

## Technology In Schools Articles

Overcoming Inequalities in Schools and Learning Communities: Innovative Education for a New Century School burnout: Overcoming barriers to recognition, prevention, treatment, and policy adaptation School Life The new education code for 1882-83, with circular to H.M. inspectors of schools, ed. by J. Russell Article 45, husband and wife, to Article 100, work Manual of the Education Acts for Scotland The Ecclesiastical gazette, or, Monthly register of the affairs of the Church of England Report of the Committee of Council on Education (England and Wales), with Appendix Pastoral letter of the archbishop and bishops of the province of Westminster assembled Annual Report of the Public Schools Parliamentary Papers Publishing in School Psychology and Related Fields Education Official Documents, Comprising the Department and Other Reports Made to the Governor, Senate, and House of Representatives of Pennsylvania A Pictorial School History of the United States School Education House documents Reports Submitted by States Parties Under Article 9 of the Convention Indiana School Journal and Teacher Report of the Commissioner of Education Rocio Garcia-Carrion Ross William May John Russell (F.E.I.S.) Alexander Craig Sellar Great Britain. Council on Education Westminster province Great Britain. Parliament. House of Commons Randy G. Floyd Pennsylvania John Jacob Anderson United Nations. General Assembly. Committee on the Elimination of Racial Discrimination

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educational inequalities have strongly impacted disadvantaged and underserved populations such as indigenous Roma migrant children, students with disabilities and those affected by poverty. A wide array of research has contributed to explaining the mechanisms and effects of inequalities in the achievement patterns, dropout rates, disengagement in the school experiences of children and youth. Traditionally excluded research also suggests the negative consequences for child development including cognitive, language and social emotional functioning of poverty and lack of quality education in the early years. Consequently, the current unequal access to optimal learning environments for every single child to succeed in education and to have a better life perpetuates the exclusion and neglects the right to education for those minorities. This research topic aims at moving beyond causes and shed light upon effective solutions by providing successful pathways for integration and inclusion of the learners most heavily affected. Scholars worldwide are looking for successful actions with children, youth and communities of learners historically underserved to overcome educational and social exclusion. These transformative approaches go beyond the deficit thinking and are grounded in theories, empirical evidence and multidisciplinary interventions oriented towards achieving social impact. Which refers to the extent to which those actions have contributed to improve a societal challenge. The international network of schools as learning communities is advancing knowledge on deepening and expanding the impact of what has been defined as successful educational actions. That is, those interventions that improve students' achievement and social cohesion and inclusion in many diverse contexts regardless the socioeconomic, national and cultural environment of schools, drawing on the evidence generated by this network of researchers to address the global challenge of inequality by studying educational actions oriented towards achieving social impact and potentially transferrable to other contexts. This research topic aims at deepening on this approach in short, our purpose is that the contributions included in this research topic contribute to reduce educational and social inequalities and especially benefit those populations most in need.

Publishing in school psychology and related fields aims to help students, early career professionals and seasoned scholars alike better understand the process of peer review and publishing in journals, books and other professional oriented forums. Edited by a former editor of the Journal of School Psychology and containing chapters from insiders who have operated as productive authors, reviewers and editors, this informative new resource contains practical and invaluable advice for anyone looking to increase their scholarly productivity and jump start their career.

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