

Online Library Education And  
Young People S Services Kent

***Education And  
Young People S  
Services Kent***

Young people have an enormous  
stake in the present and future

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state of Earth. Almost half of the human population is under the age of 25. If young people ' s resources of energy, time, and knowledge are misdirected towards violence, terrorism, socially-isolating technologies,

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and unsustainable consumption,  
civilization risks destabilization.

Yet, there is a powerful  
opportunity for society if young  
people can participate positively  
in all aspects of sustainable  
development. In order to do so,

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young people need education, political support, resources, skills, and hope. This volume offers a global perspective on education initiatives by and for young people that promote a transition to sustainability. It

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includes 38 essays co-authored by 68 contributors from 25 nations, representing a diversity of geography, gender, and generation. "The development of youth leadership has been a central concern of my

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professional work. Young people have a lot to offer to sustainable development and should participate in planning for our planet ' s future. This rich collection of theoretical and practical approaches captures

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the growing response of young people to this challenge. I am particularly pleased with the attention paid to the role of often-underrepresented regions of the world, to the role of women, and to the Earth Charter in the

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creating of a peaceful and sustainable future." Julia Marton-Lefèvre, Director General of IUCN (International Union for Conservation of Nature), and former Rector of the University for Peace "This book is a rich,



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global tapestry depicting the inter-linkages among youth, education and sustainable development.

What is particularly interesting is that it shows how education, at all levels, can be a powerful engine for promoting

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sustainability. This work is an important contribution to the United Nations Decade of Education for Sustainable Development." Goolam Mohamedbhai, Secretary-General, Association of African

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Universities, and Past President,  
International Association of  
Universities "This important and  
skillfully-prepared book comes at  
a critical time.... A great strength  
of this volume is that it blends  
together theoretical and practical

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insights regarding education for sustainable development by and for young people. It is written from diverse cultural perspectives from all world regions. Readers, from many fields, especially young people

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and their teachers, will find it timely and relevant. I hope that it will inspire the younger generation to get involved in seeking solutions to the challenges we face." James Gustave Speth, Former

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Administrator of the United Nations Development Programme, and Dean Emeritus of the School of Forestry and Environmental Studies at Yale University "It is my hope that you are inspired, as I have been, by

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Young People, Education, and  
Sustainable Development:  
Exploring Principles,  
Perspectives, and Praxis, for the  
stories in this volume are full of  
the possibilities that emerge  
when we honor and support

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young people." Ruud Lubbers,  
Former Prime Minister of The  
Netherlands, and past United  
Nations High Commissioner for  
Refugees

This book innovatively re-  
envisions the possibilities of



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sexuality education. Utilising student critiques of programmes it reconfigures key debates in sexuality education including: Should pleasure be part of the curriculum? Who makes the best educators? Do students prefer

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single or mixed gender classes?  
Young people not in education,  
employment or Training : Eighth  
report of session 2009-10, Vol. 2:  
Oral and written Evidence  
Pedagogies of Possibility for  
Negotiating Sexuality Education

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with Young People offers a  
sustained and critical  
consideration of the possibilities  
and politics of engaging with  
young people in the  
redevelopment and delivery of  
contemporary approaches to

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Sexuality Education.

Residential and Boarding  
Education and Care for Young  
People

Enhancing Wellbeing and  
Independence for Young People  
with Profound and Multiple

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Learning Difficulties

Empowering Young People to  
Shape Their Worlds

Children and Young People's  
Nursing

How education is failing young  
people

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Planning Cities With Young  
People and Schools  
Dramatherapy with Children,  
Young People and Schools  
Marking the 40th  
anniversary of the  
Warnock Enquiry (1978)

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into special education  
in the UK and capturing  
the coverage of a public  
debate on special  
educational needs and  
disabilities (SEND)  
hosted by the University

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College London Institute  
of Education (2018),  
this volume explores the  
legacy of the Enquiry,  
considering how it has  
impacted on policy and  
practice relating to



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SEND and inclusion, and how it will continue to do so. Offering historical perspectives and drawing on professional and personal experiences,

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high-profile  
contributors, including  
practitioners,  
researchers, campaigners  
and parents, reflect on  
the approaches taken  
during the Warnock

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Enquiry and consider how  
successfully  
recommendations have  
been implemented.

Reviewing conceptional  
and practical territory  
covered by the Warnock

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committee, and assessing the current state of the inclusion and education of young people with SEND in the UK, the text sets out broad, evidence-based principles for

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rethinking inclusive  
practice and explores  
topics including: the  
purposes, contribution  
and impacts of the  
Warnock Enquiry rights-  
based approaches to the

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education of children  
with SEND past and  
present dialogue between  
mainstream and  
specialist settings  
challenges faced by  
parents of children with

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SEND implications of the  
Enquiry for initial  
teacher training  
perceptions of SEND in  
the media the relevance  
of the Enquiry to policy  
and practice in the

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years ahead. This  
invaluable text will  
widen current debates by  
exploring how persistent  
problems relating to  
inclusion and the  
education of children



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and young people with  
SEND might be resolved.  
It is an essential read  
for researchers,  
educationalists,  
practitioners and  
families involved in the

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education of children  
with SEND.

