JCU ePrints

This file is part of the following reference:

Comber, Barbara Maria (1996) *The discursive construction of literacy in a disadvantaged school.* **PhD thesis, James Cook University.**

Access to this file is available from:

JCU
JAMES COOK UNIVERSITY

List of references

Acker, S. 1995, 'Carry on Caring: The work of women teachers', *British Journal of Sociology of Education*, vol.16, no.1, pp.21-36.

Allington, R. 1992, 'Reconsidering instructional groupings' *Reading Horizons*, vol.32, no.5, pp.349-55.

Allington, R. 1995, 'Literacy lessons in the elementary schools: Yesterday, today, and tomorrow', in *No Quick Fix: Rethinking Literacy Programs in America's Elementary Schools*, eds. R. Allington & S. Walmsley, International Reading Association and Teachers College Press, New York.

Anderson, G. 1990, *Fundamentals of Educational Research*, The Falmer Press, London.

Anyon, J. 1980, 'Social class and the hidden curriculum of work', *Journal of Education*, vol.162, no.1, pp.67-92.

Anyon, J. 1981, 'Schools as agencies of social legitimation', *International Journal of Political Education*, vol 4, no. 3, pp.195-218.

Anyon, J. 1994, 'The retreat of Marxism and socialist feminism: Postmodern and poststructural theories in education', *Curriculum Inquiry*, vol.24, no.2, pp.115-33.

Apple, M. 1982, *Education and Power*, Routledge and Kegan Paul, Boston.

Atkinson, P. 1990, *The Ethnographic Imagination: Textual Constructions of Reality*, Routledge, London.

Au, K. 1993, *Literacy Instruction in Multicultural Settings*, Holt, Rinehart & Winston, Fort Worth.

Au, K & Mason, J. 1981, 'Social Organizational Factors in Learning To Read: The Balance of Rights Hypothesis', *Reading Research Quarterly*, vol. XVII, no. I, pp.115-152.

Badger, L. Comber, B. & Weeks, B. 1993, *Literacy and Language Practices in the Early Years in Disadvantaged Schools: A Report on the National Survey*, Commonwealth Department of Employment, Education and Training and Curriculum Corporation, Canberra.

Badger, L. Cormack, P. & Hancock, J. 1990, *Success Stories from the Classroom*, Primary English Teachers Association, Sydney.

Baker, C. 1991, 'Literacy practices and social relations in classroom reading events', in *Towards a Critical Sociology of Reading Pedagogy*, eds. C. Baker & A. Luke, John Benjamins, Amsterdam.

Baker, C. 1995, 'Teachers in the texts of literacy education', Paper for Discussion in Writing, Identity and Social Power in School and Community Contexts, American Educational Research Association Conference, San Francisco, April.

Baker, M. 1994, 'Media coverage of education', *British Journal of Educational Studies*, vol.42, no.3, pp.286-97.

Baker, C. & Davies, B. 1993, 'Literacy and gender in early childhood', in *Literacy in Contexts: Australian Perspectives and Issues*, eds. A. Luke & P. Gilbert, Allen & Unwin, St Leonards, New South Wales.

Baker, C. & Freebody, P. 1989, *Children's First Schoolbooks: Introductions to the Culture of Literacy*, Blackwell, London.

Baker, C. & Freebody, P. 1993, ' The crediting of literate competence in classroom talk,' *The Australian Journal of Language and Literacy*, vol.16, no.4, pp.279-94.

Baker, C. & Luke, A. 1991, (eds.) *Towards a Critical Sociology of Reading Pedagogy*, John Benjamins Publishing, Philadelphia.

Bakhtin, M. 1981, *The Dialogic Imagination*, University of Texas, Austin.

Ball, S. 1990, *Foucault and Education: Disciplines and Knowledge*, Routledge, London.

Ball, S. 1993, 'What is policy? Texts, trajectories and toolboxes', *Discourse*, vol.13, no.2, pp.10-7.

Bannerji, H. Carty, L. Dehli, K. Heald, S. & McKenna, K. 1991, *Unsettling Relations: The University as a Site of Feminist Struggles*, South End Press, Boston.

Barnes, D. 1976, *From Communication to Curriculum*, Penguin, Great Britain.

Barnes, D. Britton, J. & Rosen, H. 1969, *Language, the Learner and the School*, Penguin Education, Great Britain.

Bartky, S. L. 1990, *Femininity and Domination: Studies in the Phenomenology of Oppression*, Routledge, New York.

Bartoli, J. 1990, 'On defining learning and disability: Exploring the ecology', *Journal of Learning Disabilities*, vol.23, no. 10, pp.628-31.

Benn, C. 1981, *Attacking Poverty through Participation - A Community Approach*, Preston Institute of Technology, Preston, Victoria.

Bernauer, J. & Rasmussen, D. 1988, *The Final Foucault*, The Massachusetts Institute of Technology Press, Cambridge, Massachusetts.

Bessant, J. 1993, 'Policy paradoxes: The disempowerment of young people under the Labor government, 1983-91', *Australian Journal of Social Issues*, vol.28, no.2, pp.87-105.

Bessant, J. 1995a, 'Consolidating an industry and prolonging dependency: Professionals, policies and young people', *Australian Journal of Social Issues*, vol.30, no.3, pp.249-74.

Bessant, J. 1995b, 'The discovery of an Australian "juvenile underclass"', *Australia and New Zealand Journal of Sociology (ANZJS)*, vol.31, no.1, pp.32-48.

Bigelow, W. 1992, 'Once upon a genocide: Christopher Columbus in children's literature', *Language Arts*, vol.69, no.2, pp.112-121.

Blackmore, J. Gough, N. & Green, B. 1994, 'Editorial', *Australian Educational Researcher*, vol.21, no.1, pp.i-vi.

Boggs, S. 1985, *Speaking, Relating and Learning: A Study of Hawaiian children in Home and at School*, Ablex, Norwood, New Jersey.

Boomer, G. Lester, N. Onore, C. & Cook, J. (eds.) 1992, *Negotiating the Curriculum: Educating for the Twenty First Century*, The Falmer Press, London.

Bourdieu, P. 1990, *Language and Symbolic Power*, ed. J. Thompson, Polity Press, Cambridge.

Breen, M. Louden, W. Barratt-Pugh, C. Rivalland, J. Rohl, M. Rhydwen, M. Lloyd, S. & Carr, T. 1994, *Literacy in its Place: Literacy Practices in Urban and Rural Communities, Overview and Interpretations*, vol.1, Australian Language and Literacy Policy, Children's Literacy Project 2, 1992-93, Department of Education, Employment and Training, Canberra.

Brodkey, L. 1987, 'Writing ethnographic narratives', *Written Communication*, vol.4, no.1, pp.25-50.

Brodkey, L. 1992, 'Articulating poststructural theory in research on literacy', in *Multidisciplinary Perspectives on Literacy Research*, eds. R. Beach, J. Green, M. Kamil & T. Shanahan, National Council of Teachers of English, Urbana Illinois.

Bruner, J. 1986, *Actual Minds, Possible Worlds*, Harvard University Press, Massachusetts and London, England.

Burman, E. & Parker, I. 1993, *Discourse Analytic Research: Repertoires and Readings of Texts in Action*, Routledge, London.

Butt, P. & Eagleson, R. 1993, *Mabo: What the Court Said*, The Federation Press, Leichardt, New South Wales.

Calkins, L. 1986, *The Art of Teaching Writing*, Heinemann, Portsmouth, New Hampshire.

Callaghan, M & Rothery, J. 1988, *Teaching Factual Writing: A Genre-based Approach*, Metropolitan East Disadvantaged Schools Program, Sydney.

