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	Titolo	Challenging Dominant Views on Student Behaviour at School [[electronic resource]] : Answering Back / / edited by Anna Sullivan, Bruce Johnson, Bill Lucas
	Pubbl/distr/stampa	Singapore : , : Springer Singapore : , : Imprint : Springer, , 2016
	ISBN	981-10-0628-8
	Edizione	[1st ed. 2016.]
	Descrizione fisica	1 online resource (198 p.)
	Disciplina	370
	Soggetti	Teaching
		School management and organization
		School administration
		Child development
		Teaching and Teacher Education
		Administration, Organization and Leadership
		Early Childhood Education
	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 at the end of each chapters and index.
	Nota di contenuto	Chapter 1 Introduction: Why it is important to answer back -- Chapter 2 Daring to disagree about school 'discipline': An Australian case study of a media-led backlash -- Chapter 3 Understanding and challenging dominant discourses about student behaviour at school -- Chapter 4 Promoting pedagogies of engagement in secondary schools: Possibilities for pedagogical reform -- Chapter 5 Goodbye Mr. Chips, Hello Dr. Phil? -- Chapter 6 Rethinking mis/behaviour in schools: From 'youth as a problem' to the 'relational school' -- Chapter 7 Reframing 'behaviour' in schools: The role of recognition in improving student wellbeing -- Chapter 8 'Schoolwork' and 'teachers': Disaffected boys talk about their problems with school -- Chapter 9 Beyond the 'habits' of 'punishing criticising and nagging': Fostering respectful and socially just student relations using critical pedagogies -- Chapter 10 Overcoming the 'hidden injuries' of students from refugee backgrounds: The importance of caring teacher-student relationships

-- Chapter 11 Against the tide: Enacting respectful student behaviour policies in 'zero tolerance' times -- Chapter 12 'Answering Back' - some concluding thoughts.

Sommario/riassunto	This is a deliberately provocative book. It critiques current student behaviour management practices, seeks to explain the flawed assumptions that justify those practices, and proposes how things could be better for children in our schools if different practices were adopted. It is one of the few books to offer alternative ways of addressing the issues associated with student behaviour at school, and exposes the field to serious and sustained critique from both a research perspective and a children's rights ideological stance. The authors address the following questions: What ideas dominate current thinking on student behaviour at school? What are the policy drivers for current practices? What is wrong with common behaviour approaches? What key ideologies justify these approaches? How can we present ethical alternatives to current approaches? How can a human rights perspective contribute to the development of alternative approaches? In exploring these questions and some ethical alternatives to the status quo, the authors suggest practical ways to 'answer back' to calls for more authoritarian responses to student behaviour within our schools. In doing so, the authors advocate for reforms on behalf of children, and in their interests.