narrative approach, Vavrus tells the story of how her life became entangled with a community on Kilimanjaro and how she, and the women around her, sought greater security through schooling and, to varying degrees, succeeded. She also examines how our successes have been circumscribed by economic and social inequalities that disproportionately affect daughters, mothers, and professional women the world over.

UK February 2021 • US February 2021 • 288 pages  
PB 9781350164499 • £24.99 / \$34.95 • HB 9781350164482 • £75.00 / \$100.00  
ePub 9781350164512 • £22.49 / \$28.32  
ePdf 9781350164505 • £22.49 / \$28.32  
Bloomsbury Academic

## New Directions in Comparative and International Education

Stephen Carney, Roskilde University, Denmark, Irving Epstein, Illinois Wesleyan University, USA and Daniel Friedrich, Teachers College, Columbia University, USA



## Affect Theory and Comparative Education Discourse

Essays on Fear and Loathing in Response to Global Educational Policy and Practice  
Irving Epstein, Illinois Wesleyan University, USA

This is the first application of affect theory to comparative education themes. Epstein argues that a focus upon affect theory leads to a more robust discussion of the policy-making process and the popular reactions to it. He presents three examples that depict relationships between educational, cultural, and social organizations whose purposes conflict with one another. He then examines three areas of conflict whose presence and irresolution are indicative of a popular loathing for educational institutional practice, an affective response that builds upon fear.

UK January 2021 • US January 2021 • 232 pages  
PB 9781350212206 • £28.99 / \$39.95  
Previously published in HB 9781350043602  
ePub 9781350043626 • £81.00 / \$101.01  
ePdf 9781350043619 • £81.00 / \$101.01  
Series: New Directions in Comparative and International Education • Bloomsbury Academic



## Understanding PISA's Attractiveness

Critical Analyses in Comparative Policy Studies

Edited by Florian Waldow, Humboldt University, Germany & Gita Steiner-Khamsi, Columbia Teachers College, USA

Understanding PISA's Attractiveness examines how policy makers and the media interpret the results of PISA league-leaders, losers, and slippers in ways that suit their own reform agendas. The chapters, written by leading scholars from Australia, Austria, Denmark, Finland, Germany, Norway, Singapore, South Korea, Spain, Sweden, Taiwan, the UK and the USA, provide a fascinating account of why results from PISA and other international large-scale assessments are interpreted and translated differently in the various countries.

UK November 2020 • US November 2020 • 272 pages  
PB 9781350198814 • £28.99 / \$39.95  
Previously published in HB 9781350057289  
ePub 9781350057302 • £81.00 / \$101.01  
ePdf 9781350057296 • £81.00 / \$101.01  
Series: New Directions in Comparative and International Education • Bloomsbury Academic



## Research Evidence and Policy in Education and Development

*Monazza Aslam, University of Oxford, UK, Alison Buckler & Pauline Rose, University of Cambridge, UK*

*Research Evidence and Policy in Education and Development* presents a contemporary and evidence-informed overview through an exploration of the latest theoretical and practical advances in the research and analysis of the field. It tackles challenging questions such as what constitutes 'good' evidence and along what parameters can evidence be judged as being good (or bad)? Do people who make decisions on education in the world base those decisions on evidence that is of 'good quality'? Ultimately, this book debates how policy makers could use evidence about education and development better, and how evidence itself could be better.

UK May 2021 • US May 2021 • 256 pages  
HB 9781350085909 • £90.00 / \$122.00

ePub 9781350085923 • £81.00 / \$101.01

ePdf 9781350085916 • £81.00 / \$101.01

Series: Critical Issues in Education and Development • Bloomsbury Academic



## Transnational Perspectives on Democracy, Citizenship, Human Rights and Peace Education

*Edited by Mary Drinkwater, University of Toronto, Canada, Fazal Rizvi, University of Melbourne, Australia. & Karen Edge, UCL Institute of Education, University College London, UK*

The contributors and editors argue that in an era of globalization, collaborative investigations are crucial for developing an understanding of rights, democracy and peace that is transnationally inflected, and through which national systems of education hold each other accountable.

UK August 2020 • US August 2020 • 312 pages

PB 9781350178977 • £28.99 / \$39.95

Previously published in HB 9781350052338

ePub 9781350052352 • £26.09 / \$33.25

ePdf 9781350052345 • £26.09 / \$33.25

Bloomsbury Academic



## The Bloomsbury Handbook of the Internationalization of Higher Education in the Global South

*Edited by Juliet Thondhlana, University of Nottingham, UK, Evelyn Chiyevo Garwe, Zimbabwe Council for Higher Education,*

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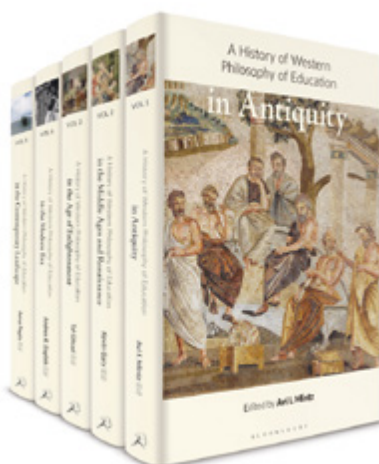
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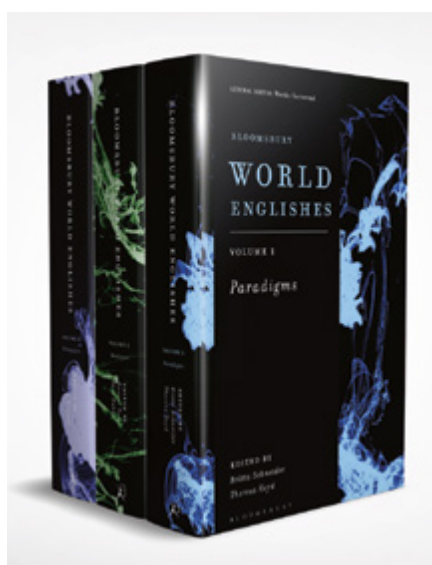
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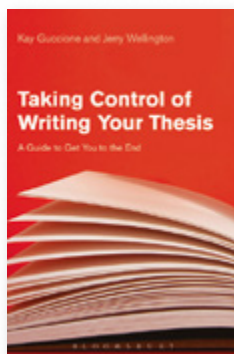


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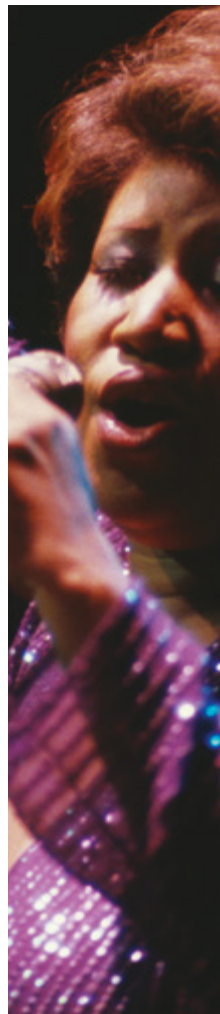
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