

Working Towards

**Inclusive
Education**

SOCIAL CONTEXTS

Peter Mittler

Working Towards Inclusive Education Social Contexts

By Peter Mittler 2000 09 01

Aisling Leavy, Margaret Nohilly



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Working Towards Inclusive Education Peter Mittler, 2012-06-25 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

Teaching in Tension Frances Vavrus, Lesley Bartlett, 2013-06-13 In recent years international efforts to improve educational quality in sub Saharan Africa have focused on promoting learner centered pedagogy However it has not flourished for cultural economic and political reasons that often go unrecognized by development organizations and policymakers This edited volume draws on a long term collaboration between African and American educational researchers in addressing critical questions regarding how teachers in one African country Tanzania conceptualize learner centered pedagogy and struggle to implement it under challenging material conditions One chapter considers how international support for learner centered pedagogy has influenced national policies Subsequent chapters utilize qualitative data from classroom observations interviews and focus group discussions across six Tanzanian secondary schools to examine how such policies shape local practices of professional development inclusion gender and classroom discourse In addition the volume presents an analysis of the benefits and challenges of international research between Tanzanian and U S scholars illuminating the complexity of collaboration as it simultaneously presents the outcome of joint research on teachers beliefs and practices The chapters conclude with questions for discussion that can be used in courses on international development social policy and teacher education This volume written by a multi national team of scholar practitioners makes an important contribution to our understanding of learner centered teaching and collaborative educational research Based on an intensive investigation in Tanzania of a professional development program and teachers efforts to conceptualize and implement a globally promoted pedagogical approach the authors illustrate and critically analyze how these practices are enabled and constrained by cultural lenses power relations and material conditions Importantly they also examine reflexively how cultural power and resource issues shaped their struggle to engage in a collective praxis of qualitative inquiry The tensions referenced in the title sparked valuable insights which will be useful to educators researchers and policy makers Mark Ginsburg FHI 360 and Teachers College Columbia University

Overcoming Exclusion Peter J. Mittler, 2013 Professor Peter Mittler brings together nineteen of his key writings in one place including chapters from his best selling books and articles from leading journals which give a flavour of the impact or controversy they aroused

Thinking Globally Acting Locally Peter Mittler, 2010 This unusual book is more than just the memoir of a distinguished career It is a history of the

twentieth century reflected in the life and work of one individual It begins in 1938 with a year in the life of an eight year old Viennese Jewish boy as he experiences the worst and best of humanity from Nazi persecution to rescue by strangers through the Kindertransports It tells of his encounters with an English schooling system at its worst and best and of his formative years But this is not a story of one person s liberation That little refugee boy grew up to contribute to the liberation of hundreds of thousands of people world wide Influenced by his own early experiences Peter Mittler has spent a lifetime committed to the human rights of people with intellectual disabilities From their liberation from the big institutions left over from the nineteenth century to their inclusion in shaping the 2008 United Nations Convention on the Rights of Persons with Disabilities it tells the story of a dynamic and powerful human rights movement It is perhaps the last great untold story the story of how persons with intellectual disabilities finally gained the right to respect value and autonomy and of the long struggle for schooling access to work and their own front door key This memoir weaves professional memories and accounts of collaboration across the global village with anecdotes and travellers tales to reflect a global perspective from someone who was there at every twist and turn working with families teachers researchers governments and self advocates for over 60 years to influence legislation and drive lasting reform

EXTRACTS FROM BOOK REVIEWS

Dame Phillipa Russell from foreword Socrates is reputed to have said that each generation produces a very small number of hero innovators who change the way in which society values its citizens For me and for many others Peter Mittler is indeed one of those hero innovators radically changing both national and international attitudes towards people with intellectual and other disabilities and their families

Duncan Mitchell British Journal of Learning Disabilities Peter Mittler is one of the giants of learning disability in the second half of the twentieth century It is rare to find such a wonderfully understated page turner

Ingrid Lunt Journal of Research in Special Educational Needs The book succeeds in going far beyond an autobiography is easy to read and carries the reader through with the strong narrative

Paul Williams Community Living What an incredibly full and constructive life The book is very well written and highly readable

David Mitchell International Journal of Disability Development and Education Peter Mittler has the happy knack of being able to synthesise disparate material in an interesting manner with an eye to the broader philosophical context This book is a fitting summation of one man s personal journey to address inequalities particularly as they apply to those among us who have disabilities

