



Inclusive Education

series editors: Gary Thomas and Christine O'Hanlon

EDUCATIONAL INCLUSION AS ACTION RESEARCH

an interpretive discourse

CHRISTINE O'HANLON



Educational Inclusion As Action Research An Interpretive Discourse

Bridget Somekh



Educational Inclusion As Action Research An Interpretive Discourse:

EBOOK: Educational Inclusion as Action Research Christine O'Hanlon, 2003-10-16 One of the most accessible features of the book is the incorporation of vignettes of real life action research enquiries and in some cases drawing on the field notes and journals kept by the teachers themselves There is much to welcome in this book There is an engaging honesty of tone and an abiding sense of authenticity in the author's voice this is writing which comes out of long professional experience of teaching pupils with learning difficulties and challenging behaviour and equal experience of facilitating action research enquiries in her practice as a teacher educator *European Journal of Special Needs Education* In its detailed elaboration of action research as a basis for teacher professional development this book locates inclusive practice in a discursive process that continually interprets its meaning while at the same time inevitably changes educational cultures The book starts by linking government policy with social justice and inclusion issues and argues that inclusion is currently promoted via a democratic political process which needs to be complemented at a professional level through the demonstration of democratic and inclusive procedures in the investigatory process itself The text argues for action research as a means of implementing and evaluating inclusive practice in classrooms and schools action research as an interpretive and discursive process inclusion related to specific educational contexts inclusion as responsive to change and improvement at any level This book is ideal for postgraduate students teachers and educational professionals who need a basis for developing inclusive practice

The SAGE Handbook of Educational Action Research Bridget Somekh, 2009-05-19 There has been a huge growth of interest in action research in educational settings over the past 20 years across the Americas Europe Australia and Africa this Handbook provides a scholarly reference text that will inform the development of the field

Educational Inclusion As Action Research O'Hanlon, Christine, 2003-10-01 The book starts by linking government policy with social justice and inclusion issues and argues that inclusion is currently promoted via a democratic political process which needs to be complemented at a professional level through the demonstration of democratic and inclusive procedures in the investigatory process itself

The SAGE Handbook of Educational Action Research Susan E Noffke, Bridget Somekh, 2009-05-07 This handbook presents and critiques predominant and emergent traditions of Educational Action Research internationally Now a prominent methodology Educational Action Research is well suited to exploring developing and sustaining change processes both in classrooms and whole organisations such as schools Departments of Education and many segments of universities The handbook contains theoretical and practical based chapters by highly respected scholars whose work has been seminal in building knowledge and expertise in the field It also contains chapters exemplifying the work of prominent practitioner and community groups working outside universities The Editors provide an introduction and conclusion as well as an opening chapter which charts the historical development of action research and provides an analysis of its underlying theories The handbook is organized into four sections each beginning with a short introduction Action

research methodology diversity of rationales and practices Professional Knowledge production staff development and the status of educators Personal Self awareness development and identity Political Popular knowledge difference and frameworks for change This is a key resource for scholars and graduate students at doctors and masters levels as well as school leaders and administrators Susan Noffke is Associate Professor of Curriculum Instruction at the University of Illinois Urbana Champaign and co editor with R B Stevenson of Educational Action Research Teachers College Press 1995 She taught at the primary school level for a decade and has led masters and doctoral level courses in action research for the past 20 years She continues to work with many collaborative projects with schools and school districts Bridget Somekh is Professor of Educational Research at Manchester Metropolitan University UK She is a founder editor of the Educational Action Research journal and has been a co ordinator of the Collaborative Action Research Network CARN for many years She is co editor of Research Methods in the Social Sciences SAGE 2005 and author of Action Research a Methodology for Change and Development Open University Press 2006

Teaching Religious Education Julian Stern, 2018-01-25 An updated expanded edition of the popular textbook for student and practising teachers of religious education It is a book for and about teaching and learning religious education in schools which is a lively and open ended subject ideal for those wanting to explore how people understand the world and how they live their lives A wide range of religious and non religious ways of life are explored New to this edition are descriptions of more recent research on teaching and learning religious education from the UK Europe America Asia Africa and Australia Also included are personal accounts written by pupils teachers and researchers giving voice to those learning and researching religious education in practice As well as revising and extending every chapter of the first edition there are brand new chapters on the real lives of teachers and pupils in religious education religious education around the world spirituality thinking about philosophy truth and religious education ethics rights values and virtues creativity and religious education A key feature of the book is the 33 classroom activities for learners aged 7 to 18 which are also designed for use by student and practising teachers These activities enable those studying and teaching religious education to be active researchers

