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Sommario/riassunto	Working in the challenging context of inner city areas on accelerated school improvement does not allow time for reflection. Learning occurs experientially but it is not easily consolidated or refined. School improvement is currently opportunistic and expedient, but schools and authority are gradually edging towards a more durable theory of tackling underachievement and building success. This book offers the reader the opportunity to understand the process of school improvement better and establishes local models.