Cambourne, B. 1983, 'Language learning and literacy: Another way of looking at language learning', in *Towards a Reading/Writing Classroom*, eds. J. Turbill & A. Butler, Primary English Teaching Association, Rozelle.

Cambourne, B. 1987, 'Liberating learners', in *Independent Learners*, eds. J. Hancock & B. Comber, Methuen, Sydney.

Cambourne, B. 1988, *The Whole Story: Natural learning and the Acquisition of Literacy in the Classroom*, Ashton Scholastic, Sydney.

Cambourne, B. 1990, 'Beyond the deficit theory: A 1990's perspective on literacy failure', *Australian Journal of Reading*, vol. 13, no. 4, pp. 289-299.

Cambourne, B. 1994, 'The Rhetoric of "The Rhetoric of Whole Language"', *Reading Research Quarterly,* vol. 29, no 2, pp.330-332.

Cambourne, B. & Turbill, J. 1987, *Coping with Chaos*, Primary English Teachers Association, Rozelle, New South Wales.

Campagna, H. Comber, B. Comber, K. Cormack, P. Dilena, M. & Perkins, K. 1989, *Literacy and Learning in the Middle Years Project*, Education Department of South Australia, South Australian College of Advanced Education, Catholic Education Office & Independent Schools Board, Adelaide.

Carrington, K. 1990, 'Aboriginal girls and juvenile justice: What justice? White justice,' *Journal for Social Justice Studies,* Special edition series, Contemporary Race Relations, vol.3, pp.1-18.

Carspecken, P. & Apple, M. 1992, 'Critical qualitative research: Theory, methodology, and practice,' in *The Handbook of Qualitative Research in Education*, eds. M. LeCompte, W. Millroy & J. Preissle, Academic Press, San Diego.

Cazden, C. 1988, *Classroom Discourse: The Language of Teaching and Learning*, Heinemann, Portsmouth.

Chall, J. Jacobs, V. & Baldwin, L. 1990, *The Reading Crisis: Why Poor Children Fall Behind,* Harvard University Press, Cambridge, Massachusetts.

Cherryholmes, C. 1988, *Power and Criticism: Postructural Investigations in Education,* Teachers College Press, New York.

Chomsky, N. 1971, *Chomsky: Selected Readings*, eds. J. Allen, J & P. Van Buren, Oxford University Press, London.

Christie, F. 1988, 'The Construction of Knowledge in the Junior Primary School', in *Language and Socialisation: Home and School*, eds. L. Gerot, J. Oldenburg, & T. Van Leeuwen, Macquarie University, Sydney.

Christie, F. 1990, 'The morning news genre', *Language and Education,* vol.4, no.3, pp.161-179.

Christie, F. Devlin, B. Freebody, P. Luke, A. Martin, J. Threadgold, T. & Walton, C. 1991, *Teaching English Literacy: A project of national significance on the preservice preparation of teachers for teaching English literacy,* vols. 1-3. Department of Employment, Education and Training, Canberra.

Christie, M. 1989, 'Literacy, genocide and the media', *The Aboriginal Child at School: A National Journal for Teachers of Aboriginals*, vol.17, no.5, pp.27-33.

Clay, M. 1979, *Reading: The Patterning of Complex Behaviour,* 2nd edition. Auckland, Heinemann.

Clement, R. 1990, *Counting on Frank,* Harper Collins, Sydney.

Clifford, J. 1986, 'Introduction: Partial truths', in *Writing Culture: The Poetics and Politics of Ethnography*, eds. J. Clifford & G. Marcus, The University of California Press, Berkeley.

Clifford, J.& Marcus, G. 1986, (eds.) *Writing Culture: The Poetics and Politics of Ethnography*, University of California Press, Berkeley.

Close, P. 1992, *The State and Caring*, Macmillan Academic, Basingstoke, UK.

Collins, J. 1986, 'Differential instruction in reading groups', in *A Social Construction of Literacy*, ed. J. Cook-Gumperz, Cambridge University Press, England

Collins, J. 1991, 'Hegemonic practice: Literacy and standard language in public education', in *Rewriting Literacy: Culture and the Discourse of the Other*, eds.C. Mitchell & K. Weiler, Bergin & Harvey, South Hadley, Massachusetts.

Comber, B. 1987, 'Celebrating and analysing successful teaching,' *Language Arts*, vol.64, no.2, pp.182-195.

Comber, B. 1988a, 'Any Questions, any Problems? Inviting children's requests for help', *Language Arts,* vol. 65, no. 2, pp.143-153.

Comber, B. 1988b, ' The continuing conversation: Choices in educational research, *Language Arts*, vol. 65, no. 8, pp.776-786.

Comber, B. 1989, 'Literacy: Success and struggle', Victorian Reading Association Annual Conference, Melbourne.

Comber, B. 1993, 'Classroom explorations in critical literacy ', *The Australian Journal of Language and Literacy,* focus issue: Literacy for the new millennium', vol.16, no.1, pp.73-83.

Comber, B. 1994, 'Critical literacy: An introduction to Australian debates and perspectives', *Journal of Curriculum Studies*, vol.26, no.6, pp.655-68.

Comber, B & Cormack, P. 1995, 'Socio-cultural issues in early literacy learning', in *Cornerstones Training and Development Program in Early Literacy Teaching and Learning,* Module 1. Department for Education and Children's Services, Adelaide.

Comber, B. & Hancock, J.(eds.) 1987, *Developing Teachers: A Celebration of Teachers' Learning in Australia,* North Ryde, NSW, Methuen

Comber, B. & O'Brien, J. 1993, 'Critical literacy: Classroom explorations', *Critical Pedagogy Networker*, vol.6, no.1 & 2, pp.1-11.

Comber, B. & Simpson, A. 1995, 'Reading cereal boxes: Analysing everyday texts', in *Texts: The Heart of the English Curriculum,* Broadsheet No 14. Department for Education and Children's Services, Adelaide.

Comber, B. Barnett, J. Badger, L. & Peters, J. 1991, *Literacy and language professional development in disadvantaged schools: A statewide survey*, University of South Australia, Adelaide.

Comber, B. Nixon, H. Badger, L. & Hill, S. 1994, *Literacy, Diversity and Schooling*, University of South Australia & Eleanor Curtain Publishing, Victoria.

Commonwealth of Australia. 1989, 'Towards social justice for Young Australians: 1989-90 Budget', released by B. Howe, P. Duncan & P. Staples, Australian Government Publishing Service, Canberra.

Commonwealth of Australia. 1990, 'Australia's Teachers: An agenda for the next decade', A paper prepared by the Schools Council for the National Board of Employment, Education and Training, Australian Government Publishing Service, Canberra.

Commonwealth of Australia. 1991, 'Australia's Language, The Australian Language and Literacy Policy', and the Companion Volume to the Policy Paper, released by The Hon. John Dawkins, Minister for Employment, Education and Training, Australian Government Publishing Service, Canberra.

Commonwealth of Australia. 1993, *1993-1994 Social Justice Strategy,* Australian Government Publishing Service, Canberra.

Connell, R. W. 1985, *Teachers' Work*, Sydney, Allen and Unwin.

Connell, R. W. 1993, *Schools and Social Justice,* Our Schools/Our Selves, Education Foundation, Toronto.

Connell, R. W. 1994, 'Poverty and education', *Harvard Educational Review*, vol. 64, no. 2, pp.125-149.

Connell, R. Johnston, K. M. & White, V. M. 1992, *Measuring up: Assessment, Evaluation and Educational Disadvantage*, Australian Curriculum Studies Association, Canberra

Connell, R. W. Johnston, K. M. & White, V. M. 1991, 'Rethinking the relationship between poverty and education', in *"Running Twice as Hard": The Disadvantaged Schools Program in Australia,* eds. R. W. Connell, V. M. White & K. M. Johnston, Deakin University, Geelong.

