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A major aim of *Comparative and Global Pedagogies: Equity, Access and Democracy in Education* which is the second volume in the 12-volume book series *Globalisation, Comparative Education and Policy Research*, edited by Joseph Zajda and his team, is to present a global overview of recent trends in equity and access in education globally. By examining some of the major education policy issues, particularly in the light of recent shifts in education and policy research dealing with equity and access, the editors aim to provide a comprehensive picture of the intersecting and diverse discourses of globalization, education and policy-driven reforms. The impact of globalization on education policy and reforms is a strategically important issue for us all. More than ever before, there is a need to understand and analyse both the intended and the unintended effects of globalization on educational systems, the state, and relevant policy changes – especially in terms of equity and access, as they affect individuals, educational bodies (such as universities), policy-makers across the globe. Current education policy research dealing with equity and social inequality reflects a rapidly changing world where citizens and consumers are experiencing a growing sense of uncertainty, exclusion and loss of flexibility. Yet globalization exposes us also to opportunities generated by a fast changing world economy.

The seedy underworld of drugs and violence has infiltrated Lakewood High, and seventeen-year-old Jesse Decruz becomes their unlikely hero. The product of a broken home, Jesse suffers severe abuse at the hands of his alcoholic father, and this changes him forever. Now

fuelled by a desire to make a difference and stop the cycle of violence in his community, Jesse will do whatever it takes to restore order to his school and his life—even if it means forging an alliance with the man who has abused him. Set in the 1980s in the gritty government projects of Toronto 's Regent Park, Sunrise at Dusk is a story about the victory of good over evil and having faith that the sun can rise even as darkness falls.

“ Although standards-based reform emerged in the United States and the United Kingdom, the idea has spread across the world, as an approach to systemic reform. It might appear that there is a world-wide “ tsunami ” of standards-based reform that will standardize and homogenize the educational system across the globe. This volume makes it very clear, however, that there is no one approach to standards-based reform and countries change – there is a danger in paying attention to its evolution and impact in only one context. That 's what makes this volume so valuable. Louis Volante has drawn together descriptions from a wide range of countries, all involved in large-scale reform and using standards and assessments as part of their process. What becomes very obvious is that the language may be the same but the words reflect different contexts and can represent very different ideals, values, and processes. I ' m sure you will find this book as interesting and challenging as I have – a gem that pushes your thinking and does not allow readers to remain neutral. ” (Lorna Earl)

Research for Educational Change presents ways in which educational research can fulfil its commitments to educational practice. Focussing its discussion within the context of mathematics education, it argues that while research-generated insights can have beneficial effects on learning and teaching, the question of how these effects are to be generated and sustained is far from evident. The question of how to turn research into educational improvement is discussed here in the context of learning and teaching hindered by poverty and social injustice. In the first part of the book, four teams of researchers use different methodologies while analysing the same corpus of data, collected in a South African mathematics classroom. In the second part, each of these teams makes a specific proposal about what can be done and how so that its research-generated insights have a tangible, beneficial impact on what is happening in mathematical classrooms. Combining two discourses – that of researchers speaking to one another, and that of researchers communicating their insights to those responsible for educational practice – the book deals with the perennial question of communication between those who study educational processes and those who are directly responsible for teacher education, educational research and classroom practices. This book will be key reading for postgraduates, researchers and academics in education and particularly in the areas of mathematics education, education research, teacher education and classroom practice. It will also appeal to teacher educators, practitioners and undergraduate students interested in educational research.

This book presents all the publicly available questions from the PISA surveys. Some of these questions were used in the PISA 2000, 2003

and 2006 surveys and others were used in developing and trying out the assessment.

Perspectives on Transitions in Schooling and Instructional Practice examines student transitions between major levels of schooling, teacher transitions in instructional practice, and the intersection of these two significant themes in education research. Twenty-six leading international experts offer meaningful insights on current pedagogical practices, obstacles to effective transitions, and proven strategies for stakeholders involved in supporting students in transition. The book is divided into four sections, representing the four main transitions in formal schooling: Early Years (Home, Pre-school, and Kindergarten) to Early Elementary (Grades 1–3); Early Elementary to Late Elementary (Grades 4–8); Late Elementary to Secondary (Grades 9–12); and Secondary to Post-Secondary (College and University). A coda draws together over-arching themes from throughout the text to provide recommendations and a visual model that captures their interactions. Combining theoretical approaches with practical examples of school-based initiatives, this book will appeal to those involved in supporting either the student experience (both academically and emotionally) or teacher professional learning and growth.

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