Our society leaves too  
many young people  
behind. More often than  
not, these are the most  
vulnerable young people,

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and it is through no  
fault of their own.

Building a fair society  
and an equitable  
education system rests  
on bringing in and  
supporting them. By

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drawing together more than a decade of studies by the UK's Centre for Education and Youth, this book provides a new way of understanding the many ways young people

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in England are pushed to the margins of the education system, and in turn, society. Each contributor shares the personal stories of the young people they have

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encountered over the  
course of their  
fieldwork and practice,  
combining this with  
accessible syntheses of  
previous studies,  
alongside extensive

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analysis of national  
datasets and key  
publications. By  
unpicking the many  
overlapping factors that  
contribute to different  
groups' vulnerability,

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the book demonstrates  
the need to understand  
each young person's life  
story and to respond  
quickly and  
collaboratively to the  
challenges they face.



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The chapters conclude  
with action points  
highlighting the steps  
individuals,  
institutions and policy  
makers can take to bring  
young people in from the

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margins. Young People on  
the Margins showcases  
first-hand examples of  
where these young  
people's needs are being  
addressed and trends  
bucked, drawing out what

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can and must be learned,  
for teachers, leaders,  
youth workers and policy  
makers.

This unique resource  
book explores what  
wellbeing, community

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participation and  
independence mean to  
young people with  
profound and multiple  
learning difficulties  
(PMLD). Bringing  
together results of an

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extensive survey of more than 100 schools that teach young people with PMLD, the authors present many innovative ways in which schools are working to ensure

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young people with PMLD  
have lives of value that  
are as rich and  
meaningful as possible.  
Organised into three  
cohesive parts, this  
book provides a

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comprehensive insight  
into established  
theories and current  
perspectives on  
wellbeing and  
independence for people  
with PMLD before

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exploring the results  
from the Lives Lived  
Well survey and other  
international research,  
and then it helpfully  
illustrates best  
practice in action with



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a close look at an  
established, very  
successful specialist  
school. This book can be  
used as a guide,  
resource and inspiration  
for adults sharing their

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lives with young people  
with PMLD - whether  
practitioners or parents  
- and concludes by  
asking what we can learn  
from these young people  
to support us all in

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living life to the full.  
`a useful contribution  
to the development of  
resources for workers  
and students? - Youth &  
Policy Working with  
Young People provides a

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selection of writing  
from a complex,  
ambiguous and dynamic  
field of work. The  
editors take a  
multidisciplinary  
approach to draw

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together key readings reflecting the variety of theoretical and practical perspectives on working with young people. The selection aims to cover the key

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themes currently under discussion. Such content means the book equips students with knowledge of values and principles required for successful qualification as a

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worker in the field.

Included are chapters  
on: " The ethical values  
and principles guiding  
practice " Anti-  
discriminatory practice  
" Concepts of youth "

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Informal education "  
Counselling and youth  
work This is a student-  
friendly and engaging  
text that is linked to  
the National  
Occupational Standards



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for Youth Work and also includes recent policy statements from the National Youth Agency and the DfES. The book is a core text for all those studying for

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foundation degrees and NVQ2 or 3 in youth work and youth studies, as well as being relevant across the undergraduate fields of social care and education. It is

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also an invaluable  
resource for experienced  
professionals and  
practice supervisors  
working with young  
people in statutory or  
voluntary organisations.

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Working with Young  
People is a Course  
Reader for the Open  
University course  
Introduction to Working  
with Young People  
(E131).

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Education for Young  
Adults

Pedagogies of Social  
Justice in Physical  
Education and Youth  
Sport  
Identity,

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Disciplinarity, and  
Education

Maker-Centered Learning  
Life Skills Education  
for Youth

Investing in the Health  
and Well-Being of Young

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Adults

Visual Impairment

Dramatherapy with Children,

Young People and Schools is

the first book to

specifically evaluate the

unique value of dramatherapy

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in the educational environment. A variety of highly experienced dramatherapists, educational psychologists and childhood experts discuss the benefits to the children and young people, and also in relation



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to the involvement of teachers, the multi-disciplinary team and families. This professional book offers a panoramic view to explain how through dramatherapy children and young people develop their

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communication skills,  
sociability and their actual  
desire to learn. Detailed  
case studies demonstrate  
individual successes in  
youngsters experiencing a  
range of emotional  
difficulties and

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psychological needs. These studies include: conquering a fear of maths; violent behaviour transformed into educational achievement; safe expression of feelings for a sexually abused child; and where children are

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diagnosed with mental health disorders such as ADHD and ODD, where the benefits of dramatherapy with children and families are carefully described and evaluated, suggesting that this therapeutic discipline can

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achieve positive outcomes.

