

1. Record Nr.	UNINA990008608960403321
Autore	Galilei, Galileo <1564-1642>
Titolo	Dialogo sopra i due massimi sistemi del mondo / Galileo Galilei
Pubbl/distr/stampa	Pordenone : Studio Tesi, 1988
ISBN	88-7692-110-9
Descrizione fisica	XLII, 643 p. ; 18 cm
Collana	Filo di perle ; 36
Disciplina	520.1
Locazione	SDI
Collocazione	SDI-KF 688
Lingua di pubblicazione	Italiano
Formato	Materiale a stampa
Livello bibliografico	Monografia
2. Record Nr.	UNINA9910461766103321
Autore	Maguire Meg <1949-, >
Titolo	How schools do policy : policy enactments in secondary schools / / by Meg Maguire, Stephen J Ball, and Annette Braun with Kate Hoskins and Jane Perryman
Pubbl/distr/stampa	London ; ; New York : , : Routledge, , 2012
ISBN	0-429-22880-5 1-283-52101-6 9786613833464 0-203-15318-9 1-136-52095-3
Descrizione fisica	1 online resource (181 p.)
Altri autori (Persone)	BallStephen J BraunAnnette <1973->
Disciplina	379.41
Soggetti	Education and state Education, Secondary Educational change Educational sociology Education and state - Great Britain Education, Secondary - Great Britain Educational change - Great Britain

Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Front Cover; How Schools do Policy; Copyright Page; Contents; List of Illustrations; Acknowledgements; 1. Doing enactments research; 2. Taking context seriously; 3. Doing enactment: People, meanings and policy work; 4. Policy subjects: Constrained creativity and assessment technologies in schools; 5. Policy into practice: Doing behaviour policy in schools; 6. Policy artefacts: Discourses, representations and translations; 7. Towards a theory of enactment: 'The value of hesitation and closer interrogation of utterances of conventional wisdom'; Appendix: Case study schools and interviewees NotesReferences; Index
Sommario/riassunto	Over the last 20 years, international attempts to raise educational standards and improve opportunities for all children have accelerated and proliferated. This has generated a state of constant change and an unrelenting flood of initiatives, changes and reforms that need to be 'implemented' by schools. In response to this, a great deal of attention has been given to evaluating 'how well' policies are realised in practice - implemented! Less attention has been paid to understanding how schools actually deal with these multiple, and sometimes contradictory, policy demands; creatively working