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Sommario/riassunto	This book reports an ethnographic study of thirty teachers from eighteen schools who participated in a staff development programme in multicultural education. The study examines how multicultural education was actually presented to teachers, and areas in which their classroom teaching and perception of students changed over the two-year period. Although most of the teachers reported learning a good deal, changes in their teaching and their discussions of teaching were fairly limited. After reporting the data, the book examines why changes

were limited, analyzing three areas: the natu
