

1. Record Nr.	UNINA9910461745403321
Autore	Francis Becky
Titolo	Identities and Practices of High Achieving Pupils [[electronic resource]] : Negotiating Achievement and Peer Cultures
Pubbl/distr/stampa	London, : Continuum International Publishing, 2012
ISBN	1-280-12370-2 9786613527561 0-8264-2177-6
Descrizione fisica	1 online resource (217 p.)
Altri autori (Persone)	ReadBarbara SkeltonChristine
Disciplina	371.95
Soggetti	Academic achievement -- Sex differences Academic achievement Gifted children -- Education Gifted children -- Social conditions Electronic books.
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di contenuto	Cover; Half-title; Title; Copyright; Contents; Acknowledgements; Introduction; 1 The Policy Context: Educational 'Standards' and Human Capital; 2 Conceptualizing Gender and Achievement; 3 Facilitating High Achievement and the Issue of 'Balance'; 4 Boffins and Geeks: The Social Consequences for Young People Constructed as 'Too Hardworking'; 5 High Achieving and Popular: The Ideal Neoliberal Subject; 6 High Achieving and Popular: How Do They Do It; 7 Implications for Schools; References; Index
Sommario/riassunto	How do some students manage to excel in their studies and be popular while other high achievers are treated as social outcasts? This lively and accessible text looks at the relationships between gender, race and social class, and attainment and popularity, for high achieving pupils. The internationally renowned authors present a lucid theoretical framework that reflects the complexity of these issues, placing them within the broader context of the policies which cause and constrain particular behaviours among teachers and pupils. The authors draw

together empirical data, bringing the realities
