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Mittler sets policies for inclusive schools in the broader contexts of current policies which aim to reduce poverty and social exclusion, and the wider global background of the United Nations drive to promote "education for all".

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Working towards Inclusive Education: Social Contexts. Edited by P. Mittler. David Fulton Publishers, London, 2000. pp. 212. £16.00 (pb).

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Inclusive systems require changes at all levels of society. At the school level, teachers must be trained, buildings must be refurbished and students must receive accessible learning materials. At the community level, stigma and discrimination must be tackled and individuals need to be educated on the benefit of inclusive education.

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Result indicates that high percentage of school heads had positive attitude towards inclusion. Principals with knowledge of special education showed high positive attitude towards inclusion than those without prior knowledge.

Mittler, P. (2000). Working towards inclusive education ...

Towards Inclusive Education The impact of disability on school attendance in developing countries Suguru Mizunoya, Sophie Mitra and Izumi Yamasaki Office of Research - Innocenti Working Paper WP-2016-03 | May 2016 IWP3 - Towards Inclusive Education.qxp_Layout 1 20/05/16 10:22 Pagina 1

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This book provides a clearly written, wide-ranging overview of current key issues and challenges arising from the implementation of more inclusive policies and provision in education in this country and internationally. The author sets policies for inclusive schools in the broader contexts of current policies which aim to reduce poverty and social exclusion, and the wider global background of the United Nations drive to promote 'Education for All'. The book draws a distinction between integration and inclusion and provides a critical analysis of the government's Program of Action and the revised National Curriculum and their implications for schools, pupils and families.

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Providing a clearly written, wide-ranging overview of current key issues and challenges arising from the implementation of more inclusive policies and provision in education, the author sets these policies in context and provides a critical analysis.

This book provides the busy teacher with all the information they need to make social inclusion a reality within schools. By demonstrating how teachers and schools must work together to promote the wider welfare of all children, the book focuses particularly on the welfare of children on the margins of society who need the most protection. It shows how teachers can aim to reduce inequalities and maximise the learning opportunities available for these vulnerable children, whatever their background or social class. The author addresses key issues such as: attendance and achievement exclusion and behaviour safeguarding and child protection children at risk of missing education. By emphasizing the Every Child Matters agenda and the importance of joined-up partnership approaches with other professionals and agencies, this book is essential reading for all practitioners working to support pupils at risk of exclusion.

To create truly inclusive school and classroom environments, educators must be prepared to include all students--including students with intellectual disabilities, who are not always given the opportunity to be full participants in the classroom. This book provides an overview of the history of inclusion, the philosophy underlying inclusion, and the role that curriculum accommodations and modifications play in making inclusion possible. The author discusses four ways to modify curriculum for students working well below grade level: altering content, conceptual difficulty, educational goals, or instructional methods. She then provides 40

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2016 Report
curriculum modification strategies, based on Robert Marzano's New Taxonomy of Educational Objectives, with directions for implementation and samples of student work.

Placing a student on the autism spectrum in a busy classroom with a pair of noise-cancelling headphones and an aide to deal with the inevitable meltdowns is often done in the name of 'inclusion', but this is integration and not inclusive. How can teachers and schools create genuinely inclusive classrooms that meet the needs of every student? Research evidence indicates the strategies that make schools inclusive for students with disability benefit all students. Yet many schools are still operating under twentieth-century models that disadvantage students, especially those with disability. *Inclusive Education for the 21st Century* provides a rigorous overview of the foundational principles of inclusive education, and the barriers to access and participation. It explores evidence-based strategies to support diverse learners, including specific changes in curriculum, pedagogy and assessment practices, and the use of data. It addresses the needs of children with physical, sensory and intellectual disabilities, as well as those with complex learning profiles, including mental health issues. With chapters from leading experts from Australia and the UK, *Inclusive Education for the 21st Century* addresses common issues in both primary and secondary schools. Underpinned throughout by research evidence, it is designed to assist educators to develop the deep knowledge required to make inclusive education a reality in all schools.

Confronting Obstacles to Inclusion uniquely and comprehensively addresses interpretations of inclusive education by drawing upon the experiences and expertise of leading writers and academics who have direct experience of teaching and researching this area around the world. This landmark publication combines theoretical chapters with practical material demonstrating how the theories can be put in to action in the classroom. The contributors, who all have regular

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contact with pupils and teachers in inclusive settings, provide a broad spectrum of ideas, examine a number of key themes and interpret these in an international context, such as: the causes of exclusion, the obstacles to inclusion and how these can be overcome supporting families how we can learn from students professional development enhancing teaching and learning support in the classroom. This authoritative text will be of immense interest and use to practitioners, policy-makers, researchers and campaigners who are working towards a more equitable and inclusive society. Through a synthesis of theory and practice the book offers readers an opportunity to explore local, national and international perspectives and raises questions with regards to our current understanding of inclusion. Whilst the interrogation of the concept of inclusion is, in itself important, the book provides examples of professional approaches to the key questions which are currently challenging the education of a diverse range of learners.

This sequel to Promoting Inclusive Practice, assists professional in the process of identifying and implementing policies that benefit pupils with special educational needs.

Lise Claiborne and Vishalache Balakrishnan share views of educators and policy-makers from Asia-Pacific and Europe that have seldom been heard in international debates on inclusion.

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