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Nota di contenuto

1.Introduction -- Section 1: Australia -- 2.Sinclair -- 3.Beasy -- 4. Heggart -- 5.Duhn -- 6.Te Riele -- Section 2: United Kingdom -- 7. Jones -- 8.Gandolfi -- 9.Powell -- 10.Dunlop -- 11.Collet-Sabe -- Section 3: United States -- 12.Pink -- 13.Koon -- 14.Carrillo -- 15. Ellwood -- 16.Diem -- 17.Bailey -- 18.Bettez.

Sommario/riassunto

This book is a curated collection of international chapters focused on the reform of K-12 schools. Three key, yet different cultural, economic, and political settings are highlighted: Australia, the UK, and the US. Within their own context, each author details the required reforms that would maximize learning for all students. The intersectionalities of factors such as race, gender, class, ethnicity, disability, language, and economic inequities, are interrogated for their impact on the efficacy of reform strategies. Authors explore both a range of dysfunctional factors which have historically limited the efficacy of school reform initiatives, and detail a variety of forward-looking and cutting edge alternative reforms. Thus, this text can serve to stimulate a much need dialogue about the reconceptualization of schools in the future. Moreover, the cross-cultural analysis can focus this dialogue on both the similarities and differences in varying cultural settings.
