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Collana	Innovations and Controversies: Interrogating Educational Change
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Nota di bibliografia	Includes bibliographical references at the end of each chapters and index.
Nota di contenuto	Preliminary Material / Tim Corcoran , Julie White and Ben Whitburn -- Not Just for the Fun of It / Jenene Burke -- Teachers' Aides' Perceptions of Their Training Needs in Relation to Their Roles in State Secondary Schools in Victoria / Dianne Gibson -- Celebrating the Voices of Students with Hearing Impairments in New Zealand Secondary Schools / Kate Holland -- Inclusive Education in Bangladesh / Masud Ahmmmed -- The Privileging of 'Place' within South Australia's Education Works / Peter Walker -- Choosing Time / Amy Cloughton -- Inclusive Education for the Disabled / Bentina Alawari Mathias -- Managing the Barriers in Diversity Education that We Create / Barbara Garrick , Satine Winter , Mahbuba Sani and Lynn Buxton -- 'We Put in a Few Ramps in Here and There, That's about It' / Gill Rutherford , Leigh Hale and Denise Powell -- A Mother Caught in Two Worlds / Ruth Cornell -- Technology Use and Teenagers Diagnosed with High-Functioning Autism / Lye Ee Ng , Stefan Schutt and Tim Corcoran -- Signifying Disability and Exclusion / Mary A. Burston -- A Troubled Identity / Kim Davies -- Attending to the Potholes of Disability Scholarship / Ben Whitburn -- A Hidden Narrative / Julie White -- Thinking about Schooling through Dis/ability / Dan Goodley and Katherine Runswick-Cole -- Afterword / David J. Connor -- Contributors / Tim Corcoran , Julie White and Ben Whitburn -- Index / Tim Corcoran , Julie White and Ben Whitburn.

Education systems worldwide will only successfully serve the needs of people with disability when we inclusively examine and address disabling issues that currently exist at school level education as well as further and higher education and beyond. The chapters contributing to this edited volume are presented to assist readers with a critical examination of contemporary practice and offer a concerted response to improving inclusive education. The chapters address a range of important topics related to the field of critical disability studies in education and include sections dedicated to Schools, Higher Education, Family and Community and Theorising. The contributors entered into discussions during the 2014 AERA Special Interest Group annual meeting hosted by Victoria University in Australia. The perspectives offered here include academic, practitioner, student and parent with contributions from Australia, New Zealand, Nigeria, the UK and the US, providing transnational interest. This book will appeal to readers who are interested in innovative theoretical approaches, practical applications and personal narratives. The book is accessible for scholars and students in disciplines including education, sociology, psychology, social work, youth studies, as well as public and allied health. The Introduction by Professor Roger Slee (The Victoria Institute, Victoria University, Australia) and Afterword by Professor David Connor (City University of New York) provide insightful and important commentary. Cover photograph by Paul Dunn and design by Hendrik Jacobs.
