

1. Record Nr.	UNINA9910972740603321
Autore	Berlak Ann
Titolo	Dilemmas of schooling : teaching and social change / / Ann & Harold Berlak
Pubbl/distr/stampa	London ; ; New York, : Routledge, 2012
ISBN	1-136-47104-9 1-280-66209-3 9786613639028 1-136-47105-7 0-203-12883-4
Edizione	[1st ed.]
Descrizione fisica	1 online resource (305 p.)
Collana	Routledge library editions. Education ; ; v. 165
Altri autori (Persone)	BerlakHarold
Disciplina	372.2410942 372.941
Soggetti	Education, Elementary - Social aspects - Great Britain Teaching - Social aspects - Great Britain
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	First published in 1981.
Nota di bibliografia	Includes bibliographical references and indexes.
Nota di contenuto	Front Cover; Dilemmas of Schooling; Copyright Page; Contents; Preface and acknowledgements; Part One: Controversies and Context; I. Public issues and schooling controversies; II. Theoretical context; III. A brief history and overview of the book; Notes to Part One; Part Two: The Schools; IV. Port Primary; V. Scenes from the other schools; Notes to Part Two; Part Three: Towards a Theory and Language of Schooling; VI. Towards a dialectical account of teacher action; VII. The dilemma language; Notes to Part Three; Part Four: Interpretations of the Schools; VIII. Patterns of resolution IX. Patterns of resolution and social change: an explorationNotes to Part Four; Part Five: Engaging in Critical Inquiry; X. Critical inquiry: teachers, schooling professionals and citizens as critical inquirers; XI. Educational researchers as critical inquirers; Notes to Part Five; Bibliography; Name index; Subject index
Sommario/riassunto	This study illuminates how the everyday activity of teachers raises profound economic, cultural, ethical, political and research issues, and provides a new and fruitful way of examining the practice of teaching.

The first part of the book offers a detailed description of sensitively recorded school situations, arising from work carried out in a number of British primary schools. From the analysis of their research the authors constructed a theoretical perspective for looking at schooling in the form of sixteen 'dilemmas'; the second half of the book is concerned with this perspective, and s
