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Trash Andy Mulligan 2010-10-12 In an unnamed Third World country, in the not-so-distant future, three "dumpsite boys" make a living picking through the mountains of garbage on the outskirts of a large city. One unlucky-lucky day, Raphael finds something very special and very mysterious. So mysterious that he decides to keep it, even when the city police offer a handsome reward for its return. That decision brings with it terrifying consequences, and soon the dumpsite boys must use all of their cunning and courage to stay ahead of their pursuers. It's up to Raphael, Gardo, and Rat—boys who have no education, no parents, no homes, and no money—to solve the mystery and right a terrible wrong. Andy Mulligan has written a powerful story about unthinkable poverty—and the kind of hope and determination that can transcend it. With twists and turns, unrelenting action, and deep, raw emotion, Trash is a heart-pounding, breath-holding novel.

High-Impact Instruction Jim Knight 2013 Small changes can lead to big results! Best-selling author Jim Knight presents the high-leverage strategies that make the biggest difference in student learning. Featuring checklists, numerous observation tools, and online videos of teachers implementing the practices, this revolutionary book focuses on the three areas of high-impact instruction: Content planning, including using guiding questions, learning maps, and formative assessment Instructional practices such as the use of thinking prompts, effective questions, challenging assignments, and experiential learning Community building, in which you shape a classroom culture that promotes well-being, creativity, learning, and high expectations

Teacher Agency Mark Priestley 2015-10-22 Recent worldwide education policy has reinvented teachers as agents of change and professional developers of the school curriculum. Academic literature has analyzed changes in how teacher professionalism is conceived in policy and in practice but Teacher Agency provides a fresh perspective on this issue, drawing upon an ecological theory

of agency. Using this model for understanding agency, Mark Priestley, Gert Biesta and Sarah Robinson explore empirical findings from the 'Teacher Agency and Curriculum Change' project, funded by the UK-based Economic and Social Research Council (ESRC). Drawing together this research with the authors' international experiences and perspectives, Teacher Agency addresses theoretical and practical issues of international significance. The authors illustrate how teacher agency should be understood not only in terms of individual capacity of teachers, but also in respect of the cultures and structures of schooling.

National School Improvement Tool [in Arabic]. 2016 The National School Improvement Tool brings together findings from international research into the practices of highly effective schools and school leaders. The Tool assists schools to review and reflect on their efforts to improve the quality of classroom teaching and learning. It supports school-wide conversations - including with parents and families, school governing bodies, local communities and students themselves - about aspects of current practice, areas for improvement and evidence that progress is being made. The Tool does not describe everything that effective schools do, but focuses on those practices that are most directly related to school-wide improvements, and thus outcomes for students. In this sense, the tool can be thought of as a core element of more comprehensive school improvement programs, frameworks and initiatives.

National Education Technology Plan Arthur P. Hershaft 2011 Education is the key to America's economic growth and prosperity and to our ability to compete in the global economy. It is the path to higher earning power for Americans and is necessary for our democracy to work. It fosters the cross-border, cross-cultural collaboration required to solve the most challenging problems of our time. The National Education Technology Plan 2010 calls for revolutionary transformation. Specifically, we must embrace innovation and technology which is at the core of virtually every aspect of our daily lives and work. This book explores the National Education Technology Plan which presents a model of learning powered by technology, with goals and recommendations in five essential areas: learning, assessment, teaching, infrastructure and productivity.

Educational Research and Innovation Critical Maths for Innovative Societies The Role of Metacognitive Pedagogies Mevarech Zemira 2014-10-28 This report looks at a number of published studies on mathematics education that try to understand which education and skills are appropriate for innovative societies.

The Zones of Regulation Leah M. Kuypers 2011 "... a curriculum geared toward helping students gain skills in consciously regulating their actions, which in turn leads to increased control and problem solving abilities. Using a cognitive behavior approach, the curriculum's learning activities are designed to help students recognize when they are in different states called "zones," with each of four zones represented by a different color. In the activities, students also learn how to use strategies or tools to stay in a zone or move

from one to another. Students explore calming techniques, cognitive strategies, and sensory supports so they will have a toolbox of methods to use to move between zones. To deepen students' understanding of how to self-regulate, the lessons set out to teach students these skills: how to read others' facial expressions and recognize a broader range of emotions, perspective about how others see and react to their behavior, insight into events that trigger their less regulated states, and when and how to use tools and problem solving skills. The curriculum's learning activities are presented in 18 lessons. To reinforce the concepts being taught, each lesson includes probing questions to discuss and instructions for one or more learning activities. Many lessons offer extension activities and ways to adapt the activity for individual student needs. The curriculum also includes worksheets, other handouts, and visuals to display and share. These can be photocopied from this book or printed from the accompanying CD."--Publisher's website.

