

Tristan Bunnell

List of Publications by Year in descending order

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Version: 2024-02-01

47
papers

924
citations

567281

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610901

24
g-index

55
all docs

55
docs citations

55
times ranked

197
citing authors

| # | ARTICLE | IF | CITATIONS |
|----|---|-----|-----------|
| 1 | International Schools in China and teacher turnover: the need for a more nuanced approach towards precarity reflecting agency. <i>Asia Pacific Journal of Education</i> , 2023, 43, 463-478. | 2.1 | 7 |
| 2 | â€œGuarding the gateâ€™: the hidden practices behind admission to an Elite Traditional International School in Japan. <i>International Studies in Sociology of Education</i> , 2023, 32, 1038-1060. | 1.8 | 6 |
| 3 | International mindedness as a platform for class solidarity. <i>Compare</i> , 2022, 52, 712-728. | 2.1 | 13 |
| 4 | The crypto-growth of â€œInternational Schoolingâ€™: emergent issues and implications. <i>Educational Review</i> , 2022, 74, 39-56. | 3.7 | 18 |
| 5 | Precarious privilege in the time of pandemic: A hybrid (auto)ethnographic perspective on COVID-19 and international schooling in China. <i>British Educational Research Journal</i> , 2022, 48, 915-931. | 2.5 | 5 |
| 6 | ESCAPING THE FIRE FOR THE FRYING-PAN? BRITISH TEACHERS ENTERING INTERNATIONAL SCHOOLING. <i>British Journal of Educational Studies</i> , 2021, 69, 675-692. | 1.3 | 12 |
| 7 | The elite nature of International Schooling: a theoretical framework based upon rituals and character formation. <i>International Studies in Sociology of Education</i> , 2021, 30, 247-267. | 1.8 | 10 |
| 8 | Developing the notion of teaching in â€œInternational Schoolsâ€™ as precarious: towards a more nuanced approach based upon â€œtransition capitalâ€™. <i>Globalisation, Societies and Education</i> , 2021, 19, 287-297. | 2.6 | 16 |
| 9 | Leadership of â€œmessy, tense International Schoolsâ€™: the potential scope for a fresh, positive lens of inquiry. <i>International Journal of Leadership in Education</i> , 2021, 24, 558-570. | 2.2 | 18 |
| 10 | The clustering in â€œglobal universitiesâ€™ of graduates from â€œElite Traditional International Schoolsâ€™: a surprising phenomenon?. <i>Globalisation, Societies and Education</i> , 2021, 19, 558-567. | 2.6 | 10 |
| 11 | The institutionalisation of schools and the implications for identity of experienced teachers: the case of International Baccalaureate World Schools. <i>Cambridge Journal of Education</i> , 2020, 50, 241-260. | 2.4 | 8 |
| 12 | BRITISH ELITE PRIVATE SCHOOLS AND THEIR OVERSEAS BRANCHES: UNEXPECTED ACTORS IN THE GLOBAL EDUCATION INDUSTRY. <i>British Journal of Educational Studies</i> , 2020, 68, 691-712. | 1.3 | 17 |
| 13 | Exploring enduring employment discrimination in favour of British and American teachers in â€œtraditional international schoolsâ€™. <i>Journal of Research in International Education</i> , 2020, 19, 251-267. | 1.2 | 9 |
| 14 | Developing and institutionalising the â€œInternationally-Minded Schoolâ€™: The role of the â€œNumerous Fsâ€™. <i>Journal of Research in International Education</i> , 2019, 18, 186-198. | 1.2 | 4 |
| 15 | International Mindedness in Practice: The Evidence from International Baccalaureate Schools. <i>Journal of Research in International Education</i> , 2018, 17, 3-16. | 1.2 | 37 |
| 16 | Social Media Comment on Leaders in International Schools: The Causes of Negative Comments and the Implications for Leadership Practices. <i>Peabody Journal of Education</i> , 2018, 93, 551-564. | 1.3 | 6 |
| 17 | Teachers in international schools: a neglected â€œmiddle actorâ€™ in expatriation. <i>Journal of Global Mobility</i> , 2017, 5, 194-202. | 1.9 | 29 |
| 18 | Establishing the legitimacy of a schoolâ€™s claim to be â€œInternationalâ€™: the provision of an international curriculum as the institutional primary task. <i>Educational Review</i> , 2017, 69, 303-317. | 3.7 | 44 |

