

1. Record Nr.	UNINA9910459210003321
Titolo	Strengthening peace in post civil war states [[electronic resource]] : transforming spoilers into stakeholders / / edited by Matthew Hoddie and Caroline A. Hartzell
Pubbl/distr/stampa	Chicago, : University of Chicago Press, 2010
ISBN	0-226-35126-2 1-282-77574-X 9786612775741
Descrizione fisica	1 online resource (258 p.)
Altri autori (Persone)	HoddieMatthew <1969-> HartzellCaroline A
Disciplina	303.6/6
Soggetti	Peace-building Civil war 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	pt. 1. Restructuring institutions -- pt. 2. Soft intervention.
Sommario/riassunto	Among the more frequent and most devastating of conflicts, civil wars from Yugoslavia to Congo-frequently reignite and even spill over into the international sphere. Given the inherent fragility of civil war peace agreements, innovative approaches must be taken to ensure the successful resolution of these conflicts. Strengthening Peace in Post-Civil War States provides both analytical frameworks and a series of critical case studies demonstrating the effectiveness of a range of strategies for keeping the peace. Coeditors Matthew Hoddie and Caroline A. Hartzell here contend that lasting peace relies on aligning the self-interest of individuals and communities with the society-wide goal of ending war; if citizens and groups have a stake in peace, they will seek to maintain and defend it. The rest of the contributors explore two complementary approaches toward achieving this goal: restructuring domestic institutions and soft intervention. Some essays examine the first tactic, which involves reforming governments that failed to prevent war, while others discuss the second, an umbrella

term for a number of non-military strategies for outside actors to assist in keeping the peace.

2. Record Nr.	UNINA9910818387603321
Autore	Fenner Diane Staehr
Titolo	Evaluating all teachers of English learners and students with disabilities : supporting great teaching // Diane Staehr Fenner, Peter Kozik, Ayanna Cooper ; foreword by Melanie hobbs and giselle lundy-Ponce
Pubbl/distr/stampa	Thousand Oaks, California : , : Corwin, a SAGE Company, , [2015] 2015
ISBN	1-4833-9419-0 1-4833-9420-4 1-4833-9418-2 1-4833-9417-4
Descrizione fisica	1 online resource (xv, 254 pages) : illustrations
Collana	Gale eBooks
Disciplina	371.144
Soggetti	Teachers - Rating of Linguistic minorities - Education Children with disabilities - Education
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	1. Need for an inclusive teacher evaluation framework -- 2. Foundations of education of English learners -- 3. Foundations of education of students with disabilities -- 4. Principle 1: committing to equal access for all learners -- 5. Principle 2: preparing to support diverse learners -- 6. Principle 3: reflective teaching using evidence-based strategies -- 7. Principle 4: building a culture of collaboration and community -- 8. Empowering educators through coaching.
Sommario/riassunto	Teacher evaluation can be a valuable tool for evaluators and teachers alike. But it should never be used in a "one-size-fits-all" manner, especially when evaluating all teachers who work with the nations growing numbers of English learners (ELs) and students with disabilities. Just as these diverse students needs require nuanced

teaching methods, the evaluations of all teachers who work with these students require unique considerations. Such considerations are precisely what you'll learn in this comprehensive, action-oriented book. Drawing on a focused array of authoritative research on supporting the success of ELs and students with disabilities, case studies, and action plans, the authors detail Four principles for inclusive teacher evaluation of diverse learners that are compatible with the Danielson and Marzano frameworks. Sample specialized "look-fors" that evaluators can use and adapt to recognize effective teaching of ELs and students with disabilities. Strategies for coaching teachers of ELs and students with disabilities who need more support reaching these learners. Teaching ELs and students with disabilities can be one of the most challenging experiences in an educator's career, and also one of the most rewarding if educators have the tools they need. With this book, the first of its kind, your school can become a leader in the field by taking part in conversations that center on equitable teaching of diverse learners as well as valid evaluation of those who serve them in classrooms. "Staehr Fenner, Kozik, and Cooper provide a framework for rich instructional conversations that moves teacher evaluation from the blame game to a collaborative and informative process that empowers teaching effectiveness and student learning." Spencer Salend, Emeritus Professor of Educational Studies State University of New York at New Paltz "In this book, the authors successfully outline an objective assessment framework that builds educators' individual and collective capacity to improve their practice, not only with ELs but with all their students. A must-read for teachers and evaluators alike." Rosa Aronson, Executive Director TESOL International Association.

3. Record Nr.	UNINA9910134587903321
Titolo	Official year book of Australia
Pubbl/distr/stampa	Canberra, : Australian Bureau of Statistics
Descrizione fisica	1 online resource
Disciplina	319.4
Soggetti	Statistics STATISTICS COUNTRY STUDIES AUSTRALIA Periodical Periodicals. Statistics. Australia Statistics Periodicals Australia Australie Statistiques Périodiques
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Periodico
Sommario/riassunto	Volumes for 1973- include statistical data compiled by the Bureau under its earlier name: Commonwealth Bureau of Census and Statistics.