Theorising Special Education | 9ed4515db74f2a3f110a2d3d50b4f22a

The SAGE Handbook of Special Education

Theorizing Social Class and Education presents a selection of writing on class analysis within sociology of education as it has evolved over the last decade both in the UK, and internationally. Moving from a narrow focus on class position and categorisation, to a much broader view on behaviours, attitudes, identities and practices, the contributors explore and theorize the ways in which particular individuals develop their perspectives and understandings of the social world, and the role education plays in shaping these. This book was originally published as a special issue of the British Journal of Sociology of Education.

Inclusive Education

Rather than embracing difference as a reflection of wider society, academic ecosystems seek to normalise and homogenise ways of working and of being a researcher. As a consequence, ableism in academia is endemic. However, to date no attempt has been made to theorise experiences of ableism in academia. Ableism in Academia provides an interdisciplinary outlook on ableism that is currently missing. Through reporting research data and exploring personal experiences, the contributors theorise and conceptualise what it means to be/work outside the stereotypical norm. The volume brings together a range of perspectives, including feminism, post-structuralism, such as Derridean and Foucauldian theory, crip theory and disability theory, and draws on the width and breadth of a number of related disciplines. Contributors use technicism, leadership, social justice theories and theories of embodiment to raise awareness and increase understanding of the marginalised; that is those academics who are not perfect. These theories are placed in the context of neoliberal academia, which is distant from the privileged and romanticised versions that exist in the public and internalised imaginations of academics, and used to interrogate aspects of identity, aspects of how disability is performed, and to argue that ableism is not just a disability issue. This timely collection of chapters will be of interest to researchers in Disability Studies, Higher Education Studies and Sociology, and to those researching the relationship between theory and personal experience across the Social Sciences.

Managing Special Educational Needs

In the last five years, more child refugees have made perilous journeys into Europe than at any point since the Second World War. Once refugee children begin to establish their new lives, education becomes a priority. However, access to high-quality inclusive education can be challenging and is a social justice issue for schools, policymakers and for the research community. Underpinned by strong theoretical framings and based on socially just principles, this book provides a detailed exploration into this ethically charged, emotive and complex subject. Refugee Education offers an interdisciplinary perspective to critical debates and public discourse about the topic, contextualized by the voices of young refugees and those seeking to support them in and out of education. Shaped by practitioners, the book develops an inclusive model of education for refugee children based on the concepts of safety, belonging and success, and presents practical tools for planning and operationalizing the ethics of inclusive education. This book includes a wide range of case studies which reveal the positive outcomes that are possible, given the right inputs. It is essential reading for teachers, senior leaders and policymakers as well as academic researchers in education, social policy, migration and refugee studies.

Making a Difference in Theory

First Published in 2001. Routledge is an imprint of Taylor & Francis, an informa company.

Dis/ability Studies

The field of special needs education is well established, and although it continues to develop in exciting and controversial ways, involving some of education’s leading thinkers, many people feel it is lacking a coherent theoretical analysis of its own. Students and practitioners, looking for some solid theory to reinforce their own study or practice, commonly have to ‘borrow’ from other disciplines, such as psychology and sociology, since there has been no attempt to provide a theoretical foundation for the special needs community. This book does exactly that, bringing together contributions from key names in the field from the UK and beyond. The book will establish itself as an essential text for students and teachers, as well as all those involved in special needs across the social sciences.

