Human Resources Administration Personnel Issues And Needs In Education

Special Needs Education Statistics and IndicatorsWhen VR Serious Games Meet Special Needs EducationDigital Learning in High-Needs SchoolsSpecial Educational Needs in the Early YearsSpecial Educational Needs and Inclusive PracticesInternational Issues in SEND and InclusionConducting Educational Needs AssessmentMust Inclusion be Special?EducationChild Care & Special Needs EducationThe Journal of EducationThe Inclusion for Students with Special Educational Needs across the Asia PacificDesigning New Apparatus for LearningExamining The Impact of School Inspection On Teaching and Learning. Dubai Private Schools as a Case StudyReligious ReconstructionSecondary School Teaching MethodsThe Agricultural Education MagazineEducation and Skill DevelopmentEducation MosaicsPhilosophy and Religion OECD Yiyu Cai Heejung An Ruth Wilson Fabio Dovigo Alan Hodkinson Daniel L. Stufflebeam Jonathan Rix Akinola Olabisi Wendi Beamish John Flory Mohamad Alkutich Minot Judson Savage Leonard H. Clark Dr. Nadeem Malik Thomas Jefferson Morgan Strong

this book makes comparisons of students with disabilities learning or behaviour difficulties and disadvantages on the basis of the additional resources made available to them to access the curriculum which in some countries covers some 35 of school age students

this book presents selected research and development on virtual reality vr and serious games sg applications to assist children with autism spectrum disorder asd in their learning of different skills children with asd have challenges to learn skills of learning living and working due to their cognitive and behavioral limitations the authors and their research teams of this book have many years research experience developing innovative and interactive vr and sg technology for the special needs education more specifically several vr serious games are designed to train children with asd on learning skill life skill and job skill such games are often developed based on the needs of special education and used by special needs schools in singapore this book is a useful resource for students scholars and designers of learning material who want to embrace vr and sg for children with asd

digital learning in high needs schools examines the challenges and affordances that