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Autore	Maguire Meg <1949-, >
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Sommario/riassunto

Over the last 20 years, international attempts to raise educational standards and improve opportunities for all children have accelerated and proliferated. This has generated a state of constant change and an unrelenting flood of initiatives, changes and reforms that need to be 'implemented' by schools. In response to this, a great deal of attention has been given to evaluating 'how well' policies are realised in practice - implemented! Less attention has been paid to understanding how schools actually deal with these multiple, and sometimes contradictory, policy demands; creatively working