Cook-Gumperz, J. 1986, *The Social Construction of Literacy*, Cambridge University Press, Cambridge.

Cope, B & Kalantzis, M. 1993, 'Introduction: How a genre approach to literacy can transform the way writing is taught', in *The Powers of Literacy: A Genre Approach to the Teaching of Writing*, eds. B. Cope & M. Kalantzis, The Falmer Press, London.

Cope, B. & Kalantzis, M. 1993, *The Powers of Literacy: A Genre Approach to the Teaching of Writing*, The Falmer Press, London.

Cope, B. Kalantzis, M. Kress, G & Martin, J. 1993, 'Bibliographical essay: Developing the theory and practice of genre-based literacy', in *The Powers of Literacy: A Genre Approach to the Teaching of Writing*, eds. B. Cope & M. Kalantzis, The Falmer Press, London.

Cormack, P. & Comber, B. 1996, 'Writing the teacher: The South Australian junior primary English teacher 1962-1984' in *Teaching the English Subjects: (Dis)continuities in Curriculum History and English Teaching in Australia,* eds. C. Beavis & B. Green, Deakin University Press, Geelong.

Corson, D. 1993, *Language, Minority Education and Gender*, Multilingual Matters, Clevedon, Philadelphia & Adelaide.

Crawford, M. 1993, *The Literacy Challenge: A Report on Strategies for Early Intervention for Literacy and Learning for Australian Children*, House of Representatives Standing Committee on Employment, Education and Training, Australian Government Publishing Service, Canberra.

Curriculum Corporation. 1994a, *English - A Curriculum Profile for Australian Schools: A Joint Project of the States, Territories and the Commonwealth of Australia*, initiated by the Australian Education Council, Curriculum Corporation, Carlton.

Curriculum Corporation. 1994b, *A Statement on English for Australian Schools: A Joint Project of the States, Territories and the Commonwealth of Australia*, initiated by the Australian Education Council, Curriculum Corporation, Carlton.

Davies, B. 1992, 'A feminist poststructuralist analysis of discursive practices in the classroom and playground', *Discourse*, vol.13, no.1, pp.49-66.

Dawkins, J. 1990, 'A clever country? Australian education and training in perspective', First National Conference of the National Board of Employment, Education and Training, Coffs Harbour, 1st November.

Day, C. 1994, 'Catholic schooling: Walking the edge', *Education Australia*, vol.28, pp.18-20.

Delgado-Gaitan, C. 1990, *Literacy For Empowerment: The Role of Parents in Children's Education*, The Falmer Press, New York.

Delpit, L. 1988, 'The silenced dialogue: Power and pedagogy in educating other people's children', *Harvard Educational Review*, vol.58, no.3, pp. 280-98.

Dewey, J. 1915, *The School and Society*, The University of Chicago Press, Chicago.

Dobson, W. 1994, 'Whole language: Have we caused a regression in reading?' *Australian Journal of Remedial Education*, vol. 26, no. 2, pp. 19-21.

Donald, J. 1983, 'How illiteracy became a problem (and literacy stopped being one)', *Journal of Education*, vol.165, no.1, pp.35-52.

Donald, J. 1985, 'Beacons of the future: Schooling, subjection and subjectification' in *Subjectivity and Social Relations*, eds. V. Beechey & J. Donald, Open University Press, Milton Keynes.

Donald, J. 1992, *Sentimental Education: Schooling, Popular Culture and the Regulation of Liberty*, Verso, London.

Donald, J. 1993, 'Literacy and the limits of democracy,' in *The Insistence of the Letter: Literacy Studies and Curriculum Theorizing*, ed. B. Green, The Falmer Press, London.

Dreyfus, H. & Rabinow, P. 1983, *Michel Foucault; Beyond Structuralism and Hermeneutics*, The University of Chicago Press, Chicago.

Dyson, A. 1989, *Multiple World of Child Writers: Friends Learning to Write*, Teachers College Press, New York.

Dyson, A. 1993, *Social Worlds of Children Learning to Write in an Urban Primary School*, Teachers College Press, New York.

Dyson, A. 1994, 'Confronting the split between "The Child" and children: Toward new curricular visions of the child writer', *English Education*, vol.26, no.1, pp.12- 28.

Dyson, A. & Genishi, C. 1994, 'Introduction: The need for story', in *The Need for Story: Cultural Diversity in Classroom and Community*. eds. A. Dyson & C. Genishi, National Council of Teachers of English, Urbana, Ill.

Dyson, A. with Bennett, A. Brooks, W. Garcia, J. Howard-McBride, C. Malekzadeh, J. Pancho, C. Rogers, L. Rosencrantz, L. Scarboro, E. Stringfield, K. Walker, J. Yee, E. 1995, 'What difference Does Difference Make? Teacher Perspectives on Diversity, Literacy, and the Urban Primary School', *English Education*, vol. 27, no. 2, pp.77- 139.

Edelsky, C. 1991, *With Literacy and Justice For All: Rethinking the Social in Language and Education*, The Falmer Press, New York.

Edelsky, C. 1992, 'A talk with Carole Edelsky about politics and literacy. *Language Arts*, vol.69, no.5, pp.324-29.

Edelsky, C. & Boyd, C. 1993, 'Collaborative research: More questions than answers', in *Delicate Balances: Collaborative Research in Language Education*, eds. S. Hudelson & J. Lindfors, National Council of Teachers of English, Urbana, Illinois.

Edelsky, C. Draper, K. & Smith, K. 1983, 'Hookin' 'em in at the start of school in a whole language classroom,' *Anthropology and Education Quarterly*, vol.14, pp.257-81.

Eder, D. 1981, 'Ability grouping as a self-fulfilling prophecy: A micro-analysis of teacher-student interaction', *Sociology of Education*, vol. 54, pp. 151-162.

Education Department of South Australia. 1984, *Early Literacy Inservice Course*, Education Department of South Australia, South Australia.

Education Department of South Australia. 1991, *ESL in the Mainstream: Teacher Development Course*, ed. D. Burke, Education Department of South Australia, Adelaide, South Australia.

Education Department of South Australia. 1992, *Writing Reading Assessment Program, Final Report, Vol 1 Findings and Issues Arising*, Education Department of South Australia, South Australia.

Ellsworth, E. 1992, 'Why doesn't this feel empowering? Working through the repressive myths of critical pedagogy', in *Feminisms and Critical Pedagogy*, eds. C. Luke & J. Gore, Routledge, New York.

Everhart, R. 1983, *Reading, Writing and resistance: Adolescence and Labor in a Junior High School*, Routledge & Kegan Paul, Boston.

Evertson, C. & Green, J. 1986, 'Observation as inquiry and method', in *Handbook of Research on Teaching*, 3rd edition, ed. M. Wittrock, Macmillan, New York.

Fairclough, N. 1989, *Language and Power*, Longman, London.

Fairclough, N. 1990, 'Discoursal change and language education', in *Discipline-Dialogue-Difference*, eds. R. Giblett & J. O'Carroll, Proceedings of the Language in Education Conference, Murdoch University, December 1989. Perth, 4-D Duration.

Fairclough, N. 1992a, (ed.) *Critical Language Awareness*, Longman, London.

Fairclough, N. 1992b, *Discourse and Social Change*, Polity Press, Cambridge.

Fairclough, N. 1993, 'Critical discourse analysis and the marketization of public discourse: the universities', *Discourse and Society*, vol.4, no.2, pp.133-68.

Falk, I. 1994, 'The making of policy: Media discourse conversation', *Discourse*, vol.15, no.2, pp.1-12.

