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Nota di contenuto	Front Cover; Dilemmas of Schooling; Copyright Page; Contents; Preface and acknowledgements; Part One: Controversies and Context; I. Public issues and schooling controversies; II. Theoretical context; III. A brief history and overview of the book; Notes to Part One; Part Two: The Schools; IV. Port Primary; V. Scenes from the other schools; Notes to Part Two; Part Three: Towards a Theory and Language of Schooling; VI. Towards a dialectical account of teacher action; VII. The dilemma language; Notes to Part Three; Part Four: Interpretations of the Schools; VIII. Patterns of resolution IX. Patterns of resolution and social change: an exploration Notes to Part Four; Part Five: Engaging in Critical Inquiry; X. Critical inquiry: teachers, schooling professionals and citizens as critical inquirers; XI. Educational researchers as critical inquirers; Notes to Part Five; Bibliography; Name index; Subject index
Sommario/riassunto	This study illuminates how the everyday activity of teachers raises profound economic, cultural, ethical, political and research issues, and provides a new and fruitful way of examining the practice of teaching.

The first part of the book offers a detailed description of sensitively recorded school situations, arising from work carried out in a number of British primary schools. From the analysis of their research the authors constructed a theoretical perspective for looking at schooling in the form of sixteen 'dilemmas'; the second half of the book is concerned with this perspective, and s