Special Educational Needs and Inclusive Education: Systems and contexts

This book explores the curriculum theorizing of Black women, as well as their historical and contemporary contributions to the always-evolving complicated conversation that is Curriculum Studies. It serves as an opportunity to begin a dialogue of revision and reconciliation and offers a vision for the transformation of academia’s relationship with black women as students, teachers, and theorizers. Taking the perennial silencing of Black women’s voices in academia as its impetus, the book explains how even fields like Curriculum Studies - where scholars have worked to challenge hegemony, injustice, and silence within the larger discipline of education - have struggled to identify an intellectual tradition marked by the Black, female subjectivity. This epistemic amnesia is an ongoing reminder of the strength of what bell hooks calls “imperialist white supremacist capitalist patriarchy”, and the ways in which even the most critical spaces fail to recognize the contributions and even the very existence of Black women. Seeking to redress this balance, this book engages the curricular lives of Black women and the epistemologically, bodily, experientially, and publicly.
Providing a clarion call for fellow educators to remain reflexive and committed to emancipatory aims, this book will be of interest to researchers seeking an exploration of critical voices from nondominant identities, perspectives, and concerns. This book was originally published as a special issue of Gender and Education.

**Theorising Special Education**

This book traces the major stages of thinking in the development of inclusive education. It provides overviews of the main theoretical influences: the sociological position; curriculum psychological, sociocultural perspectives; school effectiveness; and the impact upon policy and practice of the Disability Movement. Positioned and discussed in their historical contexts the book provides a synopsis and critique of the last 50 years, including the introduction of the term "Special Educational Needs," the practice of integration, and the present processes of inclusive education. The unique features of this book include personal reflections by a number of people who are considered to have had major influence in the

**Special Education Reformed**

"This book provides a succinct overview of SEN policy and is likely to be a useful resource for those undertaking accredited courses related to SEN and inclusion" - SENCO Update

"The combination of the theoretical and practical aspects of special educational needs makes this book a valuable resource for practitioners and should enable them to develop reflective and insightful practice." - Michael Shevlin, Trinity College Dublin, TES Extra Special Needs

"This is a comprehensive and thorough overview of the Special Educational Needs (SEN) landscape as it is in the UK today. The book is very clearly aimed at specialists in the field, and Michael Farrell incorporates developments that are sometimes ignored - emotional intelligence for example. There is a nice touch in that each chapter concludes with 'thinking points'. I could see that the book could make a sound basis for a training course on SEN, based around these. The book is highly readable though I expect it is more likely to be used as a reference text, or, as I suggested above, as a basis for a training course. However it is invaluable as an up to date assessment of SEN in 2004 and highly recommended to anyone working, or planning to work in this field" - Nurturing Potential

"Essential reading for every SENCO, in fact, for everyone involved in special educational needs. By examining the background to key areas the book gives teachers, managers and advisers the depth of understanding that is necessary to make informed choices about what constitutes the most effective practice" - Dr Tony Lingard, Head of Learning Support, Cambourne Science and Community College

"A useful resource, this book provides a helpful framework for exploring the applications to classroom practice that can result from teachers knowing the theories and techniques followed in the contributors' funds of knowledge research; it extends the boundaries of what these..." - Ms Lyn Hurst, Headteacher

This book provides a 'route map' for special education. Through examining related disciplines, which illuminate the field, it considers how special education can be better understood. The author views issues in special education within the wider disciplines of history, sociology, law, politics, ethics, economics, medicine and psychology. He looks at the national, local and school frameworks in which special education operates, and shows how provision for pupils with special educational needs is influenced by structures, procedures and practices at national, local and school levels. Features include: the ethics of preventing disability; 'lesson's history; identifying value in sociological perspectives; psychological and other Models of teaching; aspects of the National Framework; aspects of the Local Framework; the School SEN Policy; the Curriculum and School Organization. This book is essential reading for teachers, headteachers, Special Educational Needs co-ordinators and all those who have an interest in special education and managing inclusion.