Fine, M. 1987, 'Silencing in public schools', *Language Arts*, vol.64, no.2, pp.157-74.

Foucault, M. 1972, *The Archeology of Knowledge*, trans. A. Sheridan-Smith, Harper & Rowe, New York.

Foucault, M. 1977, *Language, Counter-Memory, Practice*, trans. D. Bouchard, Cornell University Press, Ithaca, New York.

Foucault, M. 1978, *The History of Sexuality: An Introduction*, trans. R. Hurley, Pantheon Books, New York.

Foucault, M. 1979, *Discipline and Punish: The Birth of the Prison*, trans. A. Sheridan, Peregrine, London.

Foucault, M. 1980, *Power/knowledge: Selected Interviews and Other Writings 1972-77*, trans. & ed. C. Gordon, Harvester Press, Brighton, Sussex.

Foucault, M. 1983, 'Afterword. The subject and power', in *Michel Foucault: Beyond Structuralism and Hermeneutics*, 2nd edition, eds. H. L. Dreyfus & P. Rabinow, The University of Chicago Press, Chicago.

Foucault, M. 1984, 'The order of discourse', in *Language and Politics*, ed. M. Shapiro, Basil Blackwell, Oxford.

Foucault, M. 1988, 'The political technology of individuals', in *Technologies of the Self: A Seminar with Michel Foucault*, eds. L. Martin, H. Gutman & P. Hutton, The University of Massachusetts Press, Amherst.

Fraser, N. 1989, *Unruly Practices: Power, Discourse, and Gender in Contemporary Social Theory*, University of Minnesota Press, Minneapolis.

Freebody, P. 1992, 'Social class and reading', *Discourse*, vol. 12, no. 2, pp.68-84.

Freebody, P. & Luke, A. 1990, '"Literacies" programs: debates and demands in cultural context', *Prospect: the Journal of Adult Migrant Education Programs*, no. 5, vol. 3, pp. 7-16.

Freebody, P. & Welch, A. 1993, ' Individualization and domestication in current literacy debates in Australia', in *Knowledge and Power: International Perspectives on Literacy as Policy and Practice*, eds. P. Freebody & A. Welch, The Falmer Press, London.

Freebody, P. Ludwig, C. Gunn, S. Dwyer, S. Freiberg, J. Forrest, T. Gray, S. Hellsten, M. Herchell, P. Luke, H. Rose, J. & Wheeler, J. 1995, *Everyday Literacy Practices In and Out of Schools in Low Socio-economic Urban Communities: A Descriptive and Interpretive Research Program: Executive Summary*, Department of Employment, Education and Training & Curriculum Corporation, Carlton.

Freire, P. 1970, *Pedagogy of the Oppressed*, Herder & Herder, New York.

Gee, J. 1990, *Social Linguistics and Literacies: Ideology in Discourses*, The Falmer Press, London.

Gee, J. 1993, 'Postmodernism and literacies', in *Critical Literacy: Politics, Praxis and the Postmodern*, eds. C. Lankshear & P. McLaren, State University of New York Press, Albany.

Gee, J. & Lankshear, C. 1995, 'The New Work Order: Critical language awareness and 'fast capitalism' texts', *Discourse: Studies in the Cultural Politics of Education*, vol.16, no.1, pp.5-19.

Gilbert, P. 1989, 'Student text as pedagogical text' in *Language Authority and Criticism: Readings on the School Textbook*, eds. S. De Castell, A. Luke & C. Luke, The Falmer Press, London.

Gilbert, P. 1990, 'Authorizing disadvantage: Authorship and creativity in the language classroom'. in *Literacy For A Changing World*, ed. F. Christie, Australian Council of Educational Research, Hawthorn.

Gilbert, P. 1991, 'Writing pedagogy: personal voices, truth telling and 'real' texts', in *Towards a Critical Sociology of Reading Pedagogy*, eds. C. Baker & A. Luke, John Benjamins, Amsterdam.

Gilbert, P. 1993, '(Sub)versions: Using sexist language practices to explore critical literacy', *The Australian Journal of Language and Literacy*, vol.16, no.4, pp.323-31.

Gilbert, P. & Taylor, S. 1991, *Fashioning the Feminine: Girls, Popular Culture and Schooling,* Allen and Unwin, Sydney.

Gilmore, P. 1983, '"Spelling Mississippi": Reconceptualizing a literacy-related speech event', *Anthropology and Education*, vol. 14, no.4, pp. 233-255.

Giroux, H. 1983, *Theory and Resistance in Education: A Pedagogy for the Opposition*, Heinemann Educational, London.

Giroux, H. 1987, 'Critical literacy and student experience: Donald Graves' approach to literacy', *Language Arts,* vol.64, no.2, pp.175-181.

Gore, J. 1992, 'What we can do for you! What *can* "we" do for "you"? Struggling over empowerment in critical and feminist pedagogy', in *Feminisms and Critical Pedagogy*, eds. C. Luke & J. Gore, Routledge, New York.

Gore, J. 1993, *The Struggle for Pedagogies: Critical and Feminist Discourses as Regimes of Truth*, Routledge, New York.

Gore, J. 1994, 'Power relations in pedagogy: An empirical study based on Foucauldian Thought', Paper presented to the Foucault: The Legacy Conference, Surfers Paradise, Queensland 4-6 July.

Graves, D. 1983. *Writing: Teachers and Children At Work*, Portsmouth, New Hampshire, Heinemann.

Gray, B. 1987, 'How natural is 'natural' language teaching: Employing wholistic methodology in the classroom', *Australian Journal of Early Childhood*, vol.24, no.4, pp.3-19.

Green, B. (forthcoming) 'Born again teaching? Governmentality, 'grammar' and public schooling' in *Governmentality through Education: Foucault's challenge to the*

Institutional Production and Study of Knowledge, eds. T. S. Popkewitz & M. Brennan, Teachers College Press, New York.

Green, B. Hodgens, J. & Luke, A. 1994, *Debating literacy in Australia: A Documentary History, 1946-1990'*, Australian Literacy Federation, Sydney.

Grundy, S. & Hatton, E. 1995, 'Teacher educators' ideological discourses', *Journal of Education for Teaching*, vol. 21, no.1, pp.7-24.

Guba, E. & Lincoln, Y. 1994, 'Competing paradigms in qualitative research', in *Handbook of Qualitative Research*, eds. N. Denzin & Y Lincoln, Sage, Thousand Oaks.

Gutierrez, K. Rymes, B. & Larson, J. 1995, 'Script, counterscript, and underlife in the classroom: James Brown versus Brown v. Board of Education', *Harvard Educational Review*, vol.65, no.3, pp.445-471.

Gutting, G. 1994, 'Introduction: Michel Foucault: A user's manual - against interpretation', *The Cambridge Companion to Foucault*, ed. G. Gutting, Cambridge University Press, Cambridge, United Kingdom.

Haberman, M. 1991, 'The politics of poverty versus good teaching', *Phi Delta Kappan*, vol.73, no.4, pp.290-4.

Halliday, M. 1978, *Language as Social Semiotic: The Social Interpretation of Language and Meaning*. Edward Arnold, London.

Halliday, M. 1985, 'Context of situation', in *Language, Context and Text: Aspects of Language in a Social-semiotic Perspective*, eds. M. Halliday & R. Hasan, Deakin University Press, Victoria.

Hammond, J. 1990, 'Is learning to read and write the same as learning to speak?', in *Literacy for a Changing World*, ed. F. Christie, Australian Council for Educational Research, Melbourne.

Hancock, J. and Comber, B. 1987, *Independent Learners: A Celebration of Effective Teaching in Australia*, Methuen, Sydney.

