

1. Record Nr.	UNINA9910454968303321
Titolo	Israel in comparative perspective [[electronic resource]] : challenging the conventional wisdom / / edited by Michael N. Barnett
Pubbl/distr/stampa	Albany, : State University of New York Press, c1996
ISBN	0-7914-9580-9 0-585-03636-5
Descrizione fisica	1 online resource (306 p.)
Collana	SUNY series in Israeli studies
Altri autori (Persone)	BarnettMichael N. <1960->
Disciplina	327.5694
Soggetti	International relations Electronic books. Israel Foreign relations Israel Politics and government
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Bibliographic Level Mode of Issuance: Monograph
Nota di bibliografia	Includes bibliographical references (p. 263-285) and index.

2. Record Nr.	UNINA9910552994403321
Autore	Sellars Maura, Dr.
Titolo	Educating Students with Refugee and Asylum Seeker Experiences : A Commitment to Humanity / / Maura Sellars, John Fischetti
Pubbl/distr/stampa	Leverkusen, : Verlag Barbara Budrich, 2019 2019, c2020
ISBN	9783847413134 3847413139 9783847413455 3847413457
Edizione	[1st ed.]
Descrizione fisica	1 online resource (173 pages)
Disciplina	371.826914
Soggetti	education wellbeing belonging ethic of care humanity community pedagogical love trauma language refugee experiences refugee backgrounds asylum seeker backgrounds
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Sommario/riassunto	This book discusses the educational systems into which students with refugee backgrounds are placed when relocated into many of their new homelands. It discusses the current climate of neo liberalism which pervades schooling in many western countries and the subsequent impact on curriculum focus and teaching strategies. It proposes ways in

which these students, who are currently the most vulnerable students in school, can be educated with policies and perspectives which respect the diversity and uniqueness that characterises the world today as the result of the global unrest and subsequent diaspora. The impact of power, politics, people and pedagogies on the prospects of these is investigated and a model for holistic education, which includes the wisdom and care of pedagogical love is discussed as way in which a more human and compassionate approach to education for these and all students of difference can be integrated into school communities despite neo liberal imperatives in education. Research indicates that schools which are spaces of safety and belonging, through leadership of care and empathy, can provide successful educational opportunities for students who have asylum seeker and refugee backgrounds and experiences.