**Black Women Theorizing Curriculum Studies in Colour and Curves**

The concept of "funds of knowledge" is based on a simple premise: people are competent and have knowledge, and their life experiences have given them that knowledge. The claim in this book is that first-hand research experiences with families allow one to document this competence and knowledge, and that such engagement provides many possibilities for positive pedagogical actions. Drawing from both Vygotskian and neo-sociocultural perspectives in designing a methodology that views the everyday practices of language and action as constructing knowledge, the funds of knowledge approach facilitates a systematic and powerful way to represent communities in terms of the resources they possess and how to harness them for classroom teaching. This book accomplishes three objectives: It gives readers the basic methodology and techniques followed in the contributors' funds of knowledge research; it extends the boundaries of what these researchers have done; and it explores the applications to classroom practice that can result from teachers knowing the communities in which they work. In a time when national educational discourses focus on system reform and wholesale replicability across school sites, this book offers a counter-pointer stating that instruction must be linked to students' lives, and that details of effective pedagogy should be linked to local histories and community contexts. This approach should not be confused with parent participation programs, although that is often a fortuitous consequence of the work described. It is also not an attempt to teach parents 'how to do school' although that could certainly be an outcome if the parents so desired. Instead, the funds of knowledge approach attempts to accomplish something that may be even more challenging: to alter the perceptions of working-class or poor communities by viewing their households primarily in terms of their strengths and resources, their defining pedagogical characteristics. Funds of Knowledge: Theorizing Practices in Households, Communities, and Classrooms is a critically important volume for all teachers and teachers-to-be, and for researchers and graduate students of language, culture, and education.

**Theorising Identity and Subjectivity in Educational Leadership Research**

In this groundbreaking new work, Dan Goodley makes the case for a novel, distinct, intellectual, and political project - dis/ability studies - an orientation that might encourage us to think again about the phenomena of disability and ability. Drawing on a range of interdisciplinary areas, including sociology, psychology, education, policy and cultural studies, this much needed text takes the most topical and important issues in critical disability theory, and pushes them into new theoretical territory. Goodley argues that we are entering a time of dis/ability studies, when both categories of disability and ability require expanding upon as a response to the global politics of neoliberal capitalism. Divided into two parts, the first section traces the dual processes of ableism and disablism, suggesting that one cannot exist without the other, and makes the case for a research-driven and intersectional analysis of dis/ability. The second part develops this new theoretical framework to a range of critical topics, including: The biopolitics of dis/ability and debility; Inclusive education Psychopathology Markets, communities and civil society. Dis/ability Studies provides much needed depth, texture and analysis in this emerging discipline. This accessible text will appeal to students and researchers of disability across a range of disciplines, as well as disability activists, policymakers, and practitioners working directly with disabled people.

**Special Needs in the Primary School**

Comparing Special Education unites in-depth comparative and historical studies with analyses of global trends to uncover similarities and differences found in special education systems around the world.
Key Issues in Special Educational Needs and Inclusion

Brings together one volume the perspectives of teachers, practitioners, researchers and important external bodies such as the LEA, and national organisations like the RNIB. Part of the New Millennium Series which takes stock of education now and predicts the shape of likely developments. The book asks leading authorities on Special Educational Needs to probe the issues currently topping the agenda, and to predict what will happen in SEN for the foreseeable future. Useful for those working and training to work in special schools and mainstream schools.

Refugee Education

'This is a most worthwhile book which contributes significantly to the general body of knowledge on managing pupils with special education needs. I found it interesting and informative. Schools cannot but benefit from the book's scope, and from insights into the many and varied aspects on SEN provision.' - REACH 'A particular strength of the book is the way in which individual chapters provided "self-contained" material which lends itself for use in school-based staff development activities. The book includes a lot of information about SENCOs, inclusion managers and members of school leadership teams should find useful' - SENCO Update 'The strongest point about this book is that it gives a good overview of the history of special educational needs policy in this country, including recent development on inclusion' - TES Extra Special Needs 'It is a very practical account and should be a handbook for any newly appointed SENCO [while] for experienced SENCOs and organisations where inclusion is not an issue, this book is a reminder of good practice' - Special Written from a practitioner's perspective, this book shows schools how to effectively implement and manage an inclusive school environment. Drawing from their experience in a range of schools, the authors highlight the problems encountered by professionals in both primary and secondary school settings and offer practical solutions and advice. The book offers guidance on: the role of the SENCO as a teacher and manager; government policy and legislation; self-evaluation, good practice and monitoring; how to relate SEN to school targets and development plans. Primary and secondary school teachers, headteachers, student teachers, SENCOs, LEA Advisers and professionals involved in the management of Special Educational Needs in schools will find the practical support offered in this book invaluable.