Harvey, D. 1988, *The Condition of Postmodernity*, Blackwell, Oxford.

Hasan, R. 1989, 'Semantic variation and sociolinguistics', *Australian Journal of Linguistics*, vol.9. no.2, pp.221-275.

Hatton, E. 1988, 'Teachers' work as bricolage: Implications for teacher education', *British Journal of Sociology of Education*, vol.9, no.3, pp.337-57.

Hawke, R. 1987a, The Hawke Government: The achievements and the vision: a statement by the Prime Minister of Australia, Australian Labor Party, 23 June.

Hawke, R. 1987b, The Third Hawke Government Policy Statement, address by the Prime Minister of Australia, Sydney Opera House, Australian Labor Party, 23 June.

Heath, S. B. 1982, 'What no bedtime story means: Narrative skills at home and at school', *Language in Society*, vol.11, no. 2, pp.49-76.

Heath, S. B. 1983, *Ways With Words: Language, Life and Work in Communities and Classrooms*, Cambridge University Press, New York.

Heath, S. B. and Mangiola, L. 1991, *Children of Promise: Literate Activity in Linguistically and Culturally Diverse Classrooms*, National Education Association of the United States, Washington.

Henriques, J. Hollway, W. Urwin, C. Venn, C. & Walkerdine, V. 1984, (eds.) *Changing the Subject: Psychology, Social Regulation and Subjectivity*, Methuen, London.

Henry, M. Knight, J. Lingard, R. and Taylor, S. 1988, *Understanding Schooling: An Introductory Sociology of Australian Education*, Routledge, London.

Holdaway, D. 1979, *Foundations of Literacy*, Ashton Scholastic, Sydney.

Hollway, W. 1984, 'Gender difference and the production of subjectivity', in *Changing the Subject: Psychology, Social Regulation and Subjectivity*, eds. J. Henriques, W. Hollway, C. Urwin, C. Venn & V. Walkerdine, Methuen, London.

Hunter, I. 1988, *Culture and Government: The Emergence of Literary Education*. Macmillan, Houndmills, United Kingdom.

Hunter, I. 1993, 'The pastoral bureaucracy: Towards a less principled understanding of state schooling', in *Child and Citizen: Genealogies of Schooling and Subjectivity*, Institute for Cultural Policy Studies, Griffith University, Brisbane.

Hunter, I. 1994a, 'Four anxieties about English', *Interpretations*, focus issue: Beyond poststructuralism, vol.27, no.3, pp.1-19.

Hunter, I. 1994b, *Rethinking the School: Subjectivity, Bureaucracy, Criticism*, Allen & Unwin, Sydney.

Jacob, E. & Jordan, C. 1993, *Minority Education: Anthropological Perspectives*, Ablex, Norwood, New Jersey.

Jaggar, A. & Smith-Burke, M. T. 1985, *Observing the Language Learner*, International Reading Association and National Council of Teachers of English, Chicago.

Janks, H. (ed.) 1993, *Critical Language Awareness Series*, Witswatersrand University Press and Hodder & Stoughton Educational, Johannesburg.

Janks, H. & Ivanic, R. 1992, 'Critical language awareness: Perspectives for emancipation, in *Critical Language Awareness*, ed. N. Fairclough, Longman, London.

Jones, A. 1989, 'The cultural production of classroom practice', *British Journal of Sociology of Education*, vol.10, no.1, pp.19-31.

Jones, A. 1992, 'Writing feminist educational research: Am 'I' in the text?' in *Women and Education in Aotearoa 2*, eds. S. Middleton & A. Jones, Bridget Williams Books, Wellington.

Kale, J. & Luke, A, 1991, 'Doing things with words: Early language socialisation', in *The Literacy Agenda: Issues for the Nineties*, eds. E. Furniss & P. Green, Eleanor Curtain, Victoria.

Kamler, B. 1992, 'The social construction of free topic choice in the process writing classroom', *Australian Journal of Language and Literacy*, vol,15, no.2, pp.105-121.

Kamler, B. 1994a, 'Lessons about language and gender', *Australian Journal of Language and Literacy*, vol.17, no.2, pp.129-138.

Kamler, B. 1994b, 'Resisting oppositions in writing pedagogy or what process-genre debate?', *Idiom*, vol.29, no.2, pp.14-19.

Kamler, B. McLean, R. Reid, J. & Simpson, A. 1994, *Shaping Up Nicely: The Formation of Schoolgirls and Schoolboys in the First Month of School*, A Report to the Gender Equity and Curriculum Reform Project, Department of Employment, Education and Training, Commonwealth of Australia, Canberra.

Kantor, H. & Brenzel, B. 1993, 'Urban education and the 'truly disadvantaged': The historical roots of the contemporary crisis, 1945-1990', in *The 'Underclass' Debate: Views from History*, ed. M. Katz, Princeton University Press, New Jersey.

Katz, M. 1989, *The Undeserving Poor: From the War on Poverty to the War on Welfare*, Pantheon Books, New York.

King, M. B. 1990, 'Disciplining teachers', Paper presented to the American Educational Research Association, Boston, April.

Knight, T. 1974, 'Powerlessness and the student roles: Structural determinants of school status', *The Australian and New Zealand Journal of Sociology*, vol.10, no.2, pp.112-7.

Knight, J. Lingard, B. & Bartlett, L. 1994, 'Reforming teacher education policy under Labour Governments in Australia 1983-1993', *British Journal of Sociology of Education*, vol.15, no.4, pp.451-66.

Kress, G. 1994, 'Text and grammar as explanation', in *Text, Discourse and Context: Representations of Poverty in Britain*, eds. U. Meinhof & K. Richardson, Longman, London.

Lankshear, C. 1994, *Critical Literacy*. Occasional paper No 3. Australian Curriculum Studies Association, Canberra.

Lankshear, C. & McLaren, P. 1993, (eds.) *Critical Literacy: Politics, Praxis, and the Postmodern*, State University of New York Press, Albany.

Lather, P. 1986, 'Issues of validity in openly ideological research: Between a rock and a soft place', *Interchange,* vol.17, no.4, pp.63-84.

Lather, P. 1991, *Feminist Research in Education: Within/against*, Deakin University Press, Geelong.

Lather, P. 1994, 'Textual practices and the politics of interpretation in educational research', *Australian Educational Researcher*, vol. 21, no.1, pp.41-62.

Lee, A. 1992, *Gender and Geography: Literacy pedagogy and curriculum politics,* Unpublished PhD Thesis, Murdoch University, Western Australia.

Lee, A. 1993, 'Whose Geography? A feminist-poststructualist critique of systemic 'genre'-based accounts of literacy and curriculum', *Social Semiotics*, vol.3, no.1, pp.131-156.

Lee, J. 1987, 'Pride and prejudice: Teachers, class and an inner-city infants school', in *Teachers: The Culture and Politics of Work*, eds. M. Lawn & G. Grace, The Falmer Press, London.

Lensmire, T. 1994, 'Writing Workshop as carnival: Reflections on an Alternative Learning Environment', *Harvard Educational Review*, vol. 64, no. 4, pp.371-391.

Lesko, N. 1988, *Symbolizing Society: Stories, Rites and Structure in a Catholic High School*, New York, The Falmer Press.

Lincoln, Y. & Guba, E. 1985, *Naturalistic Inquiry*, Beverley Hills: Sage.

Lingard, R. Knight, J. & Porter, P. 1993, *Schooling Reform in Hard Times*, Falmer Press, London.

Lipka, J. 1990, 'Cross-cultural teacher perceptions of teaching styles', *Kaurna Higher Education Journal*, vol.1, pp.33-45.