Transforming The Role Of The Senco: Achieving The National Award For SEN Coordination Hallett, Fiona, Hallett, Graham, 2010-10-01 This book meets the needs of those participating in the new National Award for SEN Co ordination programme It evaluates analyses and critiques the practice of the SENCO role at an academic level suitable to the award

The Wiley International Handbook of Educational Leadership Duncan Waite, Ira Bogotch, 2017-03-16 A provocative and authoritative compendium of writings on leadership in education from distinguished scholar educators worldwide What is educational leadership What are some of the trends questions and social forces most relevant to the current state of education What are the possible futures of education and what can educational leadership contribute to these futures To address these questions and more editors Duncan Waite and Ira Bogotch asked distinguished international thought leaders on education to share their insights observations and research findings on the nature of

education and educational leadership in the global village The Wiley International Handbook of Educational Leadership brings together contributions from authors in twenty one countries spanning six continents Topics examined include leadership and aesthetics creativity eco justice advocacy Big Data and technology neoliberalism emerging philosophies and theories critical democracy gender and radical feminism political economies emotions postcolonialism and new directions in higher education A must read for teachers researchers scholars and policy makers this Handbook Champions radical pluralism over consensus and pseudoscientific or political solutions to problems in education Embraces social economic and political relevance alongside the traditions of careful and systematic rigor Challenges traditional epistemological cultural and methodological concepts of education and educational leadership Explores the field s historical antecedents and ways in which leadership can transcend the narrow disciplinary and bureaucratic constraints imposed by current research designs and methods Advances radically new possibilities for remaking educational leadership research and educational institutions

Muslim Women in Britain Sariya Cheruvallil-Contractor, Sariya Contractor, 2012 This book explores the lives of British women and examines the issues femininity Britishness inter communal relations and social cohesion Presenting the reader with inclusive narratives of Muslim women which clarify their nuanced diversities the book makes a valuable contribution to the existing literature on Islamic studies social anthropology feminist philosophy and social cohesion

Making Connections Bettie Higgs, Shane Kilcommins, Tony Ryan, 2010 In this volume the authors document examples of programmes courses activities that are designed intentionally to build students capacity to be integrative thinkers and learners In doing so they try to analyse and name the learning that is taking place and so make it visible to the reader The work is intended as a resource for all those involved in teaching and student learning in Higher Education and beyond The ultimate goal is to ensure that students in higher education can make meaningful connections within and between disciplines for example by integrating on campus and off campus learning experiences and tying together and synchronising different perspectives and ways of knowing This paper contains the following chapters

- 1 Drawing on Medical Students Representations to Illuminate Concepts of Humanism and Professionalism in Newborn Medicine C Anthony Ryan
- 2 Integrative Learning in a Law and Economics Module John Considine
- 3 Making Connections for Mindful Inquiry Using Reflective Journals to Scaffold an Autobiographical Approach to Learning in Economics Daniel Blackshields
- 4 Integrative Learning on a Criminal Justice Degree Programme Sinead Conneely and Walter O Leary
- 5 The Use of Learning Journals in Legal Education as a Means of Fostering Integrative Learning through Pedagogy and Assessment Shane Kilcommins
- 6 Beyond Wikipedia and Google Web Based Literacies and Student Learning James G R Cronin
- 7 Archetype or for the Archive Are Case Histories Suitable for Assessing Student Learning Martina Kelly Deirdre Bennett and Suin O Flynn
- 8 The Arts in Education as an Integrative Learning Approach Marian McCarthy
- 9 Assessing the Role of Integrated Learning in the BSc International Field Geosciences IFG at University College Cork Ireland Pat Meere
- 10 The Confluence of Professional Legal Training ICT and Language

Learning towards the Construction of Integrative Teaching and Learning Maura Butler 11 Integrative Learning with High Fidelity Simulation and Problem Based Learning An Evaluative Study Nuala Walshe Sinead O'Brien Angela Flynn Siobhan Murphy and Irene Hartigan 12 Facilitating Learning through an Integrated Curriculum Design Driven by Problem Based Learning Perceptions of Speech and Language Therapy Catharine Pettigrew 13 Building Student Attributes for Integrative Learning Bettie Higgs and 14 End Game Good Beginnings are Not the Only Measure of Success C Anthony Ryan Bettie Higgs and Shane Kilcommins Each chapter contains tables figures and references