Policy and Power in Inclusive Education

Inclusive education” is the term now used to describe the incorporation of special needs into mainstream education. This selection of papers provides perspectives and dialogue on inclusive education from around the world, defining the philosophical, political and educational implications.

Schools and Special Needs

Educational Leadership brings together innovative perspectives on the crucial role of theory and theorising in educational leadership at a time when the multiple pressures of marketisation, competition and system fragmentation dominate the educational landscape. This original and highly thought-provoking edited collection is a much-needed counterbalance to the anti-theoretical trends that have underpinned recent education reforms. Contributors employ a range of theories in original and innovative ways in order to reveal the lived experiences of what it means to be an educational leader at a time of rapid modernisation, where the conceptual terrain of ‘modern’ has been appropriated by corporate and private interests, where notions of ‘public’ are not only hidden, but also derided, and where school leaders must meet the conflicting demands of competing accountabilities. Drawing on research projects conducted in the UK, Educational Leadership presents convincing evidence that the need to consider theory crosses national borders, and the authors discuss changes to professional identities and practices that researchers around the world will recognise. This detailed and insightful work will appeal to academic researchers and postgraduate students in the fields of education and sociology, as well as those with an interest in organisational and political theory. The topical subject matter also makes the book of relevance to practitioners and policy-makers in education and the public services more generally.

New Perspectives in Special Education

In Schools and Special Needs, the authors provide a critical perspective on the dominant ‘inclusion’ model of special needs education, in terms of implementation in schools and effectiveness of pupil learning outcomes. They take issues with the assumptions of the inclusion model and argue that a different model of understanding special educational needs in mainstream schools is both possible and necessary. The authors, who are eminent in the special needs field, use up-to-date material to develop a new model for special education in schools.

Ableism in Academia

Who Benefits From Special Education?: Remediating (Fixing) Other People's Children addresses the negative consequences of labeling and separating education for students with "disabilities," the cultural biases inherent in the way that we view children's learning difficulties, the social construction of disability, the commercialization of special education, and related issues. The theme that unifies the chapters is that tension exists between professional ideology and practices and the wishes and expectations of the recipients of professional practice—children, adolescents, and adults with disabilities and their families. These voices have rarely taken center stage in formulating important decisions about the quality and characteristics of appropriate practice. The dominant view in the field of special education has been that disability is a problem in certain children, rather than an artifact that results from the general structure of schooling; it does not take into consideration the voices of people with disabilities, their families, or their teachers. Offering an alternative perspective, this book deconstructs mainstream special education ideologies and highlights the personal perspectives of students, families, and front-line professionals such as teachers and mental health personnel. It is particularly relevant for special education/disabilities studies graduate students and faculty and for readers in general education, curriculum studies, instruction theory, and critical theory.

The Special Education Handbook

Theorising Learning to Teach in Higher Education provides both lecturers embarking on a career in higher education and established members of staff with the capacity to improve their teaching. The process of learning to teach, and the associated field of professional academic development for teaching, is absolutely central to higher education. Offering innovative alternatives to some of the dominant work on teaching theory, this volume explores three significant approaches in detail: critical and social realist, social practice and sociomaterial approaches, which are divided into four sections: Sociomaterialism Practice theories Critical and social realism Crossover perspectives. Readers will benefit from discussions on the role and place of theory in the process of learning to teach, whilst international case studies demonstrate the kinds of insights and recommendations that could emanate from the three approaches examined.
drawing together contributions from Europe, Africa and Australasia. Both challenging and enlightening, this book argues
the need for theory in order to advance scholarship in the field and achieve goals related to social justice in higher
education systems across the world. It draws attention to newly emerging theoretical perspectives and relatively
underused perspectives to demonstrate the need for theory in relation to learning to teach. This book will appeal to
academics interested in how they come to learn to teach, to administrators and academic developers responsible for
professional development strategies at universities and masters and PhD level students researching professional
development in higher education.

