



Performance Theories in Education: Power, Pedagogy, and the Politics of Identity

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Performance Theories in Education: Power, Pedagogy, and the Politics of Identity breaks new ground by presenting a range of approaches to understanding the role, function, impact, and presence of performance in education. It is a definitive contribution to a beginning dialogue on how performance, as a theoretical and pragmatic lens, can be used to view the processes, procedures, and politics of education. The conceptual framework of the volume is the editors' argument that performance and performativity help to locate and describe repetitive actions plotted within grids of power relationships and social norms that comprise the context of education and schooling.

The book brings together performance studies and education researchers, teachers, and scholars to investigate such topics as:

- *the relationship between performance and performativity in pedagogical practice; *the nature and impact of performing identities in varying contexts;
- *cultural and community configurations that fall under the umbrella of teaching, education, and schooling; and
- *the hot button issues of educational policies and reform as performances.

With the aim of developing a clearer understanding of the effect, affect, and role of performance in education, the volume provides a crucial starting point for discourse among theorists and teacher practitioners who are interested in understanding and acknowledging the politics of performance and the practices of performative social identities that always and already intervene in the educational endeavor.

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