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Nota di contenuto	Cover -- Endorsements -- Half Title -- Title -- Copyright -- Dedication -- Contents -- Figures -- Tables -- Preface -- Acknowledgements -- Acronyms and abbreviations -- 1 Children and agency in the twenty-first century -- Childhood globally -- Children in the UK -- What is 'agency'? -- Primary education and the curriculum -- Introduction to the book -- 2 Curriculum, pedagogy, and assessment -- Knowledge and the curriculum -- Agency, learning, and educational outcomes -- National curricula internationally -- National contexts -- Redevelopment of the primary curriculum in Ireland -- National curriculum in Hong Kong -- National curricula in the UK -- National curriculum in England from 2014 -- 3 Agency and structure in education: A critical realist perspective -- Defining agency -- Critical realism: a framework for understanding educational reality -- Dimensions of agency in educational settings -- Sense and exercise of agency: a dual framework -- Agency as a socially situated capacity to act -- 4 The methods of the CHANT project -- Research approach and design -- Critical discourse analysis and critical realism -- Causality of texts -- Contextual causality -- Examining causality in the curriculum -- The process of critical discourse analysis -- Limitations of critical discourse analysis -- Longitudinal in-depth qualitative inquiry -- Data collection -- Analyses -- 5 The schools and participants -- South City Independent -- The teachers - 2021 to 2023 -- The case study pupils

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Northern City State -- School overview -- The teachers - 2021 to 2022 -- The teachers - 2022 to 2023 -- The case study pupils -- The curriculum -- The School Council -- Lesson design -- The reward system -- Behaviour policy -- 6 Children and their agency -- Talking about agency: our approach to introducing the term -- Children's agency and choice -- South City Independent -- South City State -- Northern City State -- Children's agency and perceived subject hierarchies -- South City Independent -- South City State -- Northern City State -- Children's agency and social dynamics -- South City Independent -- South City State -- Northern City State -- Children's agency and School Councils -- South City Independent -- Northern City State -- Conclusion -- 7 Education structures influencing children's agency -- Curriculum, knowledge, and subject areas -- South City Independent -- South City State -- Northern City State -- Assessment, accountability, and children's learning -- South City Independent -- South City State -- Northern City State -- The school and society -- South City Independent -- South City State -- Northern City State -- 8 Children's agency and primary education -- Children's choice and agency in primary schools -- The impact of assessments and the implementation gap -- The role of social dynamics in fostering agency -- Interplay between structure and agency -- Structured freedom -- Implications for policy and practice -- Implications for policy -- Implications for practice -- Conclusion -- Index.

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## Sommario/riassunto

Through in-depth research in diverse primary schools, Manyukhina and Wyse explore how children's voices and choices shape their learning experiences - and why it matters. This ground-breaking text offers new insights into one of education's most pressing questions: how to balance children's agency with educational standards.

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