**Doing Research in Special Education**

In the second edition of this text, the authors critically examine the intellectual foundations of special education and
consider the consequences on their influence for professional and popular thinking about learning difficulties.

**Special Educational Needs in Schools**

Drawing on the work of innovative educators, this edited volume shows how adopting a solutions focused approach can
move forward for special education. Diverse international contributors from both the world of special education and solutions focused thinking, offer ways to rethink special education and to focus on what can be
done rather than what can't. Each chapter offers insights into how solutions focused thinking can frame special
education and the tangible results for children, families and schools. Chapters on teaching and learning, behaviour
support, human resources, school leadership and family and community show how a solutions focused approach can be
transformative for all aspects of special and inclusive education.

**Theorising Special Education**

Inclusive education” is the term now used to describe the incorporation of special needs into mainstream education. This
selection of papers provides perspectives and dialogue on inclusive education from around the world, defining the
philosophical, political and educational implications.

**Theorising Pedagogical Interaction**

Disability and the Politics of Education: An International Reader is a rich resource that deals comprehensively with the
many aspects of the complex topic of disability studies in education. For nearly two decades, global attention has been
given to education as a human right through global initiatives such as Education for All (EFA) and the Salamanca
Statement. Yet according to UNESCO, reaching the goals of EFA remains one of the most daunting challenges facing the
global community. Today, millions of the world’s disabled children cannot obtain a basic childhood education,
particularly in countries with limited resources. Even in the wealthiest countries, many disabled children and youth are
educationally segregated from the non-disabled, particularly if they are labeled with significant cognitive impairment.

International agencies such as the United Nations and the World Bank have generated funds for educational development
but, unfortunately, these funds are administered with the assumption that “west is best”, thereby urging developing
countries to mimic educational policies in the United States and the United Kingdom in order to prove their aids-
worthiness. This “McDonaldization” of education reproduces the labeling, resource allocation, and social dynamics long
criticized in disability studies. The authors in this volume explore these subjects and other complexities of disability
and the politics of education. In doing so, they demonstrate the importance and usefulness of international perspectives
and comparative approaches.

**Theories of Inclusive Education**

Schools are under more pressure than ever before to provide a good education for pupils with special needs. Revisiting
the fifty schools that they researched for their 1985 ground-breaking study, One in Five, Paul Croll and Diana Moses
provide an authoritative guide to the complex issues of children with special needs. The authors also consider the
 provision for various special needs, including emotional and behavioral difficulties, ADD, Aspergers Syndrome, autism,
and dyslexia. Based on research in special needs carried out in primary schools, this text presents
qualitative/quantitative data and deals with issues such as: effects of curriculum; how judgements are made; the impact
of policies; role of local government; and emotional and behavioural difficulties.

**Transitions in the field of special education**

A unique cross-disciplinary critique of the foundations of Special Education. Covers legal, conceptual, medical,
pharmacological, neuropsychological, social, behavioural, cognitive, psychotherapeutic, psycholinguistic, technological
and pedagogical foundations Provides examples of how each foundation provides insights or practical contributions to
special education generally, and to specific disabilities and disorders in particular. Delivers information across all
major types of disorder/disability in a single volume, creating a must-have reference for anyone involved in special
education training, research or teaching

**Funds of Knowledge**

Making a Difference in Theory brings together original work from an international group of authors on the roles of
theory in educational research and practice. The book discusses the different roles theory plays, can play and should
play, both theoretical perspectives and in light of contemporary discussions and developments. Particular attention
is paid to the question of whether there are or should be distinctively educational forms of theory and theorising. The
double engagement with the theory question in education and the education question in theory and theorising provides
original insights in what theory does, might do or should do in educational research and practice. With contributions from
internationally renowned authors in the field of educational theory, research and practice, the book will be of
value to academics, researchers and postsgraduate students in education.

