

1. Record Nr.	UNINA9910703814203321
Autore	Gelaro Ronald
Titolo	Evaluation of the 7-km GEOS-5 nature run // Ronald Gelaro [and twenty-seven others]
Pubbl/distr/stampa	Greenbelt, Maryland : , : National Aeronautics and Space Administration, Goddard Space Flight Center, , March 2015
Descrizione fisica	1 online resource (xiv, 285 pages) : color illustrations, maps
Collana	NASA/TM ; ; 2014-104606. Technical report series on global modeling and data assimilation ; ; volume 36
Soggetti	Atmospheric General Circulation Models Earth Observing System (EOS) Hydrological cycle Marine meteorology Mesoscale phenomena
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Title from title screen (viewed Aug. 20, 2015). "March 2015."
Nota di bibliografia	Includes bibliographical references (pages 276-285).

2. Record Nr.	UNINA9910790448003321
Titolo	Changing schools : alternative approaches to make a world of difference // edited by Terry Wrigley, Pat Thomson and Bob Lingard
Pubbl/distr/stampa	Abingdon, Oxon : , : Routledge, , 2012
ISBN	1-136-73451-1 1-136-73452-X 9786613460943 1-283-46094-7 0-203-81820-2
Edizione	[1st ed.]
Descrizione fisica	1 online resource (241 p.)
Classificazione	EDU000000EDU034000EDU037000
Altri autori (Persone)	LingardBob ThomsonPat <1948-> WrigleyTerry
Disciplina	371.2/07
Soggetti	School improvement programs Critical pedagogy
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	Changing Schools Alternative ways to make a world of difference; Copyright; Contents; List of illustrations; List of contributors; Acnowledgements; Chapter1 Reimagining school change: the necessity and reasons for hope; Chapter2 Making a difference through philosophy: Australia; Chapter3 Development processes in a laboratory school: Germany; Chapter4 Curriculum development and thematic learning: Norway; Chapter5 Educating in the margins, lessons for the mainstream: Australia; Chapter6 Reflections of an Aboriginal school principal on leading change in an Aboriginal school: Australia Chapter7 Pedagogy of the landless: BrazilChapter8 The promise of place- and community-based education: United States; Chapter9 Approaching school change through 'learning lives': Norway; Chapter10 Storythread pedagogy for environmental education: Australia; Chapter11 Creative learning in an inner-city primary school: England; Chapter12 Talking honestly in a challenging primary school: England; Chapter13 Weaving the web of professional practice: Australia;

Chapter14 A fair go for students in poverty: Australia

Chapter15 Using critical mathematics to understand the conditions of our lives: United StatesChapter16 Resources for changing schools: ideas in and for practice; Index

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Sommario/riassunto

"The raising of standards in schools is a global challenge to policy-makers. To overcome it means to remove the ongoing influence of poverty on school success. In an age of global mobility, economic polarization and unprecedented environmental and cultural challenges, the education of all children and young people to higher levels has become a key issue of international policy. This book presents new thinking and practice for progressing school change today, drawn from the works of authors around the world. Educational policy-making has been dominated by particular human capital oriented theories of school improvement, formulated and implemented in neo-liberal political environments. This book seeks to challenge this dominance. It draws both on contemporary innovations in practice and theory and long standing traditions of alternative thinking and practice. Linking together and articulating other ways of conceiving of and implementing school change, it bases its findings on values of equality and global citizenship. It shows how schools can work to make different knowledges, languages, narratives, truths and ways of being integral to mainstream curriculum, pedagogy, assessment and school cultures and structures. The book is directed at all who are concerned with progressive school change and the promotion of democratic citizenship and social justice. This will include education students, those currently studying for school leadership positions, heads, teachers and policy-makers"-- Provided by publisher.

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