We use cookies to ensure that we deliver the best user experience of our website. If you would like to, you can change your cookie settings at any time. Continue

Professor Julie Allan

Professor of Equity and Inclusion and Deputy Head of School
Head of the Department of Disability Inclusion and Special Needs

School of Education

Contact details

Telephone +44 (0)121 414 4853 (tel:+44 121 414 4853)

Email j.allan.1@bham.ac.uk (mailto:j.allan.1@bham.ac.uk)

School of Education
University of Birmingham
Edgbaston, Birmingham
B15 2TT, United Kingdom

About

Julie Allan is Professor of Equity and Inclusion, Head of the Department of Disability Inclusion and Special Needs and Visiting Professor at the University of Borås in Sweden. Her work encompasses inclusive education, disability studies and children's rights and is both empirical and theoretical. She has a particular interest in educational theory and the insights offered through poststructural and social capital analyses. Julie has been advisor to the Scottish Parliament, the Welsh Assembly and the Dutch and Queensland Governments and has worked extensively with the Council of Europe.

Qualifications

- PhD (Stirling)
- BEd (Moray House, Edinburgh)

Teaching

- **Education BA (Hons) (/undergraduate/courses/edu/ba-education.aspx)**
- **Education MA by Research (/postgraduate/courses/research/edu/ma-research.aspx)**
- **SEND (/postgraduate/courses/taught/edu/special-educational-needs-disabilities.aspx)**

Postgraduate supervision

Julie has supervised to completion a large number of EdD and PhD students. Their research has focused on a wide range of areas within education, including students with profound and multiple learning difficulties, disaffected learners, professional education, curriculum, speech and language therapists, art education and homework. She has also supervised doctoral students investigating other professional contexts including cultural policy, medical handover, nurse education, and hospitality.

Julie is currently supervising doctoral students working on the kinaesthetic in education, curriculum and creativity, parent-teacher consultation and FE cultures.

Prospective doctoral students working in inclusion, disability and children's rights would be particularly welcome, as would those with a focus on other aspects of education but who wish to engage with educational theory.

Research

Julie is currently writing a book (with Valerie Harwood) on psychopathology at school, which will feature in the Routledge series, *Theory in Education*, and has just completed an edited volume, the first in the series, *Making a difference in theory: The theory question in education and the education question in theory* (with Gert Biesta and Richard Edwards)

Publications

Selected publications

Allan, J and Catts, R. (2014) Schools, space and social capital. *Cambridge Journal of Education.* DOI: 10.1080/0305764X.2013.863829

Allan, J, and Harwood, V (2013) Medicus interruptus in the behaviour of children in disadvantaged contexts in Scotland. *British Journal of Sociology of Education*. **DOI: 10.1080/01425692.2013.776933 (http://dx.doi.org/10.1080/01425692.2013.776933)**

Biesta, G, Allan, J and Edwards, R (2013) (Eds) **Making a difference in theory: The theory question in education and the education question in theory. (http://www.routledge.com/books/details/9780415656948/)** London: Routledge.

Fox, A and Allan, J (2013) Doing reflexivity: Moments of unbecoming and becoming. International Journal of Research and Method in Education. **DOI: 10.1080/1743727X.2013.787407 (http://dx.doi.org/10.1080/1743727X.2013.787407)**

Allan J and Catts R (2012) (eds) ***Social capital, children and young people: Implications for practice, policy and research (http://www.policypress.co.uk/display.asp?K=9781847429278)*** . Bristol: Policy Press.

Allan, J (2012) Introduction in Persson, B and Persson, E *Includering och måluppfyllelse: all nå framgång med alla elever* (Inclusion and achievement: The success of all students). Stockholm: Liber.

Allan, J (2012) **Foucault and his acolytes: Discourse, power and ethics (http://www.routledge.com/books/details/9780415530149/)** . In M. Murphy (ed) *Social Theory*

and Education Research: Understanding Foucault, Habermas, Bourdieu and Derrida. London: Routledge.

Allan, J (2011) Responsibly competent: Teaching, ethics and diversity, *Policy Futures in Education*, 9 (1), 152-159. **DOI :10.2304/pfie.2011.9.1.130 (http://dx.doi.org/10.2304/pfie.2011.9.1.130)**

Allan, J (2011) Complicating, not explicating: Taking up philosophy in learning disability research, *Learning Disability Quarterly*, 34 (2), 153-161.

Allan, J (2011) Civilising teacher education? Learning with diversity, *Teacher Education Practice*, 24 (3), 351-353.

Biesta, J, Allan, J and Edwards, R (2011) The theory question in research capacity building in education: Towards an agenda for research and practice, *British Journal of Educational Studies*, 59 (3), 225-239. **DOI: 10.1080/00071005.2011.599793 (http://dx.doi.org/10.1080/00071005.2011.599793)**

Allan, J (2010) The sociology of disability and the struggle for inclusive education, *British Journal of Sociology of Education*, 31 (5), 603-619. **DOI:10.1080/01425692.2010.500093 (http://dx.doi.org/10.1080/01425692.2010.500093)**

Allan, J, Ozga, J and Smyth, G (2009) (eds) ***Social capital, professionalism and diversity (https://www.sensepublishers.com/media/963-social-capital-professionalism-and-diversity.pdf)*** . Rotterdam: Sense.

Allan, J (2008) ***Rethinking inclusion: The philosophers of difference in practice (http://www.springer.com/education+%26+language/book/978-1-4020-6092-2)*** . Dordrecht: Springer.

Allan, J and Slee, R (2008) ***Doing inclusive education research (https://www.sensepublishers.com/catalogs/bookseries/studies-in-inclusive-education/doing-inclusive-education-research/)*** . Rotterdam: Sense

Allan, J, Duffy, C, Loening, G and Moran, N (2010) Knowledge exchange with Sistema Scotland, *Journal of Educational Policy,* 25 (3), 335-347. **DOI: 10.1080/02680931003646196**

(http://dx.doi.org/10.1080/02680931003646196)

© University of Birmingham 2014