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| Descrizione fisica | 1 online resource (275 p.) |
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| Soggetti | Citizenship - Study and teaching - Great Britain Democracy and education - Great Britain Philosophy & theory of education 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 | Machine generated contents note: -- Introduction -- 1. Thinking about Citizenship -- Part I: Thinking about Citizenship Policy -- 2. Studying Education Policy -- 3. Imagining the New Citizen -- 4. The New Citizen in Education Policy -- Part II: Implementing the Vision -- 5. Citizenship: More and Less than a Subject -- 6. Teaching Citizenship -- 7. Learning Citizenship -- 8. Rights and Responsibilities -- 9. Community and Diversity -- 10. Active Citizenship -- Part III: Conclusions -- 11. New Labour, New Citizens? -- References -- Index. |
| Sommario/riassunto | "How do we prepare young people to understand the complex problems confronting our society and their place as citizens in shaping solutions? Until 1997, the contribution of schools to these challenges was ad hoc and uncoordinated, but with the introduction of citizenship education into the National Curriculum in England a new political project began. Between 2002 and 2012, England has become a leading player in the debate about how to induct young people into democracy. Jerome explores the connections between the values promoted by the |

government and the forms of citizenship promoted through the National Curriculum and considers: What did the politicians want the policy to achieve? What kinds of citizens were teachers trying to create? What kind of citizens do the young people feel that they have become? To answer these questions this book considers a range of evidence from large scale national and international research projects to single school case studies, conducted with student co-researchers. The study illustrates the complexity of policy making and reveals the gap between curriculum policy and implementation"--
