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Titolo	Inclusive Education in a Post-Soviet Context : A Case of Kazakhstan // edited by Tsediso Michael Makoelle, Michelle Somerton
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Disciplina	370.95845
Soggetti	Inclusive education Educational psychology Education and state Teachers - Training of Inclusive Education Educational Psychology Educational Policy and Politics Teaching and Teacher Education Educació inclusiva Educació especial Història de l'educació Llibres electrònics Kazakhstan
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Nota di contenuto	Introduction -- Part 1: Inclusive Education in Kazakhstan -- Kazakhstan Education System after the Introduction of Inclusive Education -- Part 2: Teachers and Inclusive Teaching and Learning -- Inclusion of Diverse Learners is a Beautiful Idea But: Preparing pre-service teachers to cater for diversity -- Part 3: Inclusive Pedagogy and Teaching Methodologies -- The perceptions and practices of differentiated instruction of teachers who are also in the position of subject coordinators in a school for gifted students in Kazakhstan -- Part 4: Students Support and Parental Involvement in Inclusive Schools

-- Factors Influencing Parental Choices for Home-schooling as an Alternative to Schools in Kazakhstan -- Part 5: School Leadership and Inclusion Education -- Exploring the Role of Distributed Leadership in Managing Inclusive Schools in Astana/Nur-Sultan -- Part 6: Inclusive Education in Higher Education -- Experiences of graduate students with mobility and visual disability in Universities of Astana/Nur-Sultan.

Sommario/riassunto

This book provides the first evidence-based reference about inclusive education in Kazakhstan, one of the post-Soviet Union countries. This nation, as well as many other central Asian countries, is undergoing a radical transformation and change in education which encompasses the implementation of inclusive and special education. This book is composed of chapters synthesized from various studies and captures different aspects of the implementation of inclusive education in Kazakhstan. The implementations of inclusive education in any educational system require a multi-dimensional, multi-level and an integrated approach. It requires collaborative efforts on part of all stakeholders including governance, pedagogical, auxiliary and support structures. This book is a collection of evidence-based studies in a Kazakhstani educational context that demonstrates the multifaceted nature of the process to realize an educational system that is inclusive. The book highlights some of the fundamental requirements and challenges for this process to succeed. Among the main issues addressed in this book are the understanding of inclusive education, the transition towards inclusive education given the soviet legacy, the role of school leadership, teachers, parents and other stakeholders in the process. The findings in each chapter demonstrate some of the milestones and challenges of inclusivity. This work will be of interest to academics, scholars, students and teachers in this field.
