1.	Record Nr.	UNINA9910450312803321
	Titolo	Positive alternatives to exclusion / / Paul Cooper. [et al.]
	Pubbl/distr/stampa	London ; ; New York : , : RoutledgeFalmer, , 2000
	ISBN	1-299-45909-9 1-134-73784-X 0-203-08637-6
	Descrizione fisica	1 online resource (241 p.)
	Altri autori (Persone)	CooperPaul <1955->
	Disciplina	371.9/046 371.9046
	Soggetti	Inclusive education -- Great Britain -- Case studies Inclusive education Mainstreaming in education -- Great Britain -- Case studies Mainstreaming in education Education, Special Topics Education Social Sciences Electronic books.
	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 (pages [221]-224) and index.
	Nota di contenuto	Cover; Positive Alternatives to Exclusion; Copyright; Contents; Illustrations; Acknowledgements; 1 Introducing the Positive Alternatives to School Exclusion Project; 2 Anne Fine Primary School; 3 Virginia Woolf High School (1); 4 Virginia Woolf High School (2); 5 T. S. Eliot High School; 6 Ogden Nash Upper School; 7 William Shakespeare Upper School; 8 Rudyard Kipling Further Education College: Building bridges: students under sixteen in further education; 9 Using insights from the case studies: Frameworks for understanding and developing practice 10 Making human sense: The importance of personal experience11 Research as development; Endnote: Looking forward; Notes; References; Index
	Sommario/riassunto	Positive Alternatives to School Exclusion looks at what schools can do to build more harmonious communities and engage students -

particularly those at risk of exclusion - more productively in all areas of school life. It describes the Positive Alternatives to School Exclusion Project, a multi-phase, collaborative initiative based at the School of Education, University of Cambridge.Drawing on the perspectives of staff and pupils, the authors provide detailed case studies of the approaches and strategies being adopted in a variety of settings (primary, secondary and FE) to foster i