1.	Record Nr.	UNINA9910455185503321
	Autore	Origen
	Titolo	Homilies on Luke [[electronic resource]] : Fragments on Luke / / Origen ; translated by Joseph T. Lienhard
	Pubbl/distr/stampa	Washington, D.C., : Catholic University of America Press, c1996
	ISBN	0-8132-1194-8
	Descrizione fisica	1 online resource (279 p.)
	Collana	The Fathers of the church ; ; v. 94
	Altri autori (Persone)	LienhardJoseph T
	Disciplina	226.4/07
	Soggetti	Sermons, Greek
		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 and indexes.
	Nota di contenuto	Contents ; Abbreviations ; Bibliography ; Introduction ; Homilies on Luke ; Preface of Jerome the Rebyter ; Homily 1. Luke 1.1-4 ; Homily 2. Luke 1.6 ; Homily 3. Luke 1.11 ; Homily 4. Luke 1.13-17 ; Homily 5. Luke 1.22 ; Homily 6. Luke 1.24-32 ; Homily 7. Luke 1.39-45 ; Homily 8. Luke 1.46-51 ; Homily 9. Luke 1.56-64 ; Homily 10. Luke 1.67-76 ; Homily 11. Luke 1.80-2.2 ; Homily 12. Luke 2.8-11 ; Homily 13. Luke 2.13-16 ; Homily 14. Luke 2.21-24 ; Homily 15. Luke 2.25-29 ; Homily 16. Luke 2.33-34 ; Homily 17. Luke 2.33-38 ; Homily 18. Luke 2.40-49 ; Homily 19. Luke 2.40-46 Homily 20. 2.49-51 Homily 21. Luke 3.1-4 ; Homily 22. Luke 3.5-8 ; Homily 23. Luke 3.9-12 ; Homily 24. Luke 3.15-16 ; Homily 25. Luke 3.15 ; Homily 26. Luke 3.16-17 ; Homily 27. Luke 3.18-22 ; Homily 28. Luke 3.23-38 ; Homily 29. Luke 4.1-4 ; Homily 30. Luke 4.5-8 ; Homily 31. Luke 4.9-12 ; Homily 32. Luke 4.14-20 ; Homily 33. Luke 4.23-27 ; Homily 34. Luke 10.25-37 ; Homily 35. Luke 12.57-59 ; Homily 36. Luke 17.20-21, 33 ; Homily 37. Luke 19.29-40 ; Homily 38. Luke 19.41-45 ; Homily 39. Luke 20.21-40 ; Fragments on Luke ; Fragments ; Indices ; General Index ; Index of Holy Scripture

2.	Record Nr.	UNINA9910451712303321
	Titolo	Developing equitable education systems / / Mel Ainscow. [et al.]
	Pubbl/distr/stampa	Abingdon, Oxon : , : Routledge, , 2012
	ISBN	0-415-61460-0
		1-136-73361-2
		0-203-81807-5
	Descrizione fisica	1 online resource (186 p.)
	Altri autori (Persone)	AinscowMel
	Disciplina	379.2/60941
		379.260941
	Soggetti	Educational equalization - Great Britain
		Children with social disabilities - Education - Great Britain
		Education and state - Great Britain
		Educational change - Great Britain
		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 and index.
	Nota di contenuto	Front Cover; Developing Equitable Education Systems; Copyright Page; Contents; Preface; 1.The challenge of equity in education; 2.Using evidence to promote more equitable practice in schools; 3.The development of an equity research network; 4.Making schools more equitable; 5.Making sense of the process; 6.Assessing the impact; 7. Drawing out the lessons; 8.Rethinking the tasks; References; Index
	Sommario/riassunto	"This book focuses on the need to develop education systems that are able to overcome the impact of social disadvantage. It asks why, despite years of reform the poorest children are still not well served by the education system, and by and large attend the lowest-performing schools. Working with a community of schools in one Local Education Authority in England over four years, this team of high-profile, internationally renowned researchers throws light on the challenges of driving the school system into a more equitable direction.Throughout this book, the advantages of an inquiry based approach to educational systems are explored. Whilst this has been found to be effective in

individual schools, its use as a strategy for system change is problematic within current policy contexts. With this in mind, the authors analyse the nature of these difficulties in order to formulate proposals for moving education systems in a more equitable direction. "Developing Equitable Education Systems" focuses on the idea that a sense of fairness, however ill-defined, is a powerful starting point for schools to enquire into their own practice and provision. It provides a practical base for educators and practitioners to develop their individual ways of working and to create a sense of equity within their particular school context. As Government policy moves to extend the diversity of provision within school systems, this book encourages a whole school reform that will avoid the fragmentation of school systems, avoiding the creation of a situation whereby the improvement of one school leads to a decline in the performance of others. At an important time in global, political and educational change, this informative book will be an invaluable aid to anyone researching or working with education policy and politics. It will greatly interest anyone involved with the sociology of education as well as those professionals in organizations and companies guiding the future of education"-- Provided by publisher.