

1. Record Nr.	UNINA9910254805403321
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Titolo	School Belonging in Adolescents : Theory, Research and Practice // by Kelly-Ann Allen, Margaret L. Kern
Pubbl/distr/stampa	Singapore : , : Springer Singapore : , : Imprint : Springer, , 2017
ISBN	981-10-5996-9
Edizione	[1st ed. 2017.]
Descrizione fisica	1 online resource (137 pages) : illustrations, tables
Collana	SpringerBriefs in School Psychology, , 2520-8918
Disciplina	373.1102
Soggetti	Child psychology School psychology Educational psychology Education—Psychology Children Adolescence Philosophy and social sciences Educational sociology Child and School Psychology Educational Psychology Childhood, Adolescence and Society Philosophy of Education Sociology of Education
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references at the end of each chapters.
Nota di contenuto	Chapter 1: General Introduction -- 1.1 The Benefits of General Belonging -- 1.2 The importance of Belonging during Adolescence -- 1.3 An Overview of the text -- Chapter 2: What is School Belonging? -- 2.1 In Pursuit of a Definition -- 2.2 Other Terminology -- 2.3 Theoretical Underpinnings -- 2.4 A Socio-Ecological Approach to School Belonging -- 2.5 The Levels of the Socio-Ecological System Analysed in the text -- 2.6 Why We Need to Study School Belonging -- 2.7 A Research-Practice Gap -- Chapter 3: Literature Review Outlining the Major Influences of School Belonging -- 3.1 Existing Reviews of School Belonging -- 3.2 Measurements of Belonging -- 3.3 Salient

Themes of School Belonging -- 3.4 A Note on Causal Relationships -- Chapter 4: Meta-Analysis of the Major Influences of School Belonging -- 4.1 Using Meta-analysis to Explore School Belonging -- ^sion Statements -- 5.2 The Focus of Schools: Academics and beyond -- 5.3 What do School Priorities Mean for School Belonging? -- Chapter 6: School Belonging and Student Achievement -- 6.1 School belonging and academic achievement -- 6.2 Implications for School Belonging -- Chapter 7: A Multi-level Framework of School Belonging -- 7.1 The Socio-Ecological Framework of School Belonging -- 7.2 Evidence-Based Practices that Promote School Belonging -- 7.3 Strengths and Limitations of the Framework -- 7.4 Future Research -- Chapter 8: Overall Discussion -- 8.1 Summary of the text -- 8.2 The Main Issue Revisited -- 8.3 Reconceptualising School Belonging -- 8.4 Final Conclusions -- References -- Appendices. .

Sommario/riassunto

This book explores the concept of school belonging in adolescents from a socio-ecological perspective, acknowledging that young people are uniquely connected to a broad network of groups and systems within a school system. Using a socio-ecological framework, it positions belonging as an essential aspect of psychological functioning for which schools offer unique opportunities to improve. It also offers insights into the factors that influence school belonging at the student level during adolescence in educational settings. Taking a socio-ecological perspective and drawing from innovative research methods, the book encourages researchers interested in school leadership to foster students' sense of belonging by developing their qualities and by changing school systems and processes.
