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Titolo	3: Religioni dualiste, islm / \a questo volume hanno collaborato: Khaled Fouad Allam et al.!
Pubbl/distr/stampa	Roma \etc.!, : Laterza, 1995
ISBN	8842047724
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Soggetti	Religioni - Islam Islamismo
Lingua di pubblicazione	Italiano
Formato	Materiale a stampa
Livello bibliografico	Monografia
2. Record Nr.	UNINA9910779017003321
Autore	Messiou Kyriaki
Titolo	Confronting marginalisation in education : a framework for promoting inclusion / / Kyriaki Messiou
Pubbl/distr/stampa	Milton Park, Abingdon, Oxon ; ; New York : , : Routledge, , 2012
ISBN	1-136-32604-9 0-429-22871-6 1-280-66193-3 9786613638861 0-203-12118-X 1-136-32605-7
Descrizione fisica	1 online resource (169 p.)
Classificazione	EDU000000EDU048000
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Soggetti	Children with social disabilities - Education (Primary) Children with social disabilities - Education Inclusive education Marginality, Social
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Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Cover; Confronting Marginalisation in Education; Copyright; Contents; List of Figures; Preface; Introduction: Bus journeys; 1. Conceptualising marginalisation; 2. Using the framework; 3. Opening doors: Enabling voices to emerge; 4. Looking closely: Bringing concerns to the surface; 5. Making sense of the evidence: sharing data with learners; 6. Dealing with marginalisation: Encouraging inclusive thinking and practice; 7. Engaging with students' voices: An approach to inclusive education; Conclusion: Collaborative journeys; References; Index
Sommario/riassunto	"One of the key challenges facing schools today is that of reducing marginalisation amongst pupils in educational contexts. With a particular focus on primary school classrooms, Confronting Marginalisation in Education provides guidance and illustrative examples of the ways in which teachers can include all of their learners in the academic and social experiences they provide. This book offers a detailed focus on how the voices of learners can be used to reveal those children most likely to experience some kind of marginalisation and, in addition, to highlight issues that are related to the inclusion of all. These frequent vocal accounts are contextualised within an analytical framework that places particular emphasis on the importance of listening to children. In order to understand and, more importantly, address marginalisation through the views of children, Messiou therefore develops the text around a usable framework that consists of a unique four-step process: Step 1: Opening doors: Enabling voices to emerge Step 2: Looking closely: Bringing concerns to the surface Step 3: Making sense of the evidence: Sharing data with learners Step 4: Dealing with marginalisation: Encouraging inclusive thinking and practice. This framework shows how the systematic collecting of evidence can ease the process of understanding, help tackle marginalisation, and promote inclusion in a way that can be incorporated into the daily work of practitioners. Importantly, the book focuses on all learners, including those that might experience marginalisation but whose voices might have not previously been heard"--