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Nota di contenuto	Chapter 1: Introductory chapter: life-history methodology used in the Children's Life-histories In Primary Schools (CLIPS) study -- CHAPTER 2: Imagining schooling as a positive experience -- CHAPTER 3: Social justice as parity of participation: Fraser's theory -- CHAPTER 4: Wellbeing -- CHAPTER 5: Motivational Orientations: Watkins' theory with Ryan and Deci's theories -- CHAPTER 6: The life-histories -- CHAPTER 7: Sense of Competence and CLIPS children's experiences of the policy focus on mathematics and English -- CHAPTER 8: Sense of Agency and status-subordination -- CHAPTER 9: Relatedness for wellbeing -- CHAPTER 10: Imagining schooling as a positive

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Imagining schooling as a positive experience: conclusions and practical
recommendation.

Sommario/riassunto

This open access book explores schooling from the perspective of children via data from a longitudinal life-history study. It questions whether schooling creates an environment where all children to flourish; or whether a policy focus on attainment in mathematics and English hinders some children's wellbeing and learning. By drawing on the children's life-history narratives and their ideas, the chapters also portray children's realistic suggestions for practices that meet the needs of diverse children and strengthen their comprehensive wellbeing and learning within schooling. Eleanore Hargreaves is Reader in Learning and Pedagogy at the UCL Institute of Education, UK. Denise Buchanan is Research Associate at the UCL Institute of Education, UK. Laura Quick is Research Associate at the UCL Institute of Education, UK.