**Theorising Shadow Education and Academic Success in East Asia**

This book incorporates an international perspective of research related to special education across all phases of
education. It draws upon the experience and expertise of recognized researchers and practitioners in special education.
As a research handbook for practicing teachers this book provides exemplars of good classroom based research practice
addressing a broad range of special needs issues. Methods are presented which can be generalized to situations beyond
the case studies immediately presented.
Foundations of Special Education

Demonstrates how the fields of special education and inclusive education have evolved philosophically and technically over the past 30 years.

Special Educational Needs and Inclusive Education: Assessment and teaching strategies

Understanding and engaging critically with the field of special educational needs and disability (SEND) is a difficult task. On the second edition this book continues to help students build their capacities to help students contextualise SEND in relation to historical, ideological and political developments as well as support them in developing a critical understanding of the complexities associated with inclusion. Completely up to date with recent legislation such as the SEND Code of Practice (2014) there are case studies, reflections and activities which will help students question practice they have seen and experienced. Covering the 0-25 age range this book is suitable for all those working with children and young people across education, health and social work.

Theorising Learning to Teach in Higher Education

The purpose of this book is to explore the phenomenon of transition as it relates to the field of special education within the Nordic countries of Norway, Sweden, Denmark and Finland. First, the authors investigate transition in the field of special education with respect to historical developments and the shifting prominence of diverse guiding theories. Second, we examine the process of transition in a wide range of special education contexts, including transitions from home to school, school to work, and across other contexts and types of support. The target audience for the book includes authors and researchers in academic and government research institutions, professionals working in special education and related fields, as well as students at graduate and doctoral levels. There are 16 chapters with contributions from the editors and 15 other international authors: Jorun Bull-Holmberg, David L. Cameron, Camilla Brerup Dyssøegaard, Niels Engelund, Astrid Birgitte Eggens, Britta Hannus-Gullmets, Camilla Herlofsen, Maryann Jortveit, Velibor Robo Kovač, Ingrid Lund, Johan Malmqvist, David Mitchell, Sven Wielsen, Heidi Omdal, Kristina Ström, Ragnar Thygesen, and Anne Dorthe Tveit.

World Yearbook of Education 1999

This new edition of Special Educational Needs in Schools provides a concise but comprehensive overview of key issues in provision for children with special needs in schools, emphasising the role of the mainstream classroom teacher. This second edition looks at the numerous changes in special educational policy and practice that have taken place in the past five years. Topics covered include: * concepts of SEN * the legislative framework * the range of special educational need and provision * teaching approaches and organisational strategies * frameworks of support.

Theorizing Equity in the Museum

This book should be read by everyone who wants to understand special education today. New Perspectives in Special Education opens the door to the fascinating and vitally important world of theory that informs contemporary special education. It examines theoretical and philosophical orientations such as 'positivism', 'poststructuralism' and 'hermeneutics', relating these to contemporary global views of special education. Offering a refreshingly balanced view across a broad range of debates, this topical text guides the reader through the main theoretical and philosophical positions that may be held with regard to special education, and critically examines positions that often go unrecognised and unquestioned by practitioners and academics alike. It helps the reader to engage with and question the positions taken by themselves and others, by providing thinking points and suggestions for further reading at the end of each chapter. Perspectives covered include: Positivism and empiricism Phenomenology and hermeneutics Historical materialism and critical theory Holism and constructivism Structuralism and post structuralism Pragmatism and symbolic interactionism Psychoanalysis Postmodernism and historical epistemology Anyone wishing to gain a fuller understanding of special education should not be without this stimulating and much needed text.

