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	Titolo	Re-Engaging Young People with Education : The Steps after Disengagement and Exclusion / / by Simon Edwards
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	Nota di contenuto	Chapter 1. Introduction -- PART I -- Chapter 2. A Policy Cul-de-sac: Student Disengagement and Political Intervention -- Chapter 3. Bridging the Gap: An Ethnographic Study -- Chapter 4. The Construction of Students' Social Worlds - Observational findings -- PART II -- Chapter 5. Re-Thinking Pedagogy: A Relational Approach -- Chapter 6. Deleuze, Cinema and Time -- Chapter 7. Extending Students' Learning into Relational Sites -- PART III -- Chapter 8. Beyond the School Gates: Re-thinking the Role of Teachers and Informal Educators -- Chapter 9. Challenging Perceptions of the Self and Notions of Personal Freedom -- Chapter 10 -- Chapter 11. Critical Reflections.
	Sommario/riassunto	This book examines how young people can be re-engaged with schooling and their own learning beyond the school gates. Despite attempts by successive UK governments to promote engagement with education, there has been a substantial increase in formal and informal exclusions from secondary schools, particularly of underperforming

students who come from low income families. The book builds on an ethnographic study carried out in a youth centre based on a secondary school site, exploring the social and cultural worlds of fourteen students as they complete a GCSE teamwork assessment. Analysing the 'translation' process of the students as they relocate their understanding of teamwork into the language of assessment, the author posits that student identity is a holistic individual project, where knowledge is produced within the conditions for the production of the self-narrative. This volume calls to educators to recognise the importance of relational pedagogy rooted in social practices, rather than individual cognitive performance. It is sure to be of value and interest to students and scholars of exclusion in education and relational pedagogy, as well as practitioners and policy makers.