Luke, A. 1988, *Literacy, Textbooks and Ideology: Postwar Literacy Instruction and the Mythology of Dick and Jane*, Falmer Press, London.

Luke, A. 1991, 'The political economy of reading instruction', in *Towards a Critical Sociology of Reading Pedagogy: Papers from the XII World Congress on Reading*, eds. C.D. Baker & A. Luke, John Benjamins, Amsterdam & Philadelphia.

Luke, A. 1992, 'The body literate: Discourse and inscription in early literacy training', *Linguistics and Education*, vol.4, no.1, pp.107-29.

Luke, A. 1993a, 'Literacy education and teachers' work', *English in Australia*, vol.105, September, pp.44-54.

Luke, A. 1993b, 'The social construction of literacy in the primary school', in *Literacy Learning and Teaching: Language as Social Practice in the Primary School*, ed. L. Unsworth, Macmillan, Melbourne.

Luke, A. 1993c, 'Stories of social regulation: The micro politics of classroom narrative', in *The Insistence of the Letter: Literacy Studies and Curriculum Theorizing*, ed. B. Green. The Falmer Press, London.

Luke, A. 1995, 'Text and discourse in education: An introduction to critical discourse analysis', in *Review of Research in Education*, vol.21, ed. M. Apple, American Educational Research Association, Washington, DC.

Luke, A. 1996, 'Genres of power? Literacy education and the production of capital' in *Literacy in Society*, Real Language Series, eds. R. Hasan & G. Williams, Longman, London.

Luke, A. (forthcoming), 'When literacy might (Not) make a difference: Life trajectories and cultural capital', *Cross Cultural Perspectives on Literacy Learning*, eds. C. Baker, J. Cook-Gumperz & A. Luke, Lawrence Erlbaum, New Jersey.

Luke, A. & Kapitske, C. 1994, ' Pedagogy and paradox: Teaching interpretation in a religious community', in *Pretending to Communicate*, ed. H. Parret, Walter de Gruyter, Berlin.

Luke, A. & Baker, C. 1991. 'Towards a critical sociology of reading pedagogy: An introduction', in *Towards a Critical Sociology of Reading Pedagogy*, eds. C. Baker & A. Luke, John Benjamins, Amsterdam.

Luke, A. & Freebody, P. (forthcoming), 'Critical literacy and the question of normativity: An introduction', in *Constructing Critical Literacies*, eds. S. Muspratt, A. Luke & P. Freebody, Language and Educational Processes Series, 12, Hampton Press, Creskill, New Jersey.

Luke, A. & Gilbert, P. 1993, *Literacy in Contexts*. Allen & Unwin, New South Wales.

Luke, A. & Walton, C. 1994, 'Teaching and assessing critical reading', in *International Encyclopedia of Education*, 2nd edition. eds. T. Husen & T. Postlewaite, Pergamon Press, London.

Luke, A. Baty, A & Stehbens, C. 1989, 'Natural conditions for language learning: A critique'. *English in Australia*, vol.90, pp.36-49.

Luke, A. Kale, J. & Singh, M. G. with Hill, T. & Daliri, F. 1994a, 'Talking difference: Discourses of Aboriginal identity in grade one classrooms', *Power and Discourse in Educational Organisation*, eds. D. Corson & A. Hargreaves, Hampton Press & Ontario Institute for Studies in Education Press, Creskill, New Jersey.

Luke, A. Luke, C. & Carr, J. 1994b, 'Cultural studies in the classroom: Critical practices', *Australian Journal of Literacy and Language*, vol.17, no.2, pp.7-16.

Luke, A. Nakata, M. Singh, M. & Smith, R. 1993, 'Policy and the politics of representation: Aborigines and Islanders at the margins', in *Schooling Reform in Hard Times*, R. Lingard, J. Knight & P. Porter, The Falmer Press, London.

Luke, A. O'Brien, J. & Comber, B. 1994c, 'Making community texts objects of study', *The Australian Journal of Language and Literacy*, vol.17, no.2, pp.139-49.

Luke, C. & Luke, A. 1995, 'Just naming? Educational discourse and the politics of identity', in *Continuity and Contradiction: The Futures of the Sociology of Education*, eds. G. Noblitt, W. Pink & P. Wexler, Hampton Press, Creskill, New Jersey.

Luke, C. 1989, *Pedagogy, Printing, and Protestantism: The Discourse on Childhood*, State University of New York Press, Albany.

Luke, C. 1992, 'Feminist politics in radical pedagogy', in *Feminisms and Critical Pedagogy*, eds. C. Luke and J. Gore, Routledge, New York.

Macken, M & Rothery, J. 1991, *Developing Critical Literacy through Systemic Functional Linguistics: A model for literacy in subject learning*, Disadvantaged Schools' Program, Metropolitan East Region, NSW Department of Education, Sydney.

Malin, M. 1990, 'The visibility and invisibility of the Aboriginal child in an urban classroom', *Australian Journal of Education*, vol.34, no.3, pp.312-29

Malin, M. 1991, Make or break factors in Aboriginal students' learning to read in urban classrooms: a socio-cultural perspective, in *Literacy: Making It Explicit, Making It Possible*, ed. P. Cormack, Selected papers from the 16th Australian Reading Association Annual Conference, July.

Mann, K. 1992, *The Making of the English 'Underclass'? The Social Divisions of Welfare and Labour*, Biddles Limited, Great Britain.

Marcus, G. 1986, 'Contemporary problems of ethnography in the modern world system' in *Writing Culture: The Poetics and Politics of Ethnography*, eds. J. Clifford & G. Marcus, University of California Press, Berkeley.

Marginson, S. 1993, *Education and Public Policy in Australia*, Cambridge University Press, Cambridge.

Marks, J. 1993, 'Cross-conference analysis and action research', in *Discourse Analytic Research: Repertoires and Readings of Texts in Action*, ed. E. Burman & I. Parker, Routledge, London.

Marshall, J. 1990, "Foucault and educational research', in *Foucault and Education: Disciplines and Knowledge*, ed. S. Ball, Routledge, London.

Martin, B. 1988, 'Feminism, criticism, and Foucault', in *Feminism and Foucault*, eds. I. Diamond and L. Quinby, Northeastern University Press, Boston.

Martin, J. 1984, 'Types of writing in infants and primary school', in *Reading, Writing and Spelling: Proceedings of Fifth Macarthur Reading and Language Symposium*, ed. L. Unsworth, Macarthur Institute of Higher Education, Urbana, Illinois.

Martin, J. 1985, *Factual Writing: Exploring and Challenging Social Reality*, Deakin University Press, Geelong.

Martin, J. 1991, 'Critical literacy: The role of a functional model of language', *Australian Journal of Reading*, vol.14, no.2, pp.117-32.

Martin, J. Christie, F. & Rothery, J. 1987, 'Social processes in education: A reply to Sawyer and Watson (and others)', in *The Place of Genre In Learning: Current Debates*, ed. I. Reid, Deakin University, Geelong.

Martin, J. Eggins, P. Eggins, S. and Rothery, J. 1988, 'Secret English: Discourse technology in a junior secondary school', in *Language and Socialisation: Home and School*, eds. L. Gerot, J. Oldenberg and T. Van Leeuwen, Conference proceedings Language in Education, Macquarie University, Sydney.

McHoul, A. 1991, 'Readings', in *Towards a Critical Sociology of Reading Pedagogy*, eds. C. Baker & A. Luke, John Benjamins, Amsterdam.

McHoul, A & Grace, W. 1993, *A Foucault Primer: Discourse, Power and the Subject.* Melbourne University Press, Carlton.

