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| Collana | The new imago: series in theoretical, clinical, and applied psychoanalysis |
| Altri autori (Persone) | O'LoughlinMichael |
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| Nota di contenuto | Contents; Acknowledgments; Foreword; Introduction; 1 Promoting Children's Healthy Development and Ability to Learn; 2 The Child, Childhood, and School; 3 Subjection and Subjectivity; 4 Françoise Dolto; 5 Ghostly Presences in Children's Lives; 6 The Family Unconscious; 7 Working at the Interface of Education and Trauma in an Indigenous Pre-school; 8 Self-Containment versus Fragmentation; 9 The Hidden Allies; 10 Even When Things Go Well They Are Difficult; 11 Integrative Role of Psychodynamic Principles in an Interdisciplinary Elementary School; 12 Reviving Schools as "Great Good Places" 13 Not Confronting the Resistances in a Psychoanalytically Guided School 14 Psychoanalytic Understandings of Classroom Life and Learning; 15 A Vision of the Psychodynamically Informed School (PIS); 16 Progressive Education and Psychoanalysis; Index; About the Contributors |
| Sommario/riassunto | For school professionals seeking to work in emotionally focused ways with children, Psychodynamic Perspectives on Working with Children, Families, and Schools offers a wide range of essays illustrating how |

psychodynamic ideas can be used to validate children, respect the contexts of their families and communities, and create non-authoritarian classrooms and schools in which such children might develop to their fullest potential.
