through small moments that provide authentic flashes of insight about leadership for leaders. Among the revealing extracts from interview responses the vignette of the principal who was gradually turning around a failing sixth form college standing on a table asking for the return of the college's one and only colour printer that had been stolen by a student, running the gauntlet of hostile staff muttering 'Bloody fool', and reaching his office thinking 'Oh bloody fool, why did I do that?' was a striking example of a leader risking public humiliation to keep to his commitment of trusting his pupils (the printer was returned).

In 'On the edge of chaos: Inner city schools and the unequal burden of uncertainty', Ewa Sidorenko probes in a telling way the phenomenon of disorder in UK schools, examining this disorder as symptomatic of systemic problems within education. She posits a series of searching questions, and draws on different theoretical bases to formulate possible responses. She argues that disorder is incoherent and therefore difficult to articulate and traces the erosion of trust resulting from attempts to silence those who would voice unwelcome interpretations of this disorder. Stark and violent details of daily life in inner city schools on the edge of chaos punctuate the chapter with images that shock and disturb. Her analysis of the power of peer group pressure is especially thought-provoking.

Reading this book has prompted me to investigate the previous volumes in the *Discourse, power, resistance* series, arising from the international DPR conferences. In her series introduction, Elizabeth Atkinson reiterates the series' commitment to including the voices not only of well-known researchers but also to 'letting subaltern voices be heard'. Many of the voices in this book were new to me, and gave me fresh insights. Atkinson suggests that the series does not promote single, easy solutions, but offers 'a kaleidoscope of perspectives on things as they are; and a host of new imaginaries for things as they might be' (vii). I found the kaleidoscope of perspectives presented in this particular volume rewarding and challenging to read.

Reference

O'Neill, O. 2002. *A question of trust*. Cambridge: Cambridge University Press.

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Reimagining Japanese education: borders, transfers, circulations, and the comparative, edited by David Blake Willis and Jeremy Rappleye, Oxford, Symposium Books, 2011, £24.00, 288 pp., ISBN 978-1-873927-51-9

If the reader expects this book to be a simple update on recent educational changes in Japan, s/he will face a great challenge understanding the conceptual framework provided. If the reader thinks this book is on Japan and Japan only, s/he will be perplexed by a range of concepts such as 'circulations' and 'permeability'. These observations are not to discourage readers, but to inform them that this book is nothing like other books on Japan. It is an innovative project, which serves multiple purposes that are interwoven with one another.

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The first is that the book is intended as a model for 'unification' (38) or 'co-production' (39) that brings together the leading scholars in the field of Japanese studies and comparative education with a nearly same balance between five Japanese and six foreign contributors. All of them are thoroughly familiar with both the Japanese and the global context of education, and all of them draw on both Japanese and non-Japanese literature. These rather straightforward approaches had been hardly used before in book projects on Japan. Ten chapters comprise of a range of topics from moral education, English language policy to sports curriculum, internationalisation, in order to answer the following questions: 'Why has Japanese education changed? How should we now reimagine Japanese education to better understand future educational and social change there and elsewhere around the world?' (27). The strong thread running through the chapters is the theme of how to reconceptualise 'Japan', overcoming old images and paradigms.

Obviously, all chapters are written in English. But why is it obvious? Interestingly, this was the question paused by Kariya in the afterward. A number of non-English scholars will share the same query with him. Kariya concludes that publishing in English is necessary so that a wider audience could gain knowledge on Japan, the country that has 'distinct comparative advantages' (284) for social science research. According to Kariya, Japan has accumulated its self-portraits through the reflection of the images of the west in particular. As a non-western country, to succeed in modernisation, Japan had to be a model in itself, identifying its own pathways and shaping and re-shaping its self-images. As a consequence, Japan has a rich stock of documented 'specimens' of the process of modernisation and its societal consequences. Kariya argues those specimens are worthwhile to be researched by Others.