The practical advice and  
inspirational results  
included here promote a  
future direction of  
integration and  
collaboration of school  
staff, multi-disciplinary

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teams and families.

Education and equality are high on the agenda, and the function of dramatherapy is not just as a treatment, but as an economically viable and valuable preventive therapy.

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Originally published in 1991, this book gives international coverage of opportunities in youth development and education from a unique comparative angle. The book is split into two parts: the first

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focusses on the former USSR, Europe and North America, setting the issues within the wider context of the political debate of the superpowers. The second part looks at newly developing countries and their



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relationship with the developed world. There is a broad variety of case studies, including material on Chile, Botswana and the Seychelles - areas which are often overlooked.

Based on the latest research

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and reflecting the national drive towards evidence-based standards, this book offers a model which can be readily applied to training, assessment of standards, inspections, and research and development.

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This book explores the rights held by young people in the citizenship education classroom in the divided societies of Northern Ireland and Israel. Against the backdrop of a long history of protracted

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conflict and division, the author analyses how international rights obligations are reflected in the contested citizenship education curriculum in secondary schools. Drawing upon extensive qualitative

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data as well as policy and curriculum documents, the author reveals that understandings of education rights can be oriented around three themes – minority group representation in the

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curriculum, dealing with difference through pedagogy, and preparing young people for life in a (divided) society. This can be mapped onto the 42-A rights framework where education should be 'acceptable' and

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'adaptable'. However, the variety of interpretations held by participants raises questions regarding the 'universality' of international frameworks for education rights, and the workability of such

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frameworks in the national and divided contexts. While the contexts of Northern Ireland and Israel have much in common, they are rarely compared: this book will show that their comparison is as relevant as ever, as



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issues of identity continue to affect everyday school life. This book will be of interest to citizenship and history education scholars, as well as those who are concerned with the application of international

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human rights law.

Including Children and Young  
People with Special  
Educational Needs and  
Disabilities in Learning and  
Life

Young People's Views on Sex  
Education

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Interrogating Belonging for  
Young People in Schools  
Safe, Supportive, and  
Inclusive Learning  
Environments for Young  
People in Crisis and Trauma

A Survey of the Work of

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Christian Education and Its  
Requirements for the Next  
Five Years, Prepared by the  
Board of Sabbath Schools and  
Young Peoples' Societies,  
November, 1918 (Classic  
Reprint)

An Indigenous Peoples'

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History of the United States  
for Young People

**This open access volume  
critically reviews a diverse  
body of scholarship and  
practice that informs the  
conceptualization, curriculum,**

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**teaching and measurement of  
life skills in education settings  
around the world. It discusses  
life skills as they are  
implemented in schools and  
non-formal education,  
providing both qualitative and**

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**quantitative evidence of when, with whom, and how life skills do or do not impact young women's and men's lives in various contexts. Specifically, it examines the nature and importance of life skills, and**

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**how they are taught. It looks at the synergies and differences between life skills educational programmes and the way in which they promote social and emotional learning, vocational/employment**



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**education, and health and  
sexuality education. Finally, it  
explores how life skills may be  
better incorporated into  
education and how such  
education can address  
structures and relations of**

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**power to help youth achieve  
desired future outcomes, and  
goals set out in the  
Sustainable Development  
Goals (SDGs). Life skills  
education has gained  
considerable attention by**

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**education policymakers,  
researchers and educators as  
being the sine qua non for  
later achievements in life. It is  
nearly ubiquitous in global and  
national education policies,  
including the SDGs, because**

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**life skills are regarded as essential for a diverse set of purposes: reducing poverty, achieving gender equality, promoting economic growth, addressing climate change, fostering peace and global**

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**citizenship, and creating sustainable and healthy communities. Yet, to achieve these broad goals, questions persist as to which life skills are important, who needs to learn them, how they can be**

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**taught, and how they are best measured. This book addresses these questions.**

**Education has betrayed its promises to deliver upward social mobility and a brighter future. Young people study**

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**harder but learn less, running up a down-escalator of devalued qualifications to become overqualified but underemployed, unable to move forward with their lives. From primary to post-graduate**

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**schools - funny phonics  
through endless testing to  
phoney apprenticeships and  
the world's most costly  
university fees - Patrick Ainley  
explains how English  
education is now driven by the**



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**economy and politics,  
'dumbing down' rather than  
'wising up'. Addressed to  
teachers and students at all  
levels of learning, it concludes  
by suggesting how schools,  
colleges and universities can**

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**begin to contribute towards a  
more meaningful and  
productive society.**

**"Science of the Pacific Island  
Peoples is a series of four  
volumes which contains a  
unique collection of traditional**

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**scientific and technical  
knowledge from the Pacific  
Islands. Traditional  
knowledge, based on  
accumulated experience or  
continuous usage, is usually  
passed from one generation to**

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**the next by work of mouth and demonstration. Having had little attention from the media, education ministries, or development agencies, traditional knowledge is in danger of being forgotten.**