OECD Reviews of Evaluation and Assessment in Education Synergies for Better Learning An International Perspective on Evaluation and Assessment OECD 2013-04-11 This report provides an international comparative analysis and policy advice to countries on how evaluation and assessment arrangements can be embedded within a consistent framework to improve the quality, equity and efficiency of school education.

Waldorf Schools and the History of Steiner Education Thomas Stehlik 2019-11-13 This book marks the centenary of the first Waldorf School, established by Rudolf Steiner in Stuttgart in 1919. With around 1,150 Waldorf Schools and over 1,800 Waldorf Kindergartens established in over 60 countries, this book examines and analyses how the initial impulse of Steiner education has grown over the last century to become a worldwide alternative movement in education. The author documents and compares the growth and development of Waldorf schools and Steiner-inspired educational institutions around the world, and determines the extent to which the original underpinning philosophy has been maintained against the contexts and challenges of contemporary global trends in education. Within such diverse international contexts, it is significant that the schools retain such a distinctive identity, and clearly redefine how 'alternative education' can be viewed. This comprehensive volume will be of interest and value to scholars of Steiner education and Waldorf schools as well as alternative education more widely.

Educators Belonging, Being and Becoming 2009

Understanding Pedagogy Peter Mortimore 1999-10-26 `I commend it to anyone with a concern for teaching in any of its forms' -School Leadership & Management In this controversial book, Peter Mortimore and a team from London University's Institute of Education explore what is meant by the term pedagogy.They investigate its context and describe some of the recent shifts in thinking about it. Pedagogy affects the way hundreds of thousands of learners of different ages and stages are taught. Yet, until recently, it has been a neglected topic. Instead of having access to systematic evidence about its

impact, innovative teachers have been guided only by ideological positions, folk wisdom and fashionable enthusiasms for particular approaches.

Free to Choose Charter Schools Trisha Jha 2015

Building Better Schools with Evidence-based Policy Kelly-Ann Allen 2021-04-29 Building Better Schools with Evidence-based Policy: Adaptable Policy for Teachers and School Leaders provides an extensive set of free-to-use policies for building better schools. The policies included in this book cover a broad range of popular topics for schools that are not readily accessible, and each policy is built on theory, driven by research, and created by experts. Each policy is based on substantial evidence, and this is ensured through the inclusion of contributors who are active and highly reputable in their respective field. Most schools are obliged to write and maintain policy, and not all school leaders have the required skills, time, or expertise to do this effectively. Building Better Schools with Evidence-based Policy: Adaptable Policy for Teachers and School Leaders is a time-saving resource for schools. It aims to address the reported research-to-practice gap in education by delivering accessible evidence-based practice in a ready-to-use adaptable format. All policies within this book are designed to be adapted and tailored to the unique diversity and needs of each school as reflected by the context and the people that make up the school community. This book is relevant to every person who works in a school – worldwide. Users of this book can rest assured that each policy has been carefully formulated from the current understandings of best practice. This is a practical innovation and an example of how schools can use research evidence in their day-to-day practices. "The Open Access version of this book, available at www.taylorfrancis.com, has been made available under a Creative Commons Attribution-Non-Commercial-No Derivatives 4.0 license."

School Spaces for Student Wellbeing and Learning Hilary Hughes 2019-02-21 This book introduces a new wellbeing dimension to the theory and practice of learning space design for early childhood and school contexts. It highlights vital, yet generally overlooked relationships between the learning environment and student learning and wellbeing, and reveals the potential of participatory, values-based design approaches to create learning spaces that respond to contemporary learners' needs. Focusing on three main themes it explores conceptual understandings of learning spaces and wellbeing; students' lived experience and needs of learning spaces; and the development of a new theory and its practical application to the design of learning spaces that enhance student wellbeing. It examines these complex and interwoven topics through various theoretical lenses and provides an extensive, current literature review that connects learning environment design and learner wellbeing in a wide range of educational settings from early years to secondary school. Offering transferable approaches and a new theoretical model of wellbeing as flourishing to support the design of innovative learning environments, this book is of interest to researchers, tertiary educators and students in the education and design fields, as well as school administrators and facility managers,

teachers, architects and designers.

