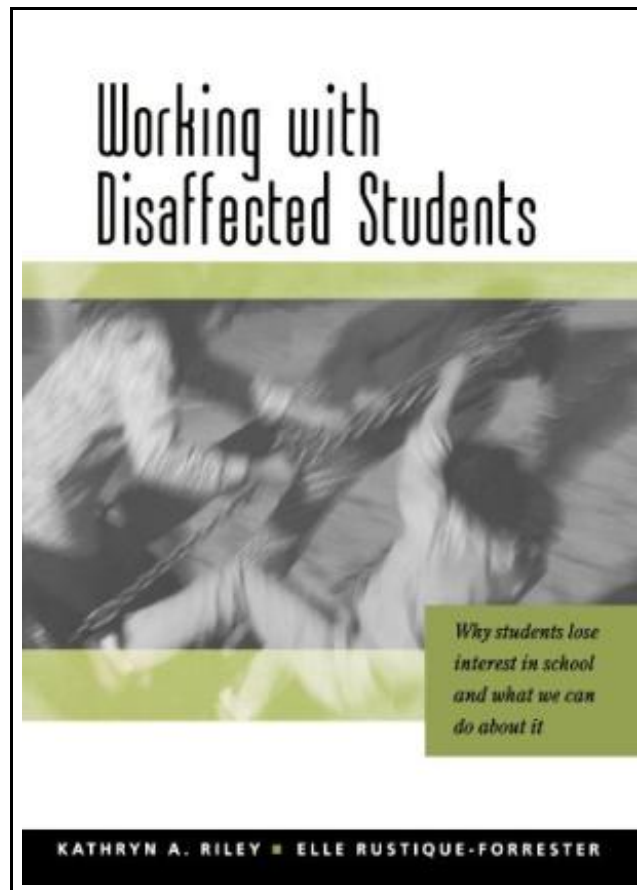


Working with Disaffected Students: Why Students Lose Interest in School and What We Can Do About it



Filesize: 4.17 MB

Reviews

Totally among the best publication I actually have actually go through. It can be filled with wisdom and knowledge Once you begin to read the book, it is extremely difficult to leave it before concluding.
(Glen Ernser)

WORKING WITH DISAFFECTED STUDENTS: WHY STUDENTS LOSE INTEREST IN SCHOOL AND WHAT WE CAN DO ABOUT IT



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SAGE Publications Ltd. Paperback. Book Condition: new. BRAND NEW, Working with Disaffected Students: Why Students Lose Interest in School and What We Can Do About it, Kathryn Riley, Elle Rustique-Forrester, 'This is an extremely readable volume and those who work in this field will find themselves nodding in agreement. It is hoped that this is not just read by those like-minded educationalists but reaches a broad readership. It gives a wide-angle view of the problem of disaffection, which cannot fail to cause concern. It is hoped that the recent proliferation of government initiatives - learning mentors, 14-19 alternative curricula, and Connexions, to name but a few - will soon begin to solve some of the problems highlighted in this study' - "Emotional & Behavioural Difficulties"."Working with Disaffected Students" is an interesting, informative and accessible book which should appeal to the target audience of practitioners and policy makers. The recommendations in this book are sound and highly relevant to the target audience. Everyone, particularly the disaffected young people themselves, should benefit from sound research presented in such and engaging and accessible way' - "British Journal Educational Studies". 'The book stresses the importance of early (and real) inter-agency co-operation, and of good initial and on-going teacher training' - Michael Duffy, "The Times Educational Supplement". 'I cannot tell you how much I enjoyed the grown up approach of this book, soundly grounded in evidence, and not afraid to talk in terms of a really inclusive approach. In particular, I loved to hear the clear statements on the need for trust between Government and Schools' - "Education Review". 'This is a humane and reflective book. One for all teachers, heads and other professionals involved in children's welfare. It should be compulsory reading for the target-setters accountability merchants, as it demands a very different king of...

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