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**These books attempt to record some aspects of traditional knowledge before they are lost. This, the fourth volume, on Education, Language, Patterns, and Policy contains chapters on allegory, Australia, tourism,**

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**the 21st century, Fijian  
cosmology, Tongan  
symmetries, Papua New  
Guinea, the Cook Islands,  
communication and  
information, the Crown  
Research Institutes of**

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**Aotearoa/New Zealand,  
Polynesian thought, Maori  
knowledge, developmental  
activities in Western Samoa,  
Fijian mats, Micronesian  
development, and Vanuatu  
games. The other volumes in**

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**the series are Ocean and Coastal Studies (volume 1); Land Use and Agriculture (volume 2); and Fauna, Flora, Food & Medicine (volume 3)."**--Back cover.  
**Children and Young People's**



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**Nursing provides a comprehensive overview of the issues facing children's nurses today. It focuses on developing best practice and implementing high quality care. This book covers the wide**

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**range of general and specialist  
care settings in which children  
and young people's nurses  
work, including schools, the  
community and mental health.  
Written by a team of experts  
from across the UK, it**

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**emphasizes throughout the  
fundamental principles of  
contemporary children's  
nursing, such as family-  
centred care, safeguarding and  
the need for a culturally  
sensitive and rights-based**

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**approach to care. This is an essential text for all children's nursing students, as well as a useful reference for qualified nurses looking to update their practice. Key features All chapters are underpinned by**

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**current policies and the latest  
research Key points, reflection  
points, principles for practice  
boxes and cas studies to aid  
learning Concludes with a  
section on building your  
portfolio and advancing your**

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**practice and career  
Exploring principles,  
perspectives, and praxis  
Young people, education, and  
sustainable development  
Exploring Contemporary Issues  
in Sexuality Education with**

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**Young People**

**Education, Attitudes and  
Behaviour**

**Migration and the Education of  
Young People 0-19**

**Access to Education for  
Children and Young People**

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## **A Model for Good Practice**

**Young People on the**

**Margins**Priorities for Action in

**Education and Youth**Routledge

**This collection offers an inclusive,**

**multifaceted look at individual**

**students' patterns of writing**



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**trajectories, as well as their  
development of an identity as a  
writer. Building on rare  
longitudinal research, this  
translated text explores how  
adolescents learn subjects through  
writing and learn writing through**

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**subjects. Contributors consider issues relating to different forms of writing and grapple with students' ambivalence or resistance to this at school, together offering an examination of how the education system can**

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**rise to the challenge of offering  
today's students meaningful and  
appropriate writing instruction.  
Bringing knowledge from writing  
researchers and educational  
researchers together,  
Understanding Young People's**

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**Writing Development explores:  
Young adults' complicated  
experiences with the school  
writing project Practices,  
purposes, and identification in  
student note writing Knowledge  
construction in writing as**

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**experience and educational aim  
The pedagogical challenges and  
perspectives of writing and writer  
development Creativity as  
experience and potential in  
writing development The impact  
of digital technologies and media**

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**on student writing Using students'  
work to aid the understanding of  
practice, this book will help  
highlight the importance of  
viewing individual writer  
developments from a social,  
institutional, and societal context,**

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**and raise questions that will  
advance writing pedagogy and the  
teaching and learning of school  
subjects.**

**This is the first research methods  
book to focus entirely on physical  
education and youth sport. It**

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**guides the reader through the whole research process; from the first steps to completion of a dissertation or practice-based project, and introduces key topics such as: formulating a research question qualitative approaches**



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**quantitative approaches mixed  
method research literature review  
case studies survey, interviews  
and focus groups data analysis  
writing the dissertation. Each  
chapter includes a full range of  
useful pedagogical features,**

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**including chapter summaries,  
practical activities, case studies,  
dialogues with active researchers  
and guidance on further reading  
and resources. With contributions  
from some of the world's best-  
known researchers in the field,**

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**this book is indispensable reading  
for all students and professionals  
working in physical education,  
youth sport, sports coaching and  
related subjects.**

**Excerpt from The Forward  
Movement and Christian**

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**Education: A Survey of the Work  
of Christian Education and Its  
Requirements for the Next Five  
Years, Prepared by the Board of  
Sabbath Schools and Young  
Peoples' Societies, November,  
1918 A Summary of the Objective**

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**and Requirements of the Board  
of Sabbath Schools and Young  
People's Societies for the next five  
years. About the Publisher  
Forgotten Books publishes  
hundreds of thousands of rare  
and classic books. Find more at**

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**www.forgottenbooks.com This  
book is a reproduction of an  
important historical work.  
Forgotten Books uses state-of-the-  
art technology to digitally  
reconstruct the work, preserving  
the original format whilst**

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**repairing imperfections present in the aged copy. In rare cases, an imperfection in the original, such as a blemish or missing page, may be replicated in our edition. We do, however, repair the vast majority of imperfections**