Don't Call Me Ishmael Michael Bauer 2012-01-01 By the time ninth grade begins, Ishmael Leseur knows it won't be long before Barry Bagsley, the class bully, says, "Ishmael? What kind of wussy-crap name is that?" Ishmael's perfected the art of making himself virtually invisible. But all that changes when James Scobie joins the class. Unlike Ishmael, James has no sense of fear - he claims it was removed during an operation. Now nothing will stop James and Ishmael from taking on bullies, bugs and Moby Dick, in the toughest, weirdest, most embarrassingly awful - and the best - year of their lives.

Commercialisation in Public Schooling Bob Lingard 1917-07-02

Defining and Selecting Key Competencies Dominique Simone Rychen 2001 What skills and competencies are needed for individuals to lead a successful and responsible life, both in the workplace and in other social environments, and for society to face the challenges of the present and future? What are the foundations (normative, theoretical, and conceptual) for defining and selecting a limited set of key competencies? These are among the important questions, of considerable relevance for fields such as education and training, employment, social affairs and welfare, health, and justice, that provided the starting point for an international and interdisciplinary endeavor carried out by the Swiss Federal Statistical Office and the National Center for Education Statistics, US Department of Education under the auspices of the Organization for Economic Co-operation and Development (OECD). The current volume, which has resulted from this work, compiles essays from renowned scholars who explore these questions from multiple perspectives (anthropology, economics, history, philosophy, psychology, and sociology), along with commentaries from leading representatives of policy and practice who provide an important complement to the reflection on key competencies. This volume thus presents a multifaceted sketch of issues related to defining and selecting key competencies in an open, still ongoing debate at national and international levels.

Australian Curriculum Science - Year 4 - ages 9-10 years 2011 "Australian curiculum science-foundation to year 7 is a series of books written specifically to support the national curriculum. Science literary texts introduce concepts and are supported by practical hands-on activities, predominately experiments."--Foreword.

OECD Skills Studies Skills for Social Progress The Power of Social and Emotional Skills OECD 2015-03-10 This report presents a synthesis of OECD's empirical work that aims at identifying the types of social and emotional skills that drive children's future outcomes.

Creativity in Education Anna Craft 2001-04-01 A rounded, comprehensive, guide to issues of practice, pedagogy and policy concerned with creative education.

Special and Inclusive Education Garry Hornby 2021-11 For the past 50 years,

there has been increasing consideration and debate about how to best educate learners with special educational needs and disabilities. Competing paradigms of special education and inclusive education have been developed, disseminated and discussed at length over the years. These discussions have focused the attention on effectively educating learners with different types and severities of special educational needs and disabilities, who are living in either developing and developed countries in various parts of the world. The aim of this Special Issue of Education Sciences is to focus on the latest theory, practice and research relevant to special education and inclusive education. Articles that present new ideas, suggest future research directions or potential ways forward for educational practice are of particular interest.

Free2Be... Yet? Jacqueline Ullman 2021-03-29 Free2Be?Yet?, a follow-up to the 2015 Free2Be? report, details the findings from a second nationwide survey of gender and sexuality diverse Australian secondary school students. The name, while also intended to signal the continuation of the original line of research, was designed to highlight the central research question for teenagers: Is your school a place where it is safe for you to be yourself? Are you free to be you? As with the previous iteration of the research, the project's core aims were to: Gain a better understanding of how gender and sexuality diverse students experience their school environment(s) with regards to treatment of gender and sexuality diversity. Investigate links between students' reported school climate and various measures of their school wellbeing and associated academic outcomes.

Numeracy in Authentic Contexts Maura Sellars 2017-10-25 This book is based on the notion that there are many ways in which mathematics learning can be achieved for students and that not all of them are focused on the mathematics classroom. It explores the foundational numeracy principles of the non-mathematical subject areas and aligns these to the Australian numeracy-learning continuum. It demonstrates, in detail, the extent to which numeracy competencies underpin successful learning in all the subject areas of the curricula. It validates a focus of developing numeracy competencies through learning in the arts, science and other discipline areas with which school students to engage with in order develop holistically, but which are not subjected to national assessment practices. It is developed around the notion of 'praxis', putting theory into practice in order to respond to the urgent need for students to be supported in their efforts to increase their numeracy capabilities in a world where extensive amounts of new information are often presented in graphical or data based formats. Additionally, it offers perspectives on developing all students' capacities to become numerate in school contexts and presents inclusive, differentiated lesson examples as an alternative way of exploring numeracy in the context of teaching and learning in real-world classroom contexts.