Chris Cullen History of Psychology and Philosophy This is a fascinating book which chronicles the life journey of Peter Mittler a leading exponent of evidence based services and social inclusion for people with intellectual impairments More than this though it is a history of the slow and often halting progress which has been made in the United Kingdom and throughout the

How Shall We Then Care? Paul Shotsberger, Cathy Freytag, 2020-01-21 Though much has been written about ethic of care and its importance in education little is available to guide Christian educators who desire to demonstrate a disposition of care toward self learners colleagues and community As this book makes clear a Christian ethic of care serves to illuminate our relationship with God while also

helping to flesh out what care looks like in various contexts including and especially teaching and teacher education How Shall We Then Care invites engagement with questions not just about what teachers should know about care but about how they are to care for those in their circle of influence what it means to care what counts as care what practices nurture care and how care is experienced The authors are teachers and teacher educators who like you have struggled to find answers to these questions The settings for these explorations span the spectrum from K 12 classrooms to Christian and public higher education covering issues such as trauma informed classroom practice the use of role playing games for teaching ethics the transition from teacher candidate to novice teacher the crucial interface between care and inclusive education and the vital role empathy plays in educational care

Curricula for Teaching Children and Young People with Severe or Profound and Multiple Learning Difficulties Peter Imray,Viv Hinchcliffe,2013-10-30 Curricula for Teaching Children and Young People with Severe or Profound and Multiple Learning Difficulties offers a range of compelling arguments for a distinct and separate pedagogical approach to the learning needs of the most educationally challenging pupils This book written in accessible common sense and non academic language provides an easy to follow alternative curriculum specifically designed to enhance and enrich the learning of children with profound and multiple learning difficulties Chapter by chapter guidelines and support are offered in key curriculum areas some of which include Cognition Language Literacy and Communication Mathematical Physical Sensory Creative Care Play Problem solving This highly practical resource is essential reading for any educational professional parents school governors teachers teaching assistants therapists and indeed anyone involved with maximising the educational opportunities of those with profound learning difficulties

Understanding and Promoting Access for People with Learning Difficulties Jane Seale,Melanie Nind,2009-09-10 The issue of access is at the forefront of the practical challenges facing people with learning difficulties and people working with or supporting them This engaging text brings together evidence narratives and discussions that question and advance our understanding of the concept of access for people with learning difficulties Seale and Nind draw on their expertise to analyse a wide range of situations including access to public spaces citizenship education community participation and employment Through a series of related chapters key researchers in the field of inclusion and learning difficulties enrich the access debate by considering what kind of access people with learning difficulties want identifying effective practice in relation to facilitating and promoting access revealing the capability of people with learning difficulties to seek and achieve access to potentially exclusionary communities providing a space for a wide range of people to share access stories With contributions from a variety of stakeholders including people with learning difficulties Understanding and Promoting Access for People with Learning Difficulties clarifies the concept of access without over simplifying what is involved Through rigorous critique this book provides a unique rationale for a new multi dimensional model of access and ways of promoting it Proposing a reconceptualisation of the risk associated with promoting access for people with learning difficulties this book will be of

immense interest to students researchers and professionals involved in inclusion and disability issues **Learning and Learning Difficulties** Peter Westwood,2013-05-24 This text explores a number of different perspectives and theories on human learning and motivation The author gives significant attention to different types of learning across the curriculum and examines effective types of teaching to facilitate different forms of learning Detailed consideration is given to factors that contribute to common learning problems in school and many practical suggestions are provided for preventing or overcoming some of these difficulties *Exceptional Child Education Resources* ,2002 *Perspectives on Childhood* Aisling Leavy,Margaret Nohilly,2021-07-27 This collection brings together various cutting edge and accessible perspectives and insights into the rich complex and intriguing stage of life that is childhood Contributions here relate specifically to the Irish context with many seamless connections also made to the universal themes of childhood and their relevance within the international context The chapters are organised into four themes 1 Children and families in education and special education settings 2 Children s environment and play spaces 3 Children s voice in research classrooms and non traditional settings and 4 Children s experiences in STEM education Across the chapters the authors identify current best practices and place them within the overall context of current trends in research into childhood There is a complementary balance of theoretical and practical knowledge presented throughout the volume Given the variety of perspectives and contributions presented here it will be of interest to those working in professional practice such as educators psychologists sociologists and the more general public including parents and policymakers

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