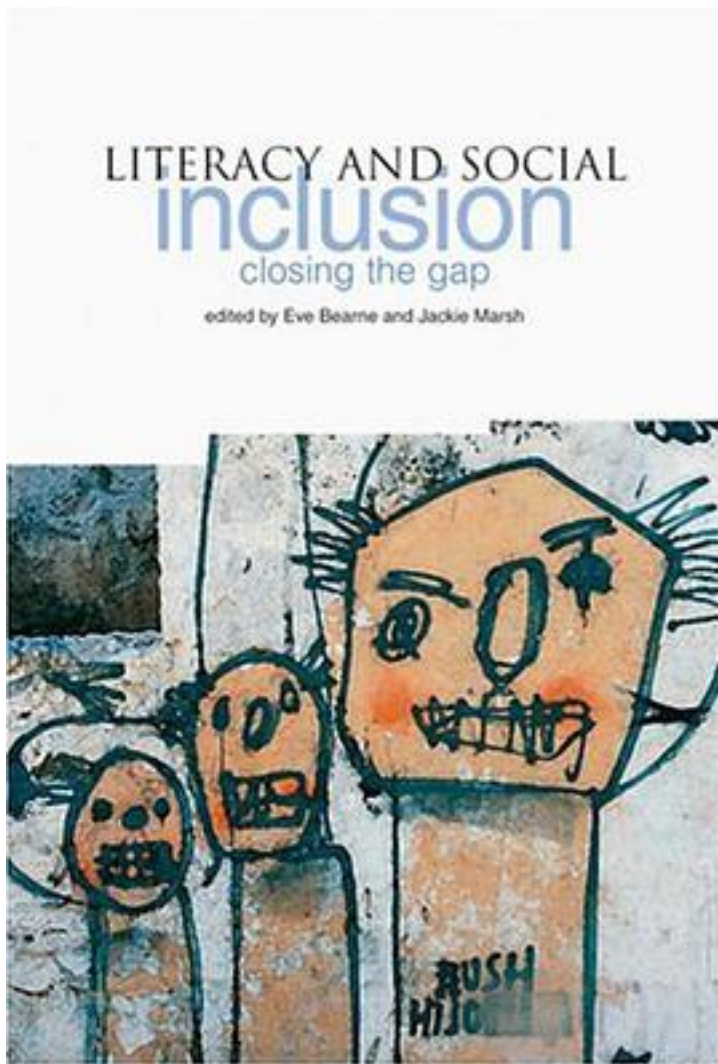


Literacy and Social Inclusion



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Although social inclusion has been high on government agendas for some years, there have been few attempts at policy level to examine the issues relating to literacy education. Many social and cultural groups feel alienated from traditional models of literacy education and some learners continue to underachieve. This book develops insights into how to address these challenges. Terms such as "social inclusion" and "social exclusion" are defined, explored, and related to literacy education by contributors who are renowned in the field. They deal with issues of literacy and social class, race, gender, language, and sexuality. They offer insights into current concerns in these areas, and they outline curricula and pedagogical approaches which address underachievement and disaffection. The book challenges traditional deficit notions of "at risk" communities and argues that the onus for change needs instead to be at policy level. The book is essential reading for all those concerned with ensuring that literacy education, as inscribed in institutions, meets the needs and interests of all learners and closes the gaps between home, community, and school. The contributors are Viv Bird, Victoria Carrington, Barbara Comber, Julia Davies, Eve Gregory, Gemma Moss, Kate Pahl, Brian Street and Mark Vicars.

作者介绍:

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