

1. Record Nr.	UNINA9910511646403321
Autore	Shlapentokh Dmitry
Titolo	The Mongol conquests in the novels of Vasily Yan : an intellectual biography // Dmitry Shlapentokh
Pubbl/distr/stampa	Stuttgart, Germany : , : Ibidem-Verlag, , 2017 ©2017
ISBN	3-8382-7017-7
Descrizione fisica	1 online resource (140 pages) : illustrations
Collana	Literature and Culture in Central and Eastern Europe, , 2195-1497 ; ; Volume 15
Disciplina	891.7342
Soggetti	Authors, Russian Electronic books.
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references.

2. Record Nr.	UNINA9910822321703321
Autore	Harris Alma <1958->
Titolo	Improving schools in exceptionally challenging circumstances : tales from the frontline // Alma Harris [and four others]
Pubbl/distr/stampa	London ; ; New York : , : Continuum, , [2006] ©2006
ISBN	1-4411-3989-3
Descrizione fisica	1 online resource (173 p.)
Collana	Improving schools series
Altri autori (Persone)	HarrisAlma <1958->
Disciplina	371.2070941
Soggetti	School improvement programs - Great Britain School management and organization - Great Britain
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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	Cover; Contents; Foreword; Acknowledgements; Part 1: Context Is All; 1 Setting the Scene; 2 The OCTET project; Part 2: The Heads" Tales; 3 Champion Catholic High School; 4 Channel School; 5 Havelock School; 6 Pennywell School; 7 Phoenix High School; 8 Ridings School; 9 St Albans School; 10 Whitefield School; Part 3: Lessons and Reflections; 11 Leading and Improving Schools in Challenging Circumstances; 12 Context-specific School Improvement; Index; A; B; C; D; E; F; G; H; I; J; K; L; M; N; O; P; R; S; T; V; W; Y; Z
Sommario/riassunto	Working in the challenging context of inner city areas on accelerated school improvement does not allow time for reflection. Learning occurs experientially but it is not easily consolidated or refined. School improvement is currently opportunistic and expedient, but schools and authority are gradually edging towards a more durable theory of tackling underachievement and building success. This book offers the reader the opportunity to understand the process of school improvement better and establishes local models.