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**successfully; any imperfections  
that remain are intentionally left  
to preserve the state of such  
historical works.**

**The School I'd Like  
Young People's Voices in Physical  
Education and Youth Sport**



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**Theories in Practice  
Research Methods in Physical  
Education and Youth Sport  
Perspectives on dance, young  
people and change  
Eighth Report of Session 2009-10,  
Vol. 2: Oral and Written Evidence**

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## **How Far Have We Come Since the Warnock Enquiry – and Where Do We Go Next?**

This book explores contemporary issues in sexuality and relationship education for young people. Drawing upon rich empirical and

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ethnographic research undertaken with students and teachers in secondary schools, the author asks how school-based sexuality education can better equip young people to engage with contemporary social, political and cultural sexuality

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and relationships issues. Creatively working across both theoretical and practical contexts, this accessible work suggests approaches to sexuality and relationships education that can build upon the ways in which young people are developing a

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sense of identity; the ultimate aim being to help them to meet their emotional, spiritual and relational potential. Challenging established approaches to sexuality education, this thought-provoking book shines a new light on alternative perspectives

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that can help make sexuality and relationships education more relevant and meaningful for young people in a rapidly changing world. This volume will be of interest and value to students and scholars of sexuality and relationship education,

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as well as practitioners.

The Agency by Design guide to implementing maker-centered teaching and learning Maker-Centered Learning provides both a theoretical framework and practical resources for the educators,

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curriculum developers, librarians, administrators, and parents navigating this burgeoning field. Written by the expert team from the Agency by Design initiative at Harvard's Project Zero, this book identifies a set of educational



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practices and ideas that define maker-centered learning, and introduces the focal concepts of maker empowerment and sensitivity to design. Shares cutting edge research that provides evidence of the benefits of maker-centered

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learning for students and education as a whole. Presents a clear Project Zero-based framework for maker-centered teaching and learning  
Includes valuable educator resources that can be applied in a variety of design and maker-centered learning

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environments Describes unique thinking routines that foster the primary maker capacities of looking closely, exploring complexity, and finding opportunity. A surge of voices from government, industry, and education have argued that, in

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order to equip the next generation for life and work in the decades ahead, it is vital to support maker-centered learning in various educational environments. Maker-Centered Learning provides insight into what that means, and offers

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tools and knowledge that can be applied anywhere that learning takes place.

Young adulthood - ages approximately 18 to 26 - is a critical period of development with long-lasting implications for a person's

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economic security, health and well-being. Young adults are key contributors to the nation's workforce and military services and, since many are parents, to the healthy development of the next generation. Although 'millennials'

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have received attention in the popular media in recent years, young adults are too rarely treated as a distinct population in policy, programs, and research. Instead, they are often grouped with adolescents or, more often, with all

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adults. Currently, the nation is experiencing economic restructuring, widening inequality, a rapidly rising ratio of older adults, and an increasingly diverse population. The possible transformative effects of these features make focus on young



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adults especially important. A systematic approach to understanding and responding to the unique circumstances and needs of today's young adults can help to pave the way to a more productive and equitable tomorrow for young

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adults in particular and our society at large. Investing in The Health and Well-Being of Young Adults describes what is meant by the term young adulthood, who young adults are, what they are doing, and what they need. This study recommends

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actions that nonprofit programs and federal, state, and local agencies can take to help young adults make a successful transition from adolescence to adulthood. According to this report, young adults should be considered as a separate group

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from adolescents and older adults. Investing in The Health and Well-Being of Young Adults makes the case that increased efforts to improve high school and college graduate rates and education and workforce development systems that

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are more closely tied to high-demand economic sectors will help this age group achieve greater opportunity and success. The report also discusses the health status of young adults and makes recommendations to develop evidence-based practices

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for young adults for medical and behavioral health, including preventions. What happens during the young adult years has profound implications for the rest of the life course, and the stability and progress of society at large depends

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on how any cohort of young adults fares as a whole. Investing in The Health and Well-Being of Young Adults will provide a roadmap to improving outcomes for this age group as they transition from adolescence to adulthood.

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How do children and young people experience and understand sport and physical activity? What value do they attach to physical education and physical literacy? This important new book attempts to engage more directly than ever before with the



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experiences of young people by placing the voices of the young people themselves at the centre of the discussion. As the need to listen to young people becomes increasingly enshrined in public policy and political debate, this book

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illuminates our understanding of an important aspect of the everyday lives of many young people. With contributions from leading researchers and educationalists from around the world, the book draws on a diverse range of methodological

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and theoretical perspectives to demonstrate how we can better understand the unique perspectives of young people, how teachers and coaches can respond to and engage with the voices of young people, and how young people can be afforded

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opportunities to shape their education and leisure experiences. The book presents a fascinating range of case studies from around the world, including the experiences of African American girls and masculine sporting identities in

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Australia, and addresses both theoretical and policy debates. Young People's Voices in Physical Education and Youth Sport is essential reading for any serious student or professional with an interest in PE, youth sport, sports

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development, sports coaching,  
physical activity and health,  
education or youth work.

