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Nota di contenuto	Chapter 1: Introduction -- Chapter 2: Locating the Learners: The Social, Educational and Policy Context -- Chapter 3: Research for Social Justice -- Chapter 4: The Level 1 Curriculum: A Critique -- Chapter 5: Setting the Context: The College and the Project -- Chapter 6: A Curriculum Model for Social Justice -- Chapter 7: A Curriculum Model for Social

Justice: Theory into Practice -- Chapter 8: Impact: The Students' Stories -- Chapter 9: The Impact: The Teachers' Stories -- Chapter 10: The Impact: Local Education, Business and Community -- Chapter 11: Low-Attaining Youth: Where Next? -- Chapter 12: Concluding Thoughts.

Sommario/riassunto

This book reports the outcomes of a research project which involved developing and implementing a research-informed curriculum for low-attaining further education students. Key aims of the curriculum were to ameliorate some of the social and educational disadvantages faced by the students, and to support secure and sustainable transitions to employment or further education. The book begins by outlining the characteristics of the lowest-attaining young people and considering the challenges they face. Subsequent chapters describe the educational and geographic contexts, the curriculum, and the pedagogical approaches adopted. It moves on to describe the outcomes of the project, drawing on narratives of individual students and staff to illustrate the benefits of a broader curriculum which acknowledges earlier disadvantage. The book concludes with a discussion of how the curriculum could be adapted in different contexts and considers the implications of such change in terms of policy, practice, future research and social justice. Liz Atkins is Professor of Vocational Education and Social Justice at University of Derby, UK. She taught for many years in further education and has published extensively on issues associated with low attainment, social justice, and qualitative research. Lorraine Barker is a senior leader at Guernsey College. She has worked in vocational education for over 30 years. Her current role involves developing quality and curriculum. Jeanette Hart is the Vice Principal of Guernsey College. Jeanette has worked in further education for over 30 years in a variety of job roles but began her career in further education teaching in beauty therapy. Sue Lambeth has worked in education and further education for 20 years. She worked in a variety of roles in England prior to joining the team in Guernsey where she had responsibility for the level 1 project. Louise Misselke has been the Principal of the College in Guernsey for seven years, having worked in further education for 25 years. She is also Executive Director of The Guernsey Institute and has recently completed a part time Doctor of Education. .