Using Data to Improve Learning Anthony Shaddock, 2014-02-01 Using Data to Improve Learning A practical guide for busy teachers explains how teachers can incorporate no frills engagement with data collected by themselves and others into day to day teaching so that the process is useful empowering and enjoyable It presents strategies that are practical enough to attract teachers interest feasible enough to implement in ongoing and sustainable ways and rigorous enough to make immediate and positive differences to teaching and learning

The Spirit of the School Julian Stern, 2009-04-25 A unique insight into spirituality within the school environment and the wide ranging influences it has on all parties involved

Teaching and Supporting Children with Special Educational Needs and Disabilities in Primary Schools Jonathan Glazzard, Jane Stokoe, Alison Hughes, Annette Netherwood, Lesley Neve, 2015-03-10 If you are a primary trainee or are training to support children in primary schools this is your guide to working with children with Special Educational Needs and Disabilities SEND We begin by exploring what is meant by SEND in primary schools and go on to cover all you need to know about your statutory responsibilities in school Current legislation and the Code of Conduct are covered to give you lots of information about the content you will be working in The book then examines the range of needs you will encounter in primary schools giving you details information and practical advice This second edition has been fully restructured and updated to include a new section on the key theory relating to SEND Exploring theories and theorist that you will need to know about to fully understand how to support children Also new for this edition is a chapter focusing on the role of the SENCO in the primary school Finally the book includes more practical support to help you in the classroom Checklists to help you to work comprehensively and information about useful resources and outside agencies

Schools and Religions Julian Stern, 2007-05-08 The link between schools and religions is an area of lively debate Looking at two challenges of the 21st century social inclusion and globalization this book analyses the role that religion can play in fostering communities in schools and its implications for social cultural and other developments in both national and international contexts

Creating Holistic Technology- Enhanced Learning Experiences Lee Yong TAY, Cher Ping LIM, 2013-02-11 Creating Holistic Technology Enhanced Learning Experiences Tales of a Future School in Singapore Editors Lee Yong TAY and at the same time to live together in an increasingly diverse and complex society and to reflect on and interpret fast changing information In such a new world order the holistic development of our students namely in the cognitive aesthetics physical social and moral leadership and global domains is pivotal This

edited book provides descriptive and interpretive accounts of how an elementary school in the FutureSchools Singapore programme creates holistic technology enhanced learning experiences for its students at the classroom and school levels By documenting these accounts and linking them to student learning outcomes the school will lead the way in providing possible models for the seamless and pervasive integration of information and communication technologies ICT into the curriculum for the holistic development of our students Effective Teacher Education for Inclusion Deborah Robinson,2024-08-28

Drawing on research carried out in partnership with schoolteachers school leaders and student teachers this book presents cutting edge research on teacher education and how it can be used to catalyse the development of inclusive practice in mainstream schools and classrooms Theoretically robust and guided by the author s near 40 years of experience as an educationalist this research informed book offers an account of the practices and principles that underpin effective teacher education for special educational needs and disability SEND Chapters propose transformative approaches towards effective teacher education whilst also exploring the dangers of de intellectualisation to the promotion of inclusive practices in doing so this book reasserts the indispensability of intellectual labour to the development of the inclusive teacher Ultimately this book argues that teacher education curricula must include critical theoretical work and reflexive projects offering intellectually rich and critical approaches whilst also defending the important role that higher education plays in the context of partnership with schools At a time when urgent questions around equity are being discussed on the global stage this book will be of interest to scholars researchers and postgraduate students in the fields of inclusion and special education teacher education and the theory of education more broadly Teacher educators and policymakers working towards equitable quality education for all will also find the volume of use Linking Theory with Practice in the Classroom John Elliott,Vicky Christoforatos,2024-06-12 Focusing on the professional learning journeys of practising teachers and their tutors this book takes readers through the experiences of teachers on the Developing Innovative Pedagogies through the Lesson Study module at the University of East Anglia Building on the perspectives of teachers practising Lesson Study the book delves into the design of a series of action research cycles to solve authentic learning and teaching problems in a variety of educational settings In addition to theoretical tools and concepts on pedagogy this book gives voice to teachers who become researchers while crossing the boundaries of school and university and the boundaries of theory and practice The teacher researchers ask their own questions test their hypotheses and work collaboratively with their school colleagues to experiment with teaching strategies aimed at learning with understanding The chapters feature the voices of the pupils themselves and their experiences of learning within a range of educational settings and phases Written for teachers leaders in education teacher educators and researchers this book shows that the combination of good learning theories and teacher collaboration help bridge the gap between theory and practice in teachers professional learning and enable learners to deepen their knowledge and understanding *Researching Education with Marginalized Communities* M. Danaher,J. Cook,P. Coombes,2013-10-31