Special Educational Needs

Theorizing Equity in the Museum integrates the perspectives of learning researchers and museum practitioners to shed light on the deep-seated structures that must be accounted for if the field is to move past aspirations and rhetoric and towards more inclusive practices. Written during a time when museums around the world were being forced to reckon with their institutional practices of exclusion; their histories of colonization, both cultural and intellectual; and, for many, their tenuous business models, the chapters leverage a range of theoretical perspectives to explore lived experiences of working in the museum towards changing the museum. Theories of spatial justice, critical pedagogy, culturally relevant pedagogy, critical race theory, and others are used to consider how the museum's dominant cultural structures and norms collide with museum professionals' aspirations for inclusive practices. The chapters present a mix of empirical research and reflections, which collectively operate to theorize the museum as a potential force for enriching, empowering, and transforming an inclusive public's relationship with some of our most powerful ideas and aspirations. But first they must change, from the inside out. Grounded in practice and practical problems, Theorizing Equity in the Museum demonstrates how theory can be used as a practical tool for change. As a result the book will be of interest to academics and students engaged in the study of museums, education, learning and culture, as well as to museum practitioners with an interest in equity and inclusion.

Comparing Special Education

The field of special needs education is well established, and although it continues to develop in exciting and controversial ways, involving some of education's leading thinkers, many people feel it is lacking a coherent theoretical analysis of its own. One of the tasks of Theorizing Equity in the Museum is to help students contextualise SEND in relation to historical, ideological and political developments as well as providing a theoretical foundation for the special needs community. This book does exactly that, bringing together contributions from key names in the field from UK and beyond. The book will establish itself as an essential text for students and teachers, as well as all those involved in special needs across the social sciences.

Solutions Focused Special Education

This volume tackles perceived myths surrounding the academic excellence of East Asian students, and moves beyond Western understanding to offer in-depth analysis of the crucial role that shadow education plays in students' academic success. Featuring a broad range of contributions from countries including Japan, China, Taiwan, and Singapore, chapters draw on
rich qualitative research to place in the foreground the lived experiences of students, teachers, and parents in East Asian countries. In doing so, the text provides indigenous insights into the uses, values, and meanings of shadow education and highlights unknown cultural and regional aspects, as well as related phenomena including trans-boundary learning culture, nomadic learning, individualized learning, and the post-schooling era. Ultimately challenging the previously dominating Western perspective on shadow education, the volume offers innovative theorization to highlight shadow education as a phenomenon which cannot be overlooked in broader discussion of East Asian educational performance, systems, and policy. Offering new insights on education, the book will benefit researchers, academics, and educators with an interest in international and comparative education, curriculum studies, and East Asian educational practices and policy. Those interested in the sociology of education and educational policy will also benefit from this book.

Meeting Special Needs in Mainstream Schools

The movement towards inclusive education is undoubtedly an international phenomenon, and it has resulted in the development of policy initiatives impacting on schools in all nations. This informative, wide-ranging text brings together key illustrative material from an international field. It adopts a critical perspective on policy issues, but goes beyond making explicit assumptions that drive policy development. Readers will be encouraged to develop their own framework, allowing them to conduct policy analysis and evaluation within their own educational context. Students and researchers interested in how principles of inclusive education are being translated into educational practices around the world will find this book an enlightening read.

Educational Leadership

Demonstrates how the fields of special education and inclusive education have evolved philosophically and technically over the past 30 years.

Deconstructing Special Education

Pedagogical interaction can be observed through many different landscapes, such as the graduate seminar, the writing skills center, the after-school literacy program, adult ESL classrooms, and post-observation conferences. By viewing these settings through the lens of conversation analysis, this volume lays the groundwork for three principles of pedagogical interaction: competence, complexity, and contingency. The author explores these principles and how they inform what makes a good teacher, how people learn, and why certain pedagogical encounters are more enlightening than others. Drawn from the author’s original research in various pedagogical settings, this volume collects empirical insights from conversation analysis and contributes to theory building. Theorizing Pedagogical Interaction will appeal to students and scholars in applied linguistics, educational linguistics, and communication studies who are interested in the discourse of teaching and learning.

