

1. Record Nr.	UNINA9910954734803321
Titolo	Critical voices in school reform : students living through change // edited by Beth C. Rubin and Elena M. Silva
Pubbl/distr/stampa	London, : RoutledgeFalmer, 2003 London ; ; New York : , : RoutledgeFalmer, , 2004
ISBN	1-134-41464-1 1-134-41465-X 0-415-30268-4 1-280-07263-6 0-203-46514-8
Edizione	[1st ed.]
Descrizione fisica	1 online resource (xiii, 218 pages)
Altri autori (Persone)	RubinBeth C SilvaElena M
Disciplina	379.158088375
Soggetti	Students - Attitudes Educational change School improvement programs Student participation in administration
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Includes index.
Nota di bibliografia	Includes index. Includes bibliographical references and index.
Nota di contenuto	pt. I. Difficult endeavors : the lived complexities of school reform -- pt. II. Deliberate aims : putting students at the center of reform.
Sommario/riassunto	School reform of one kind or another is a priority for education systems the world over. Yet the voices of students - those most affected by, and most pivotal to, the success or failure of any program of school reform - are rarely heard on this topic. This is the first book to look at school reform from the perspective of the students. The studies included in this collection focus on reform initiatives aimed at overcoming persistent patterns of racial, class and gender inequality. The authors combine the theoretical aspects of research with its practical applications, making this an invaluable resource for teacher educators, classroom practitioners, researchers and policymakers. Critical Voices

in *School Reform: Students Living Through Change* is divided into two parts. Part one describes and analyses programs of reform that turned out contrary to the intentions of adult reformers, illustrating the - often unspoken - tension between adult and student perspectives on school change. Part two looks at reform initiatives that were able to harness student energies and thereby improve pupils' engagement with school life. These reforms, which are finely attuned to the needs and interests of students, offer clear, valuable guidance to those trying to create more equitable school experiences. A concluding chapter draws together the themes and insights gained from looking at school reform through a student-centred lens and offers suggestions for more relevant and lasting reform.
