

# Spaced Out: Policy, Difference and the Challenge of Inclusive Education

Felicity Armstrong

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# Spaced Out Policy Difference And The Challenge Of Inclusive Education

**F. Armstrong**



## **Spaced Out Policy Difference And The Challenge Of Inclusive Education:**

Spaced Out: Policy, Difference and the Challenge of Inclusive Education F. Armstrong, 2006-01-02 This is an extremely important book containing a wealth of ideas and insights and raising important questions for discussion and further exploration In a lucid and cogently argued analysis the author both challenges dominant ideas and interpretations and provides some alternative innovative perspectives These include the making and meaning of policy the varied and complex ways in which inclusion and exclusion can be understood the nature and function of categorisation labelling and discursive practices within official discourse and procedures and the position and relationship between space place and identities in relation to the experience of marginalized people including disabled children and young people Drawing on concepts and insights from social and cultural geography Armstrong is able to seriously examine and discuss daily activities within institutional and social settings in England and France from several different angles In sensitive thoughtful and imaginative ways the micro politics of social settings and encounters are explored through a process of deconstruction and reconstruction Subtle overt and contradictory features of interactions are carefully identified and critically discussed This covers how meanings decisions and outcomes of such encounters are developed challenged and changed Both in relation to discussions of the history of special education and her critical self reflections on the research process the author challenges homogeneous conceptions and sanitized accounts of what she argues is an essentially messy process It is the unevenness discontinuities and contradictions of social conditions and relations that are depicted in insightful and disturbing ways *Spaced Out:*

*Policy, Difference and the Challenge of Inclusive Education* , **Policy, Geophilosophy and Education** P. Taylor Webb, Kalervo N. Gulson, 2015-10-14 Education policy is premised on its instrumentalist approach This instrumentalism is based on narrow assumptions concerning people the subject decision making power problem solving science and methodology and knowledge epistemology *Policy Geophilosophy and Education* reconceptualises the object and hence the objectives of education policy Specifically the book illustrates how education policy positions and constitutes objects and subjects through emergent policy arrangements that simultaneously influence how policy is sensed embodied and enacted The book examines the disciplinary and multi disciplinary approaches to education policy analysis over the last sixty years and reveals how policy analysis constitutes the ontologies and epistemologies of policy In order to reconceptualise policy *Policy Geophilosophy and Education* uses ideas of spatiality affect and problematization from the disciplines of geography and philosophy The book problematizes case vignettes to illustrate the complex and often paradoxical relations between neo liberal education policy equity and educational inequalities produced in the representational registers of race and ethnicity

Social Change in the History of British Education Joyce Goodman, Gary McCulloch, WILLIAM RICHARDSON, 2013-09-13 This work provides an overall review and analysis of the history of education and of its key research priorities in the British context It investigates the extent to which education has contributed historically to social change in Britain how it has itself

been moulded by society and the needs and opportunities that remain for further research in this general area Contributors review the strengths and limitations of the historical literature on social change in British education over the past forty years ascertain what this literature tells us about the relationship between education and social change and map areas and themes for future historical research They consider both formal and informal education different levels and stages of the education system the process and experience of education and regional and national perspectives They also engage with broader discussions about theory and methodology The collection covers a large amount of historical territory from the sixteenth century to the present including the emergence of the learned professions the relationship between society and the economy the role of higher technological education the historical experiences of Ireland Scotland and Wales the social significance of teaching and learning and the importance of social class gender ethnicity and disability It involves personal biography no less than broad national and international movements in its considerations This book will be a major contribution to research as well as a general resource in the history and historiography of education in Britain

*Purpose, Process and Future Direction of Disability Research* Simoni Symeonidou, Karen Beauchamp-Pryor, 2013-11-19 Purpose Process and Future Direction of Disability Research brings together the collective experience of an international network of early career researchers who set out to discuss the complexity of researching disability As newcomers to the research process the researchers detail their apprehensions about embarking on doctoral research together with the struggles they experienced along the way and importantly the motivation that drove them to complete their projects Contributors present an open and honest reflection on their research experience Interests motives and values which underpinned the direction of their research projects are explored questioning whether their beliefs were subsequently challenged changed or validated Research decisions were driven by a range and combination of personal experience of disability and professional experience of working with disabled people The influence of personal and professional approaches within research is addressed along with subsequent dilemmas Ideological battles are detailed which include the place of the social model of disability in research and the oppressive nature of doing disability research The researchers identify and examine their experience throughout the process of analysis writing up and presenting data and question how far their data resulted in confusions or conclusions Contributors explore their moral and political position as researchers and the potential influence on the validity of their findings Issues about dissemination and the impact of their findings are also considered Future research aims and challenges are identified with each contributor critically questioning the unfinished business that their research has involved Essential reading recommended for students and supervisors engaged in disability studies and inclusive education

