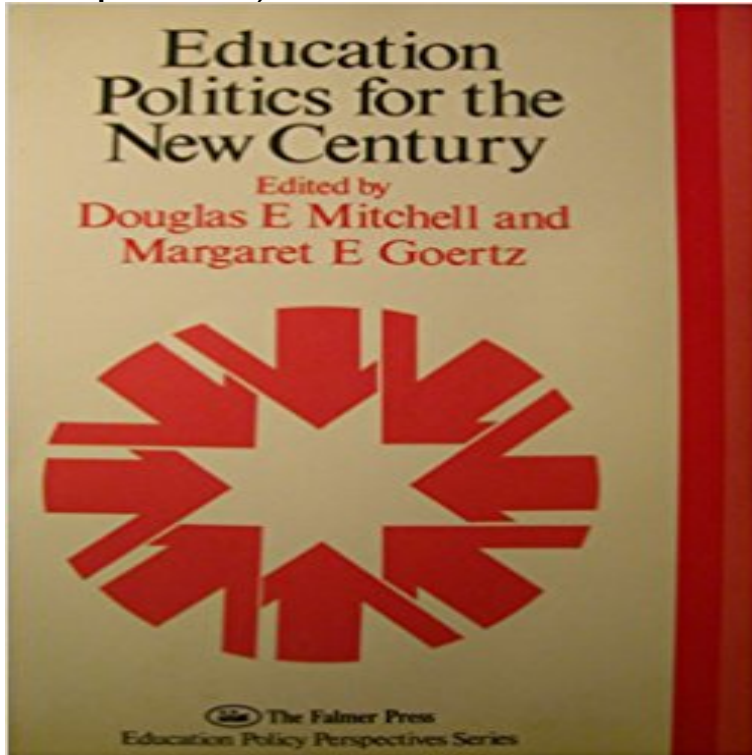


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This 20th anniversary yearbook comprehensively explores the frontiers of school politics and identifies the features that will dominate the landscape of scholarly research and analysis for the remainder of the century. Education policy analysis has long been a neglected area in the UK and, to an extent, in the USA and Australia. The result has been a profound gap between the study of education and the formulation of education policy. For practitioners, such a lack of analysis of new policy initiatives has worrying implications, particularly at a time of such policy flux and change. Education policy has, in recent years, been a matter for intense political debate - the political and public interest in the working of the system has come at the same time as the breaking of the consensus on education policy by the New Right. As never before, political parties and pressure groups differ in their articulated policies and prescriptions for the education sector. Critical thinking about these developments is clearly imperative. All those working within the system also need information on policy-making, policy implementation and effective day-to-day operation. Pressure on schools from government, education authorities and parents has generated an enormous need for knowledge amongst those on the receiving end of educational policies. This series aims to fill the academic gap, to reflect the politicalization of education, and to provide the practitioners with the analysis for informed implementation of policies that they will need.

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