Shakespeare education is being reimagined around the world. This book delves into the important role of collaborative projects in this extraordinary transformation. Over twenty innovative Shakespeare partnerships from the United Kingdom, the United States, Australia, New Zealand, the Middle East, Europe and South America are critically explored by their leaders and participants. Structured into thematic sections covering engagement with schools, universities, the public, the digital and performance, this book offers vivid insights into what it means to teach, learn and experience Shakespeare in collaboration with others. Diversity, equality, identity, incarceration, disability, community and culture are key factors in these initiatives, which together reveal how complex and humane Shakespeare education can be. Whether you are interested in practice or theory, this collection showcases an abundance of rich, inspiring and informative perspectives on Shakespeare education in our contemporary world.

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To the teachers, scholars, artists and students whose ‘passion lends them power’ to inspire and reimagine Shakespeare in education.
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Acknowledgements

This book was called into being by the Shakespeare projects described in the chapters that follow. The projects themselves were called into being, or developed and extended, by the imagination and dedication of their leaders and participants. We are immensely grateful to these people, our fellow ‘projectors’, for kindly agreeing to compose for us critically reflective essays on their work. All books are collaborative and this one infinitely so as it explores networks of inspiration and influence that generate, propagate and interrogate collaborative teaching and learning. If we have learned one thing through this process it is that chapter authorship is but one part – often a richly multivocal part – of larger and more dynamic living systems of Shakespeare education, research and performance. We hope the book offers a valuable entrance into these complex worlds and we thank our authors and other Shakespeareans mentioned by them for helping us conceptually and practically to complete this project.

This book has a large cast because many chapters are co-authored. We are thrilled to be in such inspiring company, yet deeply saddened that one of our number cannot be with us to celebrate this publication. Catherine Silverstone tragically passed away in 2020. Her friends and colleagues pay tribute to her in Chapter 10, which she co-authored. We add our love and respect here and are honoured to have her voice speaking in our collection.

We are members of the Better Strangers/Shakespeare Reloaded project – an educational research partnership between the University of Sydney and Barker College (a school in Sydney) – and we are delighted to see in solid book form what began several years ago as a mere yearning to hear Shakespeare project leaders reflect on their educational work. As with most books, the process took longer than we imagined, and COVID-19 did us no favours, but Emily Hockley at Cambridge University Press was the most patient and supportive of guides without whom there would be no book. Thank you, Emily. We would also like to thank George Laver, editorial assistant at the press, for his diligence.

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