Theorizing Social Class and Education

"[T]his book provides an excellent overview of special education, which will be a valuable resource for teachers, school managers and administrators, parents and indeed anyone with an interest in the development of provision for pupils with special educational needs. It is also likely to be an invaluable source book for researchers and postgraduate students alike" - REACH "The Handbook offers a range of views on how to empower all learners to transcend their current performance and go "beyond the limits" - Journal of Cognitive Education and Psychology This text makes an important contribution to special education. Perhaps, more significantly, it makes an important contribution to inclusive education, and possibly, even more widely, to education in general is a book that has significance for all of us who wish to move education towards a more equitable, democratic, humane, and dignified system for our young people" - Education in the North In recent years there has been increasingly vigorous debate about the nature and purpose of special education, and what might be considered the appropriate responses to pupils who experience difficulties in learning. This Handbook brings together the most up to date knowledge of this area and will serve as the major source book of authoritative information and ideas about current and future directions for special education. It examines the intricate relation between theory, research and practice, and places a particular emphasis on what has been learned about students who experience difficulties in learning, how these understandings can contribute to new conceptualisations of special education and the development of more inclusive schools. This comprehensive, research-based work, brings together scholarship on an international level, and covers topics that transcend national boundaries. It will become essential reading for all professionals and academics with any interest in this important and dynamic field.

Disability & the Politics of Education

Theorising Identity and Subjectivity in Educational Leadership Research brings together a range of international scholars to examine identity and subjectivities in educational leadership in new and original ways. The chapters draw on a variety of approaches in theory and method to demonstrate the important new developments in understanding identity and subjectivity beyond the traditional ways of understanding and thinking about identity in the field of educational leadership. The book highlights empirical, theoretical and conceptual research that offers new ways of thinking about the work of educational leaders. The authors take critical approaches to exploring the influences of gender, race, sexuality, class, power and discourse on the identity and subjectivity formation of educational leaders. It provides global perspectives on educational leadership research and researchers and offer exciting new approaches to theorising and researching these issues. This book will appeal to researchers, students, and professionals working in the fields of educational leadership and sociology, and the chapters within offer readers new perspectives in understanding educational leaders, their work and their identities.

Who Benefits From Special Education?

'What a terrific resource: comprehensive and current, this Handbook is a vital acquisition for all involved in special education programs. Dr Farrell writes clearly and with a practical flair Highly recommended.' - Michael Arthur-Kelly PhD, Associate Professor and Director, Special Education Centre, University of Newcastle, Australia This acclaimed, bestselling and comprehensive guide, now in a fully updated fourth edition, is an essential reference book for anyone involved with special education. All entries have been reviewed to reflect current practice and the book is enriched with extra resources, including references to useful Internet sites. Focusing on current educational frameworks in the United Kingdom and the United States of America, the author has gathered into one A to Z volume a wide range of information essential to good practice in mainstream and special schools. A thematic index helps the reader plot a course through topics of interest. The broad themes and areas covered are: basic terms, ideas and values venues relating
to special education, and school organisation roles and responsibilities individual differences among learners with
disabilities and disorders curriculum and assessment, resources and technology pedagogy and classroom organisation
therapy and care. Presented in a handy quick reference format The Special Education Handbook also provides a coherent
account of the complexities of special education, combining a wealth of practical guidance with the latest research
findings. This clear and concise Handbook is indispensable for all those involved in special education, including
teachers, teaching assistants, parents, administrators and others.

Copyright code : 9ed4515db74f2a3f110a2d3d50b4f22a