

1. Record Nr.	UNINA9910874691503321
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Titolo	Attachment Aware Schools : A Critical Perspective / / by Richard Parker
Pubbl/distr/stampa	Cham : , : Springer Nature Switzerland : , : Imprint : Palgrave Macmillan, , 2024
ISBN	9783031592089
Edizione	[1st ed. 2024.]
Descrizione fisica	1 online resource (247 pages)
Collana	Palgrave Studies in Alternative Education, , 2946-5044
Disciplina	155.92
Soggetti	Alternative education Schools Educational sociology Social psychology Education and state Alternative Education School and Schooling Sociology of Education Social Psychology Educational Policy and Politics
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Part 1: Literature, Theory and Policy Issues -- Chapter 1:- Introduction: The Challenge of Attachment Aware Schools -- Chapter 2: Attachment Awareness in Schools -- Chapter 3: From Attachment Awareness to Attachment Aware Schools 2010-2020 -- Chapter 4: Widening Understanding of Attachment, Trauma and the Impact of COVID -- Chapter 5: If Attachment Aware Schools Are So Good, Why Isn't Everyone Doing It? -- Part 2: AAS: Findings from an Empirical Research Project -- Chapter 6: Origins of the Study -- Chapter 7: Putting Attachment Aware Schools into Practice -- Chapter 8: Attachment Aware Schools in Society -- Chapter 9: Conclusion: Attachment Aware Schools: Changing Education or Social Control?.
Sommario/riassunto	This book offers a unique exploration of attachment aware schools, bringing together empirical teacher views along with wider theoretical

and policy perspectives. Attachment aware schooling demonstrates an understanding of the emotional and behavioural needs of children and young people which go beyond training and experience, in order to promote better learning and health outcomes. The author reviews the key principles of attachment theory, the features of attachment aware schools and the tensions that exist in current education policy in England. He then explores issues around gender, social justice and social policy in relation to trauma-informed and attachment aware practice. The book will be of interest to academics and students in the fields of alternative education, the sociology of education, education policy and social psychology. Richard Parker is Visiting Research Fellow at Bath Spa University, UK.