McKenna, K. 1991, 'Subjects of discourse: Learning the language that counts', in *Unsettling Relations: The University as a Site of Feminist Struggles*, eds. H. Bannerji, L. Carty, K. Dehli, S. Heald & K. McKenna, South End Press, Boston.

McKenzie, M. 1992, 'What I've always known but never been told: Euphemisms, school discourse and empowerment', in *Critical Language Awareness*, ed. N. Fairclough, Longman, London.

McLaren, P. 1986, *Schooling as a Ritual Performance: Towards a Political Economy of Educational Symbols and Gestures*. Routledge & Kegan Paul, London.

McLaughlin, M. & Talbert, J. 1992, 'Social constructions of students: Challenges to policy coherence', Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, April 20-4, ED 346 098.

McNay, L 1992, *Foucault: A Critical Introduction*, Polity Press, Cambridge.

McNeil, L. 1986, *Contradictions of Control*, Routledge, New York.

McRae, D. 1990, *Getting It right: Schools Serving Disadvantaged Communities*, A report commissioned by the Schools Council, National Board of Employment, Education and Training, Australian Government Publishing Service, Canberra.

McRae, D. 1991, *A National Teaching Council for Australia? A Nationally Consistent Framework for Improving the Quality of Teachers' Work and Professional Standards*, A discussion paper for the National Project on the Quality of Teaching and Learning, Canberra.

McRobbie, A. 1978, 'Working class girls and the culture of femininity', in *Women Take Issue*, ed. Women's Studies Group, Hutchinson, London.

McWilliam, E. 1993, 'Post' haste: Plodding research and galloping theory', *British Journal of Sociology of Education*, vol.14, no.2, pp.199-205.

Mehan, H. 1992, 'Understanding inequality in schools: The contribution of interpretive studies', *Sociology of Education*, vol.65, no. 1, pp.1-20.

Mellor, B. Patterson, A. O'Neill, M. 1991, *Reading Fictions*, Chalkface Press, Western Australia.

Michaels, S. 1981, '"Sharing time": Children's narrative styles and differential access to literacy', *Language in Society*, vol.10, no. 3, pp.423-42.

Middleton, S. 1992, 'Equity, equality and biculturalism in the restructuring of New Zealand schools: A life-history approach', *Harvard Educational Review*, vol.62, no.3, pp.301-22.

Miller, P. & Rose, N. 1993, 'Governing economic life', in *Foucault's New Domains*, eds. M. Gane & T. Johnson, Routledge, London.

Moll, L. 1992, 'Literacy research in community and classrooms: A Sociocultural Approach', in *Multidisciplinary Perspectives on Literacy Research*, eds. R. Beach, J.

Green, M. Kamil & T. Shanahan, National Council of Teachers of English, Urbana Illinois.

Muspratt, S. Luke, A. & Freebody, P. (eds.) (forthcoming), *Constructing Critical Literacies*, Language and Educational Processes Series, 12, Hampton Press, Creskill, New Jersey.

Nielsen, J. 1990, *Feminist Research Methods: Exemplary Readings in the Social Sciences*, Westview Press, Boulder.

Nixon, H. & Comber, B. 1995, 'Making documentaries and teaching about educational disadvantage: Ethical issues and practical dilemmas', *Australian Educational Researcher*, vol.22, no.2, pp.63-84.

O'Brien, J. 1994a, 'Critical literacy in an early childhood classroom: a progress report', *The Australian Journal of Language and Literacy*, focus issue Critical Literacy.

O'Brien, J. 1994b, 'Show mum you love her: Taking a new look at junk mail', *Reading*, vol.28, no.1, pp.43-6.

Ogbu, J. 1985, 'Research currents: cultural - ecological influences on minority school learning', *Language Arts*, vol.62, no.8, pp.860-9.

Ogbu, J. 1987, 'Opportunity structure, cultural boundaries and literacy', in *Language, Literacy and Culture: Issues of Society and Schooling*, ed. J. A. Langer, Ablex, Norwood.

Organisation for Economic Co-operation and Development, OECD. 1989, *Education and the Economy in a Changing Society*, Organisation for Economics Co-operation and Development, Paris.

Ozolins, U. 1993, *The Politics of Language in Australia*, Cambridge University Press, Cambridge.

Painter, C 1985, *Learning the Mother Tongue*, Deakin University Press, Geelong, Victoria.

Palincsar, A. 1987, 'Reciprocal teaching, ' *Instructor,* vol.XCVI, no.5, pp.56-60.

Patterson, A. 1993, 'Personal response and English teaching', in *Child and Citizen: Genealogies of Schooling and Subjectivity*, eds. D. Meredyth & D. Tyler, Institute of Cultural Policy Studies, Griffith University, Brisbane.

Philips, S. 1983, *The Invisible Culture: Communication in Classroom and Community on the Warm Springs Indian Reservation*, Longman, New York.

Polakow, V. 1985, 'Whose stories should we tell? A call to action', *Language Arts*, vol.62, no.8, pp.826-35.

Polakow, V. 1989, 'Deconstructing development', *Journal of Education*, vol.171, no.2, pp.75-87.

Polakow, V. 1993, *Lives on the Edge: Single Mothers and their Children in the Other America*, The University of Chicago Press, Chicago.

Popkewitz, T. 1988, 'What's in a research project: Some thoughts on the intersection of history, social structure, and biography', *Curriculum Inquiry*, vol.18, no.4, pp.379-400.

Popkewitz, T. 1991, *A Political Sociology of Educational Reform: Power/Knowledge in Teaching, Teacher Education, and Research*. Teachers College Press, New York.

Poster, M. 1990, *The Mode of Information: Poststructuralism and Social Context*, Polity Press, Cambridge, UK.

Poynton, C. 1993, 'Grammar, language and the social: Poststructuralism and systemic-functional linguistics', *Social Semiotics*, vol.3, no.1, pp.1-21.

Purcell-Gates, V. 1989, 'Written language knowledge held by low-SES inner-city children entering kindergarten', in *Cognitive and Social Perspectives for Literacy Research and Instruction*, eds. S. McCormick & J. Zutell, The National Reading Conference, Chicago.

Rabinow, P. 1984, *The Foucault Reader*, St Ives, England.

Rajchman, J. 1995, 'Foucault ten years after', *New Formations: A Journal of Culture/Theory/Politics*, vol.25, pp.14-20.

Reid, I. 1987, *The Place of Genre in Learning: Current Debates*, Deakin University, Geelong.

Richardson, P.1991,'Language as personal resource and as social construct: Competing views of literacy pedagogy in Australia', *Educational Review*, vol.43, no.2, pp.171-90.

Rockhill, K. 1994, 'Gender, language and the politics of literacy', in *Language in Social Practice*, ed. J. Maybin, The Open University and Multilingual Matters Ltd. Clevedon, Philadelphia and Adelaide.

Rose, G. 1975, *Trouble in the Ark*, Puffin, Harmondsworth.

Rose, N. 1989, *Governing the Soul: The Shaping of the Private Self*, Routledge, London & New York.

Rouse, J. 1994, 'Power/knowledge', in *The Cambridge Companion to Foucault*, ed. G. Gutting, Cambridge University Press, Cambridge, United Kingdom.

Ryan, J. 1989, 'Disciplining the Innut: Normalization, characterization, and schooling', *Curriculum Inquiry*, vol.19, no.4, pp.379-402.

Sawicki, J. 1988, 'Identity politics and sexual freedom: Foucault and feminism', in *Feminism & Foucault: Reflections on Resistance*, eds. I. Diamond & L. Quinby, Northwestern University Press, Boston.

Sawicki, J. 1991, *Disciplining Foucault: Feminism, Power, and the Body*. Routledge, New York.