Reading Success in the Primary Years Marleen F. Westerveld 2020-05-19 This open access book describes the Reading Success project, in which a 5-step, assessment-to- intervention process, based on the Simple View of Reading, was

used within a primary school setting in Australia to better support those students who struggle with reading. It provides an easily accessible overview of each step of the process involved in implementing this approach and highlights the crucial importance of collaboration between professionals involved in the teaching of reading within a school setting. It focuses on the decision-making processes used, such as rich dialogue with the leadership team and teachers, and shares participants' perspectives gathered throughout the project. Using case studies, the book describes how the 5-step approach assists in creating detailed profiles of students' strengths and weaknesses in spoken and written language skills that can be used to guide targeted intervention This book offers valuable insights for educators, speech pathologists, researchers, and pre-service teacher education students interested in the teaching of reading

Statistical Literacy at School Jane M. Watson 2013-05-13 This book reveals the development of students' understanding of statistical literacy. It provides a way to "see" student thinking and gives readers a deeper sense of how students think about important statistical topics. Intended as a complement to curriculum documents and textbook series, it is consistent with the current principles and standards of the National Council of Teachers of Mathematics. The term "statistical literacy" is used to emphasize that the purpose of the school curriculum should not be to turn out statisticians but to prepare statistically literate school graduates who are prepared to participate in social decision making. Based on ten years of research--with reference to other significant research as appropriate--the book looks at students' thinking in relation to tasks based on sampling, graphical representations, averages, chance, beginning inference, and variation, which are essential to later work in formal statistics. For those students who do not proceed to formal study, as well as those who do, these concepts provide a basis for decision making or questioning when presented with claims based on data in societal settings. Statistical Literacy at School: Growth and Goals: *establishes an overall framework for statistical literacy in terms of both the links to specific school curricula and the wider appreciation of contexts within which chance and data-handling ideas are applied; *demonstrates, within this framework, that there are many connections among specific ideas and constructs; *provides tasks, adaptable for classroom or assessment use, that are appropriate for the goals of statistical literacy; *presents extensive examples of student performance on the tasks, illustrating hierarchies of achievement, to assist in monitoring gains and meeting the goals of statistical literacy; and *includes a summary of analysis of survey data that suggests a developmental hierarchy for students over the years of schooling with respect to the goal of statistical literacy. Statistical Literacy at School: Growth and Goals is directed to researchers, curriculum developers, professionals, and students in mathematics education as well those across the curriculum who are interested in students' cognitive development within the field; to teachers who want to focus on the concepts involved in statistical literacy without the use of formal statistical techniques; and to statisticians who are interested in the development of student understanding before students are exposed to the formal study of

statistics.

OECD Handbook for Internationally Comparative Education Statistics 2018 Concepts, Standards, Definitions and Classifications OECD 2018-09-11 For well over two decades, the OECD has developed and published a broad range of comparative indicators published yearly in the flagship publication Education at a Glance. These provide insights into the functioning of education systems, such as the participation and progress through education ...

21st Century Skills Bernie Trilling 2012-02-07 The new building blocks for learning in a complex world This important resource introduces a framework for 21st Century learning that maps out the skills needed to survive and thrive in a complex and connected world. 21st Century content includes the basic core subjects of reading, writing, and arithmetic-but also emphasizes global awareness, financial/economic literacy, and health issues. The skills fall into three categories: learning and innovations skills; digital literacy skills; and life and career skills. This book is filled with vignettes, international examples, and classroom samples that help illustrate the framework and provide an exciting view of twenty-first century teaching and learning. Explores the three main categories of 21st Century Skills: learning and innovations skills; digital literacy skills; and life and career skills Addresses timely issues such as the rapid advance of technology and increased economic competition Based on a framework developed by the Partnership for 21st Century Skills (P21) The book contains a DVD with video clips of classroom teaching. For more information on the book visit www.21stcenturyskillsbook.com.