Geography, Education and the  
Future

International Perspectives

Young People on the Margins

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Priorities for Action in Education  
and Youth

Children and Young People's  
Reflections on an Education for the  
21st Century

The Education of Nomadic Peoples  
The Education and Development of

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Young Adolescents : a Resource for  
Educators and Parents

Human rights cannot be defended  
by legal measures alone. They  
need to be protected and  
safeguarded by everyone, including  
young people. Human rights are



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best respected and appreciated when we know them, stand up for them and apply them in our lives.COMPASS provides youth leaders, teachers and facilitators of human rights education activities, whether professionals or

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volunteers, with concrete ideas and practical activities to engage, involve and motivate young people in living, learning and acting for human rights. It promotes a comprehensive perspective on human rights education and sees

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young people as actors for a culture of universal human rights. COMPASS was originally published in 2002 and is now available in more than 30 languages. A version specifically designed for human rights

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education with children -  
COMPASITO - enjoys a similar  
success. This fully revised and  
updated edition includes new  
activities and information about  
human rights issues such as  
disability and disablism, migration,

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religion, remembrance, war and terrorism. COMPASS is a practical tool and resource for citizenship and human rights education. It is an essential companion for all those who are curious and interested in making the right to human rights

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education a reality for everyone.  
Offering the overlooked but  
essential viewpoint of young people  
from low-income communities of  
color and their public schools,  
Planning Cities With Young People  
and Schools offers an urgently

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needed set of best-practice  
recommendations for urban  
planners to change the status quo  
and reimagine the future of our  
cities for and with young people.  
Working with more than 10,000  
students over two decades from the

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San Francisco Bay Area, to New York, to Tohoku, Japan, this work produces a wealth of insights on issues ranging from environmental planning, housing, transportation, regional planning, and urban education. Part I presents a theory



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of change for planning more equitable, youth-friendly cities by cultivating intergenerational communities of practice where young people work alongside city planners and adult professionals. Part II explores youth engagement

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in resilience, housing, and transportation planning through an analysis of literature and international examples of engaging children and youth in city planning. Part III speaks directly to practitioners, scholars, and

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students alike, presenting "Six Essentials for Planning Just and Joyful Cities" as necessary precursors to effective city planning with and for our most marginalized, children, youth, and public schools. For academics, policy makers, and

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practitioners, this book raises the importance of education systems and young people as critical to urban planning and the future of our cities.

First published in 1998. Routledge is an imprint of Taylor & Francis, an

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informa company.

Educational provision for nomadic peoples is a highly complex, as well as controversial and emotive, issue.

For centuries, nomadic peoples educated their children by passing on from generation to generation

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the socio-cultural and economic knowledge required to pursue their traditional occupations. But over the last few decades, nomadic peoples have had to contend with rapid changes to their ways of life, often as a consequence of global

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patterns of development that are highly unsympathetic to spatially mobile groups. The need to provide modern education for nomadic groups is evident and urgent to all those concerned with achieving Education For All; yet how they can

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be included is highly controversial. This volume provides a series of international case studies, prefaced by a comprehensive literature review and concluding with an end note drawing themes together, that sets out key issues in relation to



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educational services for nomadic  
groups around the world.

Pedagogies of Possibility for  
Negotiating Sexuality Education  
with Young People

The Education and Employment of  
Disabled Young People

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Understanding Young People's  
Writing Development  
Frustrated Ambition  
Coming of Age  
Principles for Practice  
Critical Perspectives  
Young people have an

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enormous stake in the present  
and future state of Earth.

Almost half of the human  
population is under the age of  
25. If young people's resources  
of energy, time, and knowledge  
are misdirected towards

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violence, terrorism, socially-isolating technologies, and unsustainable consumption, civilization risks destabilization. Yet, there is a powerful opportunity for society if young people can participate

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positively in all aspects of sustainable development. In order to do so, young people need education, political support, resources, skills, and hope. This volume offers a global perspective on education

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initiatives by and for young people that promote a transition to sustainability. It includes 38 essays co-authored by 68 contributors from 25 nations, representing a diversity of geography, gender,

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and generation. "The development of youth leadership has been a central concern of my professional work. Young people have a lot to offer to sustainable development and should

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participate in planning for our planet's future. This rich collection of theoretical and practical approaches captures the growing response of young people to this challenge. I am particularly pleased with the



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attention paid to the role of often-underrepresented regions of the world, to the role of women, and to the Earth Charter in the creating a peaceful and sustainable future." Julia Marton-Lefèvre,

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Director General of IUCN  
(International Union for  
Conservation of Nature), and  
former Rector of the University  
for Peace "This book is a rich,  
global tapestry depicting the  
inter-linkages among youth,

