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- Miller, P. (2016) 'White sanction', institutional, group and individual interaction in the promotion and progression of black and minority ethnic academics and teachers in England. <u>https://journals.sagepub.com/doi/full/10.1177/1757743816672880</u>
- Miller, P. (2018) 'Culture', 'Context', School Leadership and Entrepreneurialism: Evidence from Sixteen Countries, Education Sciences, 8(76), 1-14. <u>https://www.mdpi.com/2227-7102/8/2/76</u>
- Miller, P. (2018). Overseas Trained Teachers (OTTs) in England: surviving or thriving? <u>https://doi.org/10.1177%2F0892020618795201</u>
- Miller, P. (2019). The Political Dichotomy of School Leadership: Policy, Practice, Social Justice Evidence from Sixteen Countries. https://dergipark.org.tr/tr/download/article-file/898594
- Miller, P. (2019). Race discrimination, cultural inequality, and the politics of knowledge in England. In R. Papa (Ed), Springer Handbook on Promoting Social Justice in Education. <u>https://link.springer.com/referenceworkentry/10.1007%2F978-3-030-14625-2\_43</u>
- Miller, P. (2019). 'Tackling' race inequality in school leadership: Positive actions in BAME teacher progression evidence from three English schools. <u>https://journals.sagepub.com/doi/full/10.1177/1741143219873098</u>
- Miller, P. (2021). "System Conditions", System Failure, Structural Racism and Anti-Racism in the United Kingdom: Evidence from Education and Beyond. <u>https://doi.org/10.3390/soc11020042</u>
- Miller, P. (2022). School leaders leading curriculum inclusion: Re-culturing pedagogy, re-imagining the student experience. https://doi.org/10.1177%2F27526461211069133