Secondly, the book aims to establish reimagining of Japan, with an emphasis on merging the interpretations of the 'global' and the 'local'. The book reveals some of the earlier imaginings of Japan that shaped the understandings of the country and that have been kept until now: e.g., Japan's 'exotic nature' and the cohabitation of 'tradition' and 'modernity', which were referred to as 'uniqueness', 'exceptionalism' or 'particularism' (19). These embedded imaginings of Japan remained unquestioned throughout the 1990s and the 2000s when Japan was forgotten by Others. Particularly in the field of education, Japanese educational system had been regarded as one of the persuasive models that led to economic success until the burst of the Bubble economy. Since then, however, the interests of governments, academia and media shifted from Japan to Scandinavian achievers and new economies such as China and India. Japan became invisible. During the 1990s and the 2000s, thus, the gap of the images of Japan from the outside and the inside increased. Internationally, Japan was 'a society unaffected by global flows, circulating in a quiet eddy of tradition, avoiding the turbulence of the world, immune to change' (15). Against these images, inside Japan was in turmoil, economically, politically and socially, having lost the confidence as 'Number One'.

The underpinning of this book is that both of the external and internal images are misconceptions, and it is those misconceptions that have disconnected Japan from global conversations and circulations. The way in which the contributors have undertaken the reimagining of Japan is to engage in international discourses by positioning Japan in a wider global context and to connect those discourses to domestic contexts. Thus, reimagining is understood as not only a reimagining of the past, but a reimagining 'in other ways as well' (39). This brings back to the first point about 'co-production'; the collaboration between domestic and foreign scholars has allowed 'substantive reimagining' (38) of Japan, which had not been achieved before.

Moreover, on the basis of the Japanese case, the authors call for further sophistication of comparative education through 'a truly inclusive dialogue' (39), and this is the third and the foremost significance of this book. 'A truly inclusive dialogue' stands for a wider compar-

ative conversation amongst both domestic and foreign scholars that permits to review the power balances of the past, to connect the 'global' to the 'local' and to develop comparative perspectives. The authors argue that the reason why studies of Japan have had less recognition is because of the lack of conceptual and theoretical engagement in the field. The images and myths of Japan were created based on a simplistic distinction between Self and Other, a 'cultural' lens or 'advocacy comparative education' (38). Instead of these old images and paradigms, a conceptual tool for reimagining applied by the authors is a combination of two general conceptual guides from the field of comparative education; that is, the distinction between 'real' and 'imagined' globalisation effects by Schriewer and Steiner-Khamsi, and the notion of 'multiple international borders' and attention to 'permeabilities' and 'immunities' of translations along those borders by Cowen.

Inevitably, the book is highly theoretical. Some chapters (e.g., chapter 8) may be easier to follow than others (e.g., chapter 10). Some concepts (e.g., imagined) may be more familiar than others (e.g., immunities) to certain readers. These differences occur largely due to reader's familiarity with the field of comparative education. Having said that, the book will have a readership worldwide, not only in the field of comparative education and Japanese studies, but for any reader who wishes to understand how 'a truly inclusive dialogue' can be developed.

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Educational psychology: concepts, research and challenges, edited by Christine M. Rubie-Davies, London, Routledge, 2011, £80 (hardback), £24.99 (paperback), 274 pp., ISBN 978-0-415-56263-8 (hardback), 978-0-415-56264-5 (paperback)

In this edited book, Rubie-Davies has brought together an exciting selection of chapters in the field of educational psychology, which are based in research conducted in New Zealand. The aim of the book is to bring together a range of fields within educational psychology and so it purposefully maintains a wide scope rather than being confined to a particular speciality within the field. The book is aimed at teachers, graduate students and researchers/academics. Teachers can use the book to guide and reflect on their practice. Graduate students can use it as a reference and springboard for more intense study in one of the specialised areas described. Researchers/academics can use the book to inform their own research and teaching as it pulls together recent research in various educational fields.

The book is comprised of 16 main chapters, which can be placed under four overarching themes. Chapters 1–7 discuss issues to do with instructional and academic components of the teacher's role. Chapters 8–11 focus on social aspects of schooling. Chapter 12 looks at special education and the contributions of educational psychology. Finally, chapters 13–16 consider student factors in learning.

Chapter 1 ('Research methods in education: Contemporary issues') by Thomson and Anderson discusses evidence (or research driven) based practice in education. The authors argue that the meaning of evidence based practice and how it can be operationalised is