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education and sustainable development. What is particularly interesting is that it shows how education, at all levels, can be a powerful engine for promoting sustainability. This work is an important

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contribution to the United Nations Decade of Education for Sustainable Development." Goolam Mohamedbhai, Secretary-General, Association of African Universities, and Past President, International

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Association of Universities "This important and skillfully-prepared book comes at a critical time.... A great strength of this volume is that it blends together theoretical and practical insights regarding

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education for sustainable development by and for young people. It is written from diverse cultural perspectives from all world regions. Readers, from many fields, especially young people and their

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teachers, will find it timely and relevant. I hope that it will inspire the younger generation to get involved in seeking solutions to the challenges we face." James Gustave Speth, Former Administrator of the

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United Nations Development Programme, and Dean Emeritus of the School of Forestry and Environmental Studies at Yale University "It is my hope that you are inspired, as I have been, by Young People,



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Education, and Sustainable  
Development: Exploring  
Principles, Perspectives, and  
Praxis, for the stories in this  
volume are full of the  
possibilities that emerge when  
we honor and support young

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people." Ruud Lubbers, Former  
Prime Minister of The  
Netherlands, and past United  
Nations High Commissioner for  
Refugees

Wonderfully illuminated by  
children's essays, stories,

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poems, pictures and plans, this groundbreaking book offers a unique snapshot of the perceptions of today's school pupils as a result of a 2001 competition run by The Guardian.

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>

Based on observation of sex education programmes and in-depth interviews with young people, the authors aim to understand more about adolescent's attitudes to

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sexuality and their sexual behaviour in order to develop policies which will meet their needs more appropriately and effectively. Issues covered in this interesting and accessible book include the ways

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adolescent informal culture  
affects sex education  
programmes and practice; the  
impact of gender inequality on  
sex education and safer sex  
behaviours; legislation and  
policy frameworks which effect

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sex education policies; the way young people see legislation and evaluate sex education programmes; and the impact health professionals can have in school sex education. The authors contend that the

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insights into the values and views that young people bring to bear on the sex education they receive should have an important role to play in the development of policy and practice of those involved in sex



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education work.

Rethinking Key Debates

Science of Pacific Island

Peoples: Education, language,  
patterns & policy

Compass - Manual for Human  
Rights Education with Young

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People (2012 edition - fully  
revised and updated)

Working with Young People  
Lives Lived Well

Young People's Rights in the  
Citizenship Education  
Classroom

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### Forging Justice, Generating Joy

This book offers an overview of contemporary debates in social justice and equity within Physical Education (PE) and Youth Sport (YS). It gives the reader clear direction on how to evaluate their

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current PE or YS program against current research and provides ideas for content, curriculum development, implementation, and pedagogical impact. The book addresses key contemporary issues including healthism, sexism,

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racism, classism, heterosexism, ableism and colonialism, and it highlights the importance of positionality and critical awareness on the part of the teacher, coach, or researcher. Presenting an array of case studies, practical examples,

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and thought-provoking questions, the book discusses equitable pedagogies and how they might be implemented, including in curriculum design and assessment. Concise, and avoiding academic jargon, this is an invaluable guide

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for pre-service and in-service teachers, teacher educators, coaches, and educators, helping them to ensure that all students and young people are included within the PE and YS settings for which they are responsible.

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Migration and the Education of Young People 0-19 investigates migration from a number of perspectives to consider the changing dynamics of society within different countries.

Examining the data associated with



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global migration by focusing on case studies from a wide range of countries, it provides detailed and balanced coverage of this politically sensitive topic to explore the educational needs of migrant young people, the impact of large-

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scale migration to and from countries and the policy challenges that individual countries face when ensuring adequate provision for migrant young people within their education systems. Chapters cover: The reasons why people might

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move Social and emotional  
learning in Britain: a tool to guard  
against cultural pollution?  
Migration into a global city: the  
economic and educational success  
of London Latvian people on the  
move and the impact on education

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People's movement – Greece  
Return migration in Lithuania:  
incoming challenges for children's  
education The United States, Latin  
America, immigration and  
education Tanzanian street  
children: victims, ordinary lives or

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extraordinary survivors? This book explores the changing social dynamics through an extensive range of case studies and will be an essential resource for students taking undergraduate and postgraduate courses in education,

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sociology and international relations.

Dance has the power to change the lives of young people. It is a force in shaping identity, affirming culture and exploring heritage in an increasingly borderless world.