Teaching Mathematics Peter Sullivan 2011

Secondary Education in Ethiopia Rajendra Joshi 2012-11-01 This book discusses reforms that should be undertaken in secondary education to support Ethiopia s transition from a low- to middle-income economy. The most critical reform identified is the introduction of a flexible curriculum that serves the needs of all students, including those who may not pursue higher education.

The Daily 5 Gail Boushey 2006 Describes the philosophy of the Daily 5 teaching structure and includes a collection of literacy tasks for students to complete daily.

Research in Mathematics Education in Australasia 2012-2015 Katie Makar 2016-06-02 With the ninth edition of the four-yearly review of mathematics education research in Australasia, the Mathematics Education Research Group of Australasia (MERGA) discusses the Australasian research in mathematics education in the four years from 2012-2015. This review aims to critically promote quality research and focus on the building of research capacity in Australasia.

Comprehensive Literacy for All Karen A. Erickson 2019-12 "Grounded in the belief that all students can learn to read and write print, this book is a

thorough yet practical guide for teaching students with significant disabilities. It explains how to provide comprehensive literacy instruction addressing these students' needs, whether they are emergent readers and writers or students acquiring conventional literacy skills. General and special educators, speech-language pathologists, and other professionals will find concise research synopses and theoretical frameworks, practical lesson formats, guidance on incorporating assessment and using assistive technology, and more"--

Alice Springs (Mparntwe) Education Declaration 2019 Young Australians are at the centre of the Alice Springs (Mparntwe) Education Declaration. -- Education has the power to transform lives. It supports young people to realise their potential by providing skills they need to participate in the economy and in society, and contributing to every aspect of their wellbeing. -- page 2.

Data for Learning Husein Abdul-Hamid 2017-09-21 Data are a crucial ingredient in any successful education system, but building and sustaining a data system are challenging tasks. Many countries around the world have spent significant resources but still struggle to accomplish a functioning Education Management Information System (EMIS). On the other hand, countries that have created successful systems are harnessing the power of data to improve education outcomes. Increasingly, EMISs are moving away from using data narrowly for counting students and schools. Instead, they use data to drive system-wide innovations, accountability, professionalization, and, most important, quality and learning. This broader use of data also benefits classroom instruction and support at schools. An effective data system ensures that education cycles, from preschool to tertiary, are aligned and that the education system is monitored so it can achieve its ultimate goal—producing graduates able to successfully transition into the labor market and contribute to the overall national economy. Data for Learning: Building a Smart Education Data System and its forthcoming companion volume shed light on challenges in building a data system and provide actionable direction on how to navigate the complex issues associated with education data for better learning outcomes and beyond. Data for Learning details the key ingredients of successful data systems, including tangible examples, common pitfalls, and good practices. It is a resource for policy makers working to craft the vision and strategic road map of an EMIS, as well as a handbook to assist teams and decision makers in avoiding common mistakes. It is designed to provide the "how-to†? and to guide countries at various stages of EMIS deployment. A forthcoming companion volume will focus on digging deeper into the practical applications of education data systems by various user groups in different settings.

From Compliance to Learning Husein Abdul-Hamid 2017-04-13 From Compliance to Learning: A System for Harnessing the Power of Data in the State of Maryland builds on a 2015 World Bank report that assessed Education Management Information Systems (EMISs) in the state of Maryland. That report uncovered a successful system, and this one expands on lessons learned and ways to apply them in practice. The goal of this study is to distill Maryland's good