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|----|--|-----|-----------|
| 19 | Le baccalauréat international. Revue Internationale D'education, 2017, , 63-72. | 0.1 | 0 |
| 20 | What is international about International Schools? An institutional legitimacy perspective. Oxford Review of Education, 2016, 42, 408-423. | 2.0 | 69 |
| 21 | The dearth of international Baccalaureate schools across Africa. Africa Education Review, 2016, 13, 181-195. | 0.1 | 5 |
| 22 | Teachers in international schools: a global educational 'precariat'?. Globalisation, Societies and Education, 2016, 14, 543-559. | 2.6 | 43 |
| 23 | The 'Yew Chung model'™ of international education: The scope for investigation and research. Journal of Research in International Education, 2015, 14, 258-270. | 1.2 | 6 |
| 24 | The rise and decline of the International Baccalaureate Diploma Programme in the United Kingdom. Oxford Review of Education, 2015, 41, 387-403. | 2.0 | 21 |
| 25 | Teacher's Student Interpersonal Communication in International Education. , 2015, , 309-324. | | 3 |
| 26 | Marketing the School 'Revisited'™: The Complexity of Leadership Dilemmas. Advances in Educational Administration, 2012, , 87-106. | 0.1 | 0 |
| 27 | The Growth of the International Baccalaureate® Diploma Program: Concerns About the Consistency and Reliability of the Assessments. Educational Forum, 2011, 75, 174-187. | 1.8 | 12 |
| 28 | The International Baccalaureate and 'growth scepticism'™: a 'social limits'™ framework. International Studies in Sociology of Education, 2011, 21, 161-176. | 1.8 | 14 |
| 29 | The International Baccalaureate Middle Years Programme after 30 years: A critical inquiry. Journal of Research in International Education, 2011, 10, 261-274. | 1.2 | 13 |
| 30 | The International Baccalaureate in the United States: From Relative Inactivity to Imbalance. Educational Forum, 2010, 75, 66-79. | 1.8 | 17 |
| 31 | The International Baccalaureate and a framework for class consciousness: the potential outcomes of a 'class-for-itself'™. Discourse, 2010, 31, 351-362. | 1.3 | 30 |
| 32 | The momentum behind the International Primary Curriculum in schools in England. Journal of Curriculum Studies, 2010, 42, 471-486. | 2.1 | 16 |
| 33 | The International Baccalaureate in the USA and the emerging 'culture war'™. Discourse, 2009, 30, 61-72. | 1.3 | 31 |
| 34 | The global growth of the International Baccalaureate Diploma Programme over the first 40 years: a critical assessment. Comparative Education, 2008, 44, 409-424. | 2.7 | 56 |
| 35 | The exporting and franchising of elite English private schools: the emerging 'second wave'. Asia Pacific Journal of Education, 2008, 28, 383-393. | 2.1 | 34 |
| 36 | The Yew Chung model of dual culture co-principalship: a unique form of distributed leadership. International Journal of Leadership in Education, 2008, 11, 191-210. | 2.2 | 23 |

| # | ARTICLE | IF | CITATIONS |
|----|---|-----|-----------|
| 37 | International education and the "second phase": a framework for conceptualizing its nature and for the future assessment of its effectiveness. Compare, 2008, 38, 415-426. | 2.1 | 15 |
| 38 | The International Baccalaureate in England and Wales: the alternative paths for the future. Curriculum Journal, 2008, 19, 151-160. | 1.5 | 7 |
| 39 | The International Baccalaureate and its Middle East challenge. Education, Business and Society: Contemporary Middle Eastern Issues, 2008, 1, 16-25. | 0.7 | 1 |
| 40 | Managing the Role Stress of Public Relations Practitioners in International Schools. Educational Management Administration and Leadership, 2006, 34, 385-409. | 3.8 | 8 |
| 41 | The growing momentum and legitimacy behind an alliance for international education. Journal of Research in International Education, 2006, 5, 155-176. | 1.2 | 19 |
| 42 | Perspectives on public relations training in international schools. Journal of Educational Administration, 2005, 43, 480-499. | 1.5 | 8 |
| 43 | Strategic marketing planning in international schools. International Journal of Educational Management, 2005, 19, 59-66. | 1.5 | 16 |
| 44 | Perspectives on international schools and the nature and extent of local community contact. Journal of Research in International Education, 2005, 4, 43-63. | 1.2 | 29 |
| 45 | The cultural capital of senior leaders in elite traditional international schools: an enduring "leadership nobility"? International Journal of Leadership in Education, 0, , 1-19. | 2.2 | 4 |
| 46 | (Re)Considering "precarious privilege" within international schooling: expatriate teachers' perceptions in China of being marginalised and undervalued. Educational Studies, 0, , 1-15. | 2.4 | 7 |
| 47 | The United World College movement in practice: the role of interaction rituals in releasing positive emotional energy to "spark change". Compare, 0, , 1-18. | 2.1 | 1 |