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Creative and empowering pedagogies are driving curriculum development worldwide where the movement of peoples and cultures generates new challenges and possibilities for dance education in multiple contexts. In Dance

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Education around the World: Perspectives on Dance, Young People and Change, writers across the globe come together to reflect, comment on and share their expertise and experiences. The settings are drawn from a spectrum



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of countries with contributions from Europe, the Americas, the Middle East, Asia, the Pacific and Africa giving insights and fresh perspectives into contrasting ideas, philosophies and approaches to dance education from Egypt to

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Ghana, Brazil to Finland, Jamaica  
to the Netherlands, the UK, USA,  
Australia, New Zealand and more.  
This volume offers chapters and  
narratives on: Curriculum  
developments worldwide  
Empowering communities through

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dance Embodiment and creativity  
in dance teaching Exploring and  
assessing learning in dance as  
artistic practice Imagined futures  
for dance education Reflection,  
evaluation, analysis and  
documentation are key to the

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evolving ecology of dance  
education and research involving  
individuals, communities and  
nations. Dance Education around  
the World: Perspectives on Dance,  
Young People and Change provides  
a great resource for dance

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educators, practitioners and researchers, and pushes for the furtherance of dance education around the world. Charlotte Svendler Nielsen is Assistant professor and head of educational studies at the Department of

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Nutrition, Exercise and Sports,  
research group Body, Learning and  
Identity, University of Copenhagen,  
Denmark. Stephanie Burridge  
lectures at Lasalle College of the  
Arts and Singapore Management  
University, and is the series editor

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for Routledge Celebrating Dance in  
Asia and the Pacific.

2020 American Indian Youth  
Literature Young Adult Honor  
Book 2020 Notable Social Studies  
Trade Books for Young  
People,selected by National

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Council for the Social Studies  
(NCSS) and the Children's Book  
Council 2019 Best-Of Lists: Best  
YA Nonfiction of 2019 (Kirkus  
Reviews) · Best Nonfiction of 2019  
(School Library Journal) · Best  
Books for Teens (New York Public



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Library) · Best Informational  
Books for Older Readers (Chicago  
Public Library) Spanning more  
than 400 years, this classic bottom-  
up history examines the legacy of  
Indigenous peoples' resistance,  
resilience, and steadfast fight

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against imperialism. Going beyond the story of America as a country "discovered" by a few brave men in the "New World," Indigenous human rights advocate Roxanne Dunbar-Ortiz reveals the roles that settler colonialism and policies of

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American Indian genocide played in forming our national identity. The original academic text is fully adapted by renowned curriculum experts Debbie Reese and Jean Mendoza, for middle-grade and young adult readers to include

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discussion topics, archival images, original maps, recommendations for further reading, and other materials to encourage students, teachers, and general readers to think critically about their own place in history.

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Betraying a generation

Young People and Sexuality  
Education

An introductory guide

The Forward Movement and  
Christian Education

Young People Not in Education,

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Employment Or Training  
Current Issues, Future Perspectives  
Plaiting the Rope

***Children and young  
people from diverse  
populations are  
statistically more at risk***

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***of exclusion, however  
education providers can  
make a difference to all  
children and young  
persons' learning  
outcomes no matter what  
their personal***

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***circumstances. To  
achieve this, not only  
must educators form  
closer and more authentic  
relationships with these  
children and their  
communities, but the***



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***governments that fund  
learning environments  
must also be prepared to  
provide adequate  
resourcing and training  
opportunities. Safe,  
Supportive, and Inclusive***

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***Learning Environments  
for Young People in Crisis  
and Trauma addresses  
both the general and  
specific issues that may  
prevent children and  
young people from***

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***diverse populations from  
being safe, supported,  
and included in learning  
environments. Some  
chapters focus on general  
factors that contribute to  
both inclusion and***

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***exclusion at early  
childhood and in formal  
school environments,  
while others present  
research-based best  
practice and practical  
advice to enable good***

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***education outcomes for  
indigenous, migrant, and  
LGBTQI children and  
those who experience  
mental health problems,  
drug misuse, and abuse.  
Lastly, the book includes***

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***information about how to  
negotiate and set up  
programmes that have  
been shown to be  
effective with  
communities that differ  
from the dominant***

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***culture. This book  
provides practitioners in  
education, health, and  
social work with  
information and practical  
advice on how to retain  
all children and young***

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***people in early childhood,  
formal school education,  
and tertiary settings.***

***In an era when many  
young people feel  
marginalized and  
excluded, this is the first***



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***comprehensive, critical  
account to shed new light  
on the trouble of  
'belonging' and how  
young people in schools  
understand, enact and  
experience 'belonging'***

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***(and non-belonging). It  
traverses diverse  
dimensions of identity,  
including gender and  
sexuality; race, class,  
nation and citizenship;  
and place and space. Each***

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***section includes a  
provocative discussion by  
an eminent and  
international youth  
scholar of youth, and is  
essential reading for  
anyone involved with***

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***young people and schools.  
This book is a crucial  
resource and reference  
for sociology of education  
courses at all levels as  
well as courses in student  
inclusion, equity and***

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***student well-being.  
Provides evidence that  
young people with  
physical or sensory  
impairments share the  
aspirations of their non-  
disabled peers for further***

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***and higher education, for satisfying and rewarding employment and for independent living. This report is useful for academics, policy makers, and practitioners.***

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***Dance Education around  
the World  
Enabling Creativity,  
Sociability,  
Communication and  
Learning***