Shannon, P. 1990, *The Struggle to Continue: Progressive Reading Instruction in the United States*, Heinemann, Portsmouth, New Hampshire.

Shannon, P. 1991, in 'Questions and answers: Critical literacy', ed. K. S. Jongsma, *The Reading Teacher*, vol.44, no.7, pp.518-519.

Sharp, R. & Green A. with Lewis, J. 1975, *Education and Social Control: A Study of Progressive Primary Education*, Routledge & Kegan, London.

Sheridan, A. 1980, *Michel Foucault: The will to truth*, Tavistock Publications, New York.

Smart, B. 1983, *Foucault, Marxism and Critique*, Routledge & Kegan Paul, London.

Smart, B. 1985, *Michel Foucault*. Routledge, London.

Smith, D. 1987, *The Everyday World as Problematic*, Northeastern University Press, Boston.

Smith, E. B. Goodman, K and Meredith, R. 1970, *Language and Thinking in the Elementary School*, Holt, Rinehart and Winston, New York.

Smith, F. 1973, *Psycholinguistics and Reading*, Holt, Rinehart & Winston, New York.

Smith, F. 1988, *Joining the Literacy Club*, Abel Press, Vancouver.

Snow, C. Barnes, W. Chandler, J. Goodman, I. & Hemphill, L. 1991, *Unfulfilled Expectations: Home and School Influences on Literacy*. Harvard University Press, Cambridge, Massachusetts.

Spreadbury, J. 1992, 'Ideology and Parents Reading Aloud to Children in the Home', *Australian Educational Researcher*, vol.20, no.2, pp.75-93.

Squires, J. 1995, 'Editorial', *New Formations: A Journal of Culture/Theory/Politics*, focus issue: Michel Foucault: J'Accuse, vol.25, p.v.

Street, B. (ed.) 1993, *Cross-cultural Approaches to Literacy*, Cambridge Studies in Oral and Literate Culture series, Cambridge University Press, Cambridge, UK.

Stuckey, J. E. 1991, *The Violence of Literacy*, Boynton/Cook Publishers, Portsmouth, New Hampshire.

The New London Group, 1996, 'A pedagogy of multiliteracies: Designing social futures', *Harvard Educational Review*, vol. 66, no.1, pp. 60-92.

Thomson, P. 1992, 'Poor schools - a plea for dollars and sense', *South Australian Institute of Teachers (SAIT) Journal*, April 8th.

Threadgold, T. 1992, 'Performing genre: Violence, the making of protected subjects, and the discourses of critical literacy and radical pedagogy', Plenary paper, International Domains of Literacy Conference, London Institute of Education, London University, September.

Threadgold, T. 1994, 'Grammar, genre and the ownership of literacy', *Idiom*, vol.29, no.2, pp.20-8.

Tizard, B. & Hughes, M. 1984, *Young Children Learning*, Fontana, London.

Tyler, D. 1993, 'Making better children', in *Child and Citizen: genealogies of schooling and subjectivity*, eds. D. Meredyth & D. Tyler, Institute of Cultural Studies, Griffith University.

Unsworth, L. & Williams, 1990, 'Big books or big basals? The significance of text form in constructing contexts for early literacy development through shared reading', *Australian Journal of Reading*, vol.13, no.2, pp.100-113.

Varghese, B. 1994, 'Schooling's shadow: poverty and education', in *Schooling What Future? Balancing the Education Agenda*, Deakin Centre for Education and Change, Deakin University, Waurn Ponds, Victoria.

Vogt, L. Jordan, C & Tharp, R. 1993, 'Explaining School failure: Producing school Success', in *Minority Education: Anthropological Perspectives*, eds. E. Jacob & C. Jordan, Ablex, Norwood New Jersey.

Waitzkin, H. 1991, *The Politics of Medical Encounters: How Patients and Doctors Deal with Social Problems*, Hale University Press, New Haven.

Walkerdine, V. 1984, 'Developmental psychology and the child-centred pedagogy: The insertion of Piaget into early education', in *Changing the Subject: Psychology, Social Regulation and Subjectivity*, J. Henriques, W. Hollway, C. Urwin, C. Venn & V. Walkerdine, Methuen, London.

Walkerdine, V. 1985, ' On regulation of speaking and silence: Subjectivity, class and gender in contemporary schooling', in *Language, Gender and Childhood*, C. Steedman, C. Urwin & V. Walkerdine, Routledge & Kegan Paul, London.

Walkerdine, V. 1988, *The Mastery of Reason: Cognitive Development and the Production of Rationality*, Routledge, London.

Walkerdine, V. 1989, 'Femininity as Performance', *Oxford Review of Education*, vol. 15, no.3, pp.267-279.

Walkerdine, V. 1990, 'Discourse, subjectivity and schooling', In *Discipline-Dialogue-Difference*, eds. R. Giblett & J. O'Carroll Proceedings of the Language in Education Conference, Murdoch University, December 1989, Perth, 4-D Duration.

Walkerdine, V. 1994, 'Subjectivity, gender and method', Keynote address to the Annual Conference of the Australian Association for Research in Education, The University of Newcastle, Australia, 1st December.

Wallace, J. 1995, 'Technologies of "the child"; Towards a theory of the child-subject', *Textual Practice*, vol.9, no.2, pp.285-302.

Walton, C. 1990, 'Aboriginal children learning to write', Paper presented at the 15th Australian Reading Association Annual Conference, Canberra, July.

Walton, C. 1993, 'Literacy in Aboriginal contexts: Re-examining pedagogy', in *Literacy in Contexts: Australian Issues and Perspectives*, eds. A. Luke & P. Gilbert, Allen & Unwin, St Leonards, New South Wales.

Walton, P. 1993, 'Youth subcultures, deviance & the media', in *Youth Subcultures: Theory, History and the Australian Experience*, ed. R. White, National Clearinghouse for Youth Studies, Hobart.

Weeks, B & Leaker, J. 1992, *Managing Literacy Assessment with Young Learners*, Era Publications, South Australia.

Weiler, K. 1988, *Women Teaching for Change: Gender, Class and Power.* Bergin & Garvey, New York.

Weiler, K. 1991, 'Freire and a feminist pedagogy of difference', *Harvard Educational Review*, vol.61, no.4, pp.449-74.

Wells, G. 1985, 'Preschool literacy-related activities and success in school,' in *Literacy, Language, and Learning: The Nature and Consequences of Reading and Writing*, eds. D. Olson, N. Torrance & A. Hilyard, Cambridge University Press, London.

Wickert, R. 1989, *No Single Measure,* Department of Employment, Education and Training, Canberra.

Williams, G. 1990, 'Variation in home reading contexts', Paper read to the Annual Conference of the Australian Reading Association, Canberra, July.

Williams, G. 1991, 'Framing literacy', Paper read to the Second Australian Systemic Linguistics Conference, Brisbane, January.

Willinsky, J. 1990, *The New Literacy, Redefining Reading and Writing in the Schools,* Routledge, New York.

Willinsky, J. 1993, 'Lessons from the literacy before schooling 1800-1850', in *The Insistence of the Letter: Literacy Studies and Curriculum Theorizing,* ed. B. Green. The Falmer Press, London.

Willinsky, J. 1994, 'Theory and Meaning in Whole Language: Engaging Moorman, Blanton, and McGlaughlin', *Reading Research Quarterly,* vol, 29, no 2.pp.334-339.

Willis, A.1995 'School literacy experiences: How culturally narrow are they?' *Discourse: Studies in the Cultural Politics of Education,* vol. 16, no.2, pp.219-35

Willis, P. 1977, *Learning to Labour: How Working Class Kids Get Working Class Jobs,* Gower, Aldershot, Hampshire, United Kingdom.