This collection provides evidence based strategies for conducting effective and ethical education research with individuals and groups who are marginalised from mainstream society The book explores circus and fairground communities disabled vocational education students environmental lobbyists and retired people from across the globe **Teacher Education for Inclusion** Chris Forlin,2010-06-10 How teachers might best be prepared to work in schools with an increasingly diverse pupil population is of concern to educational academics professionals and governments around the world Changes that have taken place in legislation and practice often fail to taken into account how practitioners can ensure that all children and young people are able to achieve The focus of this international text is on innovative practices for preparing teachers to work in inclusive classrooms and schools Drawing on both pre and in service training methods the expert contributors to this book follow three major themes social and political challenges regarding teacher education providing an historical perspective on the training of teachers tensions in preparing teachers for inclusion cultural issues the relationship between educational funding and practices and collaborative measures to support a whole school approach innovative approaches in pre service teacher preparation discussing a range of innovative models and approaches used in pre service teacher education courses engaging professional development for inservice teachers reviewing a range of approaches employed to engage working teachers and help them establish curricula and pedagogy that meets the needs of all students in their classes Each chapter will include a list of proposed learning outcomes a theoretical or conceptual framework to help readers develop the proposed innovation an overview of recent research discussion of the research data available and a discussion of the international implications and challenges summarising in suggestions for a positive way forward Teacher Education for Inclusion Changing Paradigms and Innovative Approaches is essential reading for practising teacher educators school leaders university lecturers in education and post graduate students **Transforming the Role of the SENCO: Achieving the National Award for SEN Coordination** Graham Hallett,Fiona Hallett,2017-08-16 This book offers valuable insights into the role of the Special Educational Needs Coordinator SENCo and aims to illustrate evaluate and analyze the characteristics and practice of the SENCo role This new edition has been updated to reflect changes in legislation and the framework for the National Award for SEN Coordination NASC Transforming the Role of the SENCO reflects the three areas of development of the NASC leaning outcomes Professional Knowledge and Understanding Leading and Coordinating Provision and Personal and Professional Qualities The book links directly to the NASC learning outcomes whilst remaining both cutting edge and relevant to real world practice Key features of this second edition include Updated content in light of the SEND Code of Practice 0 25 2015 Contributions from thought leaders in the field of SEN and Inclusion Vignettes offering clear practical and well theorized examples of the work of SENCOs based on conversations with stakeholders currently involved in the field This is a key text for SENCOs particularly those undertaking the National Award for SEN Coordination as well as for students studying SEN and Inclusion on other courses and modules who may aspire to the role of the SENCo **International**

Handbook of Interpretation in Educational Research Paul Smeyers, David Bridges, Nicholas C. Burbules, Morwenna Griffiths, 2015-01-06 This handbook focuses on the often neglected dimension of interpretation in educational research. It argues that all educational research is in some sense interpretive and that understanding this issue belies some usual dualisms of thought and practice such as the sharp dichotomy between qualitative and quantitative research. Interpretation extends from the very framing of the research task through the sources which constitute the data, the process of their recording, representation and analysis to the way in which the research is finally or provisionally presented. The thesis of the handbook is that interpretation cuts across the fields both philosophically, organizationally and methodologically. By covering a comprehensive range of research approaches and methodologies, the handbook gives early career researchers what they need to know in order to decide what particular methods can offer for various educational research contexts. An extensive overview includes concrete examples of different kinds of research, not limited for example to teaching and learning examples as present in the Anglo Saxon tradition but including as well what in the German Continental tradition is labelled *pädagogisch*, examples from child rearing and other contexts of non formal education with full description and explanation of why these were chosen in particular circumstances and reflection on the wisdom or otherwise of the choice combined in each case with consideration of the role of interpretation in the process. The handbook includes examples of a large number of methods traditionally classified as qualitative, interpretive and quantitative used across the area of the study of education. Examples are drawn from across the globe thus exemplifying the different opportunities and constraints that educational research has to confront in different societies.

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Educational Inclusion As Action Research An Interpretive Discourse Introduction

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