

1. Record Nr.	UNINA9910827643803321
Autore	Spenceley Lydia
Titolo	Inclusion in further education // Lydia Spenceley
Pubbl/distr/stampa	Northwich, [England] : , : Critical Publishing Ltd., , 2014 ©2014
ISBN	1-909682-07-1 1-909682-08-X
Descrizione fisica	1 online resource (142 p.)
Collana	Further Education
Disciplina	371.9046
Soggetti	Inclusive education Mainstreaming in education
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references at the end of each chapters and index.
Nota di contenuto	Cover; Half-title; Series information; Title page; Copyright information; Table of contents; Meet the author; Meet the series editor; 1 Introduction; Inclusion and Further Education; The purpose of this book; The content of the chapters; Chapter 2: The shape (shifter) of inclusion; Chapter 3: Politics and policy; Chapter 4: New teachers - old ideas?; Chapter 5: Mainstream mayhem; Chapter 6: Label literacy; Chapter 7: NEETs and knots; Chapter 8: Special students; Chapter 9: The distraction of dyslexia; Conclusion; References; Websites; 2 The shape (shifter) of inclusion Introduction: the meaning of the word Dictionary definitions; The impact of history on inclusion in education; The historical context: a timeline; Ignoring; Segregation; Integration; Inclusion; The example of women; Norms and normativity; The influence of social norms; Degrees of inclusion; Being inclusive; Becoming inclusive; Become inclusive; The importance of language in determining inclusion; The changing nature of the language of inclusion; Language and discourse; The discourse of deficiency; The discourse of normativity; The challenge of the discourse of social justice From 'needs' to 'rights' Inclusion and the role of the teacher; More questions than answers?; Conclusion; Taking it further; References; Websites; 3 Politics and policy; Introduction; The main political parties;

The Labour Party; Socialist beliefs; Social democratic beliefs; The Liberal Democrats Party; The Conservative Party; Neoliberal beliefs; Neoconservative beliefs; The major influences affecting politics and policy; Post-war reconstruction (1945-mid-1950s); A more inclusive system?; The inter-party period (mid-1950s-1979); The position of Further Education

The demand for a repositioning of Further Education
The changing role of education as a tool for inclusion; The Conservative administration (1979-97); The 'business' of education; Vocationalism; Competition; Public accountability; The New Labour era; The 'Third Way'; 'Education, Education, Education'; The social justice agenda; Widening participation; New plans and old foundations; The increased role of Further Education in facilitating social inclusion; Legislation for inclusion; The Coalition; Conclusion; Taking it further; References; Websites; 4 New teachers - old ideas?; Introduction

Key challenges for new teachers
Focusing on the learning process; The advantages of group activity; Learning is not simply transfer of knowledge; Learning how to learn; The Pygmalion effect; Adult-to-adult communications; Developing student autonomy; Identifying what motivates students; Getting the best out of group work; Active learning; Encouraging peer interaction; Conclusion; Taking it further; References; Websites; 5 Mainstream mayhem; Introduction; Defining the role of the LSA in Further Education; The teacher's view; The LSA's view; The content and purpose of the role
Models of support and the LSA role

Sommario/riassunto

A critical understanding of the complex concept of inclusion and its implementation in a range of different contextual settings for all those teaching or training to teach within the Further Education sector.
