



# 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
- Examines education through the lens of lived experience
- 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 Research Fellow at the Educational Equity Initiative at the School of Education, University of Birmingham (UK). Her work encompasses education policy sociology, post-structural approaches in education, and their implications for equity and inclusion in educational communities.

Available as part of the 2023 Library Collection of 40 titles: [www.livedplacespublishing.com/librarians](http://www.livedplacespublishing.com/librarians)

[www.livedplacespublishing.com/book/isbn/9781915271761](http://www.livedplacespublishing.com/book/isbn/9781915271761)