**Social and Ethnic Inequalities in the Cypriot Education System** Areti Stylianou, David Scott, 2019-06-11 Accommodating the diversity of learners in mainstream schooling and providing high quality education for all inclusive education is prioritised at international and European levels as a human rights issue and as a reform strategy which tackles inequalities and promotes

social cohesion within both schools and wider society This book advances critical realist ideas in empirical research in order to close the theory practice gap and shift the emphasis from epistemology to ontology with regard to teachers empowerment to provide inclusive education With a focus on the school context rather than the agency of the individual teacher the authors use empirical data from case studies to demonstrate teachers disempowerment as real and rooted in features of reality Offering a unified critical realist model the book challenges taken for granted ideas and practices concerning the empowerment of teachers in inclusive education and seeks to set the ground for a more holistic and inclusive educational change

**Sport and Disability** Florian Kiuppis, 2018-12-07 Inclusion is primarily discussed in education With the increasing number of member states of the United Nations ratifying the Convention on the Rights of Persons with Disabilities academics have vividly discussed inclusion in the context of other areas of life such as the community at large as social inclusion in the context of work and employment and with regard to the aspects addressed by Article 30 5 of the Convention namely cultural life recreation leisure and sport This volume is organized around the topic inclusion in sport and has a particular focus on the participation of people with disabilities in sport Typical barriers for people with disabilities to participate in sport include lack of awareness on the part of people without disabilities as to how to involve them in teams adequately lack of opportunities and programmes for training and competition too few accessible facilities due to physical barriers and limited information on and access to resources The chapters attribute central importance to the processes and mechanisms of inclusion that operate within sporting environments and to the question of either what happens or could happen to persons with disabilities who enter the playing field The chapters were originally published in a special issue of Sport in Society

**The SAGE Handbook of Philosophy of Education** Richard Bailey, Robin Barrow, 2010-04-14 Section one of the book explores the nature of the philosophy of education and its relation to other aspects of educational theory and research Section two is devoted to particular thinkers of the past and more general coverage of the history of philosophy of education Section three is dedicated to contemporary philosophical thought on education providing the basis and reference point for an exploration of contemporary issues

Comparing Special Education John Richardson, Justin Powell, 2011-05-17 Comparing Special Education unites in depth comparative and historical studies with analyses of global trends to uncover similarities and differences found in special education systems around the world

**Handbook of Global Education Policy** Karen Mundy, Andy Green, Bob Lingard, Antoni Verger, 2016-02-29 This innovative new handbook offers a comprehensive overview of the ways in which domestic education policy is framed and influenced by global institutions and actors Surveys current debates about the role of education in a global polity highlights key transnational policy actors accessibly introduces research methodologies and outlines global agendas for education reform Includes contributions from an international cast of established and emerging scholars at the forefront of the field thoughtfully edited and organized by a team of world renowned global education policy experts Each section features a thorough introduction designed to facilitate

readers understanding of the subsequent material and highlight links to interdisciplinary global policy scholarship Written in an accessible and engaging style that will appeal to domestic and international policy practitioners social scientists and education scholars alike Spatial Theories of Education Kalervo N. Gulson, Colin Symes, 2007-11-21 This collection of original work within the sociology of education draws on the spatial turn in contemporary social theory The premise of this book is that drawing on theories of space allows for a more sophisticated understanding of the competing rationalities underlying educational policy change social inequality and cultural practices The contributors work a spatial dimension into the consideration of educational phenomena and illustrate its explanatory potential in a range of domains urban renewal globalisation race markets and school choice suburbanisation regional and rural settings and youth and student culture

Teaching and Learning in Diverse and Inclusive Classrooms Gill Richards, Felicity Armstrong, 2010-10-18 How can you develop effective teaching strategies so that all the children in your classroom are included in meaningful and enriching learning experiences What can you do to help young people from diverse backgrounds achieve their full potential Addressing the wide variety of issues of diversity and inclusion routinely encountered in today's classrooms this comprehensive text provides both a theoretical background and practical strategies Chapters from leading figures on inclusive education present and analyse the latest debates research studies and current initiatives including considerations for teaching and learning and concluding with key questions for reflection and additional resources Moving beyond simple theory about diversity to what this means for real teachers practice the contributions focus on issues relating to values and professional practice for teachers emphasising inclusive approaches and the importance of understanding the perspectives of learners Topics discussed include understanding inclusive education ethnic and cultural diversity challenging behaviour bullying gender identity and sexuality gifted and talented learners traveller children special educational needs collaborative working in schools the perspective of parents Designed to stimulate and strengthen teachers professional understanding the book also reflects on legislative duties personal values and the importance of listening to the voice of individuals who experience disadvantage in educational settings Teaching and Learning in Diverse and Inclusive Classrooms is a key resource for teachers supporting their learning throughout their initial training and early professional development It will also be of interest to more experienced teachers interested in diversity and inclusion particularly those mentoring NQTs through their induction and Masters level studies **Inclusion and Psychological Intervention in Schools** John Quicke, 2007-10-26