practices in education data systems and share them in a way that is useful to education stakeholders interested in harnessing the power of data to strengthen learning outcomes. This study also examines the history of education data collection and use in the United States with a focus on Maryland, including a review of federal and state legislation that has helped to shape Maryland's education data policies and systems. In the digital age, information is power. When information is effectively harnessed and aligned with student learning, it carries the potential to radically transform the delivery of education, as well as the sector as a whole. Increasingly, education systems are moving away from using education data narrowly for compliance purposes; instead, they are embracing data as a tool to drive systemwide innovation, professionalization, and, most importantly, learning. Whether to prioritize and optimize data and information systems around student learning is no longer an option; it is imperative for education systems that aim to excel and achieve strong learning outcomes. Over the past several decades, fundamental shifts have occurred in the way that education data are collected, managed, and used. Today real-time learning data inform classroom instruction; predictive analytics identify at-risk youth before they drop out of school; and data from preschool to workforce are linked to help guide education reforms. These represent just a few of the innovative ways that schools and other stakeholders across the United States are harnessing data to improve education. The state's success in establishing an enabling environment for education data systems and data utilization has built a strong foundation. Maryland effectively aligned a complex, statewide data system to deliver value. Prioritization of integration and alignment was key. The state then launched a longitudinal data system center that would drive an adaptive education system with insights that track students from pre-kindergarten to entry in the workforce. Data across the state are high quality and follow strict rules to preserve privacy and enhance security. Maryland's utilization of data also offers valuable lessons. The statewide data system supports policy makers and decision makers in planning and management, as well as teachers, students, and families in instruction and learning. Consistent across Maryland's structuring and use of data systems were a strong vision and a road map to execute that vision. Maryland's journey offers many lessons, not only for countries with advanced data systems but also for those in less developed stages. While the technology and information exist to achieve data for learning, harnessing data within the right information system and ensuring utilization are challenging endeavors. An array of factors must align—leadership, policies, processes, and resources, to name a few—to effectively harness data to support and drive strong learning outcomes.

Measuring Inclusive Education Chris Forlin 2014-10-29 Volume 3 of International Perspectives on Inclusive Education focuses on measuring inclusive education from a range of perspectives. It is grounded upon a review of international conceptualizations of inclusive education and ways in which different systems are measuring its impact and effectiveness.

Wonder-Full Education Kieran Egan 2013-07-24 For many children much of the time their experience in classrooms can be rather dull, and yet the world the school

is supposed to initiate children into is full of wonder. This book offers a
rich understanding of the nature and roles of wonder in general and provides
multiple suggestions for to how to revive wonder in adults (teachers and
curriculum makers) and how to keep it alive in children. Its aim is to show
that adequate education needs to take seriously the task of evoking wonder
about the content of the curriculum and to show how this can routinely be done
in everyday classrooms. The authors do not wax flowery; they present strong
arguments based on either research or precisely described experience, and
demonstrate how this argument can be seen to work itself out in daily practice.
The emphasis is not on ways of evoking wonder that might require virtuoso
teaching, but rather on how wonder can be evoked about the everyday features of
the math or science or social studies curriculum in regular classrooms.

Improving a Country's Education Nuno Crato 2020-11-23 This open access book
compares and contrasts the results of international student assessments in ten
countries. The OECD's Programme for International Student Assessment (PISA)
released the results of its 2018 assessment in December 2019. This book
reflects the debates that typically follow the release of these results and
focuses on the causes of differences between countries. Such causes include
continuous decline in one country, improvement combined with increasing
internal inequalities in another country, or rapid improvement in spite of an
outdated curriculum in yet another. In addition, the book discusses a number of
general questions: Is knowledge outdated? Are computers taking over and
replacing teachers? Are schools killing creativity? Are we adequately preparing
the next generation? Are schools failing to educate our kids? The book starts
out with a summary of PISA's evolution and PISA results, and an explanation of
the major factors that play a role in changes in countries' results. The next
ten chapters are devoted to ten specific countries, offering a summary of data
and an explanation of the major drives for changes in education results for
each one. Each chapter includes a short description of the country's
educational system as well as the impact of PISA and other ILSA studies on the
country's educational policies. The chapters also include a timeline of policy
measures and main hallmarks of the country's educational evolution, discussing
the impact of these measures on its PISA results. A final reference chapter
explains what PISA is, what it measures and how. While highlighting the 2018
results, the book also takes into consideration previous results, as well as
long-term initiatives. This book gathers the contribution of well-known and
respected experts in the field. Specialists such as Eric Hanushek, for the US,
Tim Oates, for England, Montse Gomendio, for Spain, Gunda Tire, for Estonia,
and all other contributors draw on their vast experience and statistical
analysis expertise to draw a set of rich country lessons and recommendations
that are invaluable for all of those who care about improving a country's
education system.

Newspaper Index: New Orleans Times-Picayune 1973

Trends Shaping Education 2016 OECD 2016-01-18 Did you ever wonder if education
has a role to play in stemming the obesity epidemic sweeping across all OECD

countries? Or what the impact of increasing urbanisation might be on our schools, families, and communities? Or whether new technologies really are fundamentally changing the way our ...