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Policies; Consumer culture; Social issues

Community Identity formation; Youth in Flux; Issues and Directions for Future Research; Primary Focus on Individual (Risk/Deficit Perspective); School Leaving as a Point in Time Rather than a Process; No Coherent Framework for Early School Leaving Exists; Missing Perspectives; No Consideration of Early School Leavers in Context and over Time; Methodological Considerations; Chapter 3. Methodology; The Three-Dimensional Narrative Inquiry Space; Finding Our Participants; Challenges in Recruiting Participants; The Research Team; Narrative Inquiry with Participants; Ethics

From Field Texts to Interim Research Texts One Version of a Final Research Text; Three Years Later: Another Research Text; Chapter 4. A Narrative Account of Robert; Reconnecting in Conversation; Memories of Elementary Years; Memories of Junior High Years; Memories of Senior High Years; Chapter 5. A Narrative Account of Scott; Chapter 6. A Narrative Account of Jasmine; I Had Big Dreams: Jasmine's Stories; Life in a Central African Country: I Could Read Perfectly in Grade 4!; Life in a Northern African Country: I Was Among the Top 10 in My Class!; Life in Canada: My English is Not Good Enough!

Chapter 7. A Narrative Account of Andrew Relationships; Being a Responsible Member of His Family; Belonging to a Church; Playing Sports; Making Sense through Music; Going to School; Interrupting his Stories to Live By; Stories of Becoming, of Being on the Way Back into School; Playing Fair: Living by an Ethical Code as Part of a Team; Chapter 8. A Narrative Account of Billie Bob; Growing up in the Community; A Sense of Community at School; "Sports Made Me Want to Go to School"; "I Helped Out at School"; "Teachers Have Known Me All My Life"; Billie Bob's Stories to Live by Interrupted

A Family Story of Education

Sommario/riassunto

Composing Lives in Transition: A Narrative Inquiry into the Experiences of Early School Leavers is structured around ten narrative accounts, each one offering glimpses into the lives of early school leavers from different backgrounds. Framed by the puzzling question of why someone would want to leave school early, the authors worked alongside youths from culturally and socially diverse backgrounds in order to understand their experiences and motivations in more depth. In doing so, however, the research team learnt that the stories are also as much about how early school leaving shaped their li