Within the field of inclusive education a growing body of literature has contributed to a developing knowledge and understanding of conceptual empirical philosophical issues and ideas However there is still an urgent need for more detailed accounts of how the struggle for change takes place or gets done in specific contexts involving particular people This important book seeks to meet some of these needs by providing stories from the working life of an educational psychologist in England and his interventions in schools in attempting to contribute to meeting the diverse needs of a range of pupils In

painstaking sensitive and reflective ways Quicke offers us some moving insights detailed observations challenging questions which combine to powerfully establish a picture of the complex social and cultural contexts called schools in which the struggle for inclusive thinking values and relations are to be realized The author describes himself as a reflective practitioner whose work is not ideologically neutral but informed by a deep commitment and belief in the well being of all children He calls his approach autoethnographic in order to emphasize the self reflective nature of the activity Thus the stories involve insights into the ambiguity self doubt contradictions dilemmas and real messiness of his position and experiences within his work context

Schooling and Travelling Communities Dave Cudworth, 2018-06-12 This book calls for a rethinking of educational provision for Gypsy Traveller communities Despite having been recognised by the government and educational providers for over fifty years underachievement of children from Gypsy Traveller communities persists Rather than focusing specifically on access attendance and attainment the author provides a structural analysis of the cultural tensions that often exist between Nomadic communities and current school provision based on the interests and values of Sedentarism The author uses spatial theory as a base upon which to build knowledge and understanding of the educational exclusion of children from Gypsy Traveller communities highlighting the social role that space plays within schools This innovative book will be of interest and value for students and scholars interested in not only education and Gypsy Traveller communities but education for minority communities more widely

**Annual Review of Comparative and International Education 2013** Alexander W. Wiseman, 2013-09-06 This inaugural volume is a forum for stakeholders and scholars to examine current trends and identify future directions in comparative and international education using several essays as a context for discussion and analysis

*The Impact of New Health Imperatives on Educational Policy and Schooling* Jan Wright, Valerie Harwood, 2016-02-05 Currently a great deal of public discourse around health is on the assumed relationship between childhood inactivity young people's diets and a putative steep rise in obesity Children and young people are increasingly being identified as a population at risk in relation to these health concerns Such concerns are driving what might be described as new health imperatives which prescribe the choices young people should make around lifestyle physical activity body regulation dietary habits and sedentary behaviour These health imperatives are a powerful force driving major policy initiatives on health and education in a number of countries in the Western world Schools in particular have been targeted for the implementation of a plethora of initiatives designed to help children and young people lose weight become more active and change their eating patterns inside and outside school Addressing these issues requires an innovative theoretical approach Neither the fields of eating disorders nor obesity research has addressed these issues from a sociological and pedagogical perspective The contributors to this edited collection draw on a range of social theories including Michel Foucault and Basil Bernstein to interpret the data collected across three countries Australia and New Zealand United Kingdom and from a range of primary and secondary schools Each chapter addresses various aspects of the relationship between health imperatives as constituted in government

policies school programs and practices their recontextualised in school practices and the impact of this on the subjectivities of children and teachers This book was originally published as a special issue of Discourse Studies in the Cultural Politics of Education

**Action Research for Inclusive Education** Felicity Armstrong, Michele Moore, 2004 Can action research make the project of inclusive education easier This book provides a practical guide to ways in which research can genuinely help dismantle discriminatory and exclusionary practices It has insider accounts of action research to help challenge readers assumptions

Mapping Corporate Education Reform Wayne Au, Joseph J. Ferrare, 2015-04-10 Mapping Corporate Education Reform outlines and analyzes the complex relationships between policy actors that define education reform within the current neoliberal context Using social network analysis and powerful data visualization tools the authors identify the problematic roots of these relationships and describe their effects both in the U S and abroad Through a series of case studies each chapter reveals how powerful actors from billionaire philanthropists to multinational education corporations leverage their resources to implement free market mechanisms within public education By comprehensively connecting the dots of neoliberal education reforms the authors reveal not only the details of the reforms themselves but the relationships that enable actors to amass troubling degrees of political power through network governance A critical analysis of the actors and interests behind education policies Mapping Corporate Education Reform uncovers the frequently obscured operations of educational governance and offers key insights into education reform at the present moment

**Education, Globalisation and New Times** Stephen J. Ball, Ivor F. Goodson, Meg Maguire, 2007-03-08 Education Globalisation and New Times comprises a selection of the most influential papers published over the twenty one years of the Journal of Education Policy Written by many of the leading scholars in the field these seminal papers cover a variety of subjects sectors and levels of education focused around the following major themes education globalisation and new times policy theory and method policy and equity Compiled by the journal s editors Stephen Ball Ivor Goodson and Meg Maguire the book illustrates the development of the field of education policy studies and the specially written Introduction contextualises the selection whilst introducing students to the main issues and current thinking in the field

**Theory on the Edge** N. Giffney, M. Shildrick, 2013-06-13 Theory on the Edge brings together some of the foremost specialists working at the interdisciplinary interface between Irish Studies feminist theory queer theory and gender and sexuality studies in order to trace the contemporary development of feminist thinking and activism in Ireland



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