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	Autore	Anon
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2.	Record Nr.	UNINA9910737284703321
	Autore	Baraldi Claudio
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Introduction / Claudio Baraldi -- The conceptual framework / Claudio Baraldi -- The complex position of migrant children in European legislation and education / Shannon Damery, Ester Di Napoli, Erica Righard, Magdalena Slusarczyk -- It takes a village to enable participation and integration. Examining the meaning of social relationships from different perspectives / Lena Fortsch, Chiara Ballestri, Federico Farini, Anne Harju, Krystyna Slany, Magdalena Slusarczyk, Tiina Hautamaki, Henna Jousmaki, Margund Rohr -- Gendered practices at school: the experiences of migrant children and professionals' practices and views / Marta Warat, Anna Ratecka, Margund Rohr, Justyna Struzik, Paulina Szydowska-Klakla, Thomas Drossler, Lena Foertsch -- Participation and hybrid integration in primary and secondary schools / -- Federico Farini, Sara Amadasi, Jane Murray, Angela Scollan, Magdalena Slusarczyk -- Participation and hybrid integration in nursery schools / Thomas Drossler, Chiara Ballestri, Lena Foertsch, Margund Rohr, Angela Scollan -- Using second language teaching and learning / Erica Righard, Sara Amadasi, Petra Svensson Kallberg, Shannon Damery, Thomas Drossler, Krystyna Slany -- Language mediation in schools: the case of parent-teacher meetings / Claudio Baraldi, Laura Gavioli -- Conclusions / Claudio Baraldi.

Sommario/riassunto

"This edited volume presents the results of a European research project - 'CHILD-UP' (Children Hybrid Integration: Learning Dialogue as a way of Upgrading Policies of Participation), which supports the hybrid integration of children with migration backgrounds into schools across Europe. Using qualitative data and theoretical foundations obtained through interviews and focus groups, the book ultimately centres the perspectives and experiences of both the children and the professionals working with them. In doing so, it explores the complex position migrant children occupy in host societies, their exercise of agency, challenges and inspirational local practices that support hybrid integration and innovative educational planning. It also analyses the facilitation of conversations concerning children's personal experiences and social relations, second language learning and language mediation, based on video and audio recordings of school activities. The book will be of relevance to researchers, academics, scholars, and faculty in the fields of sociology of education, child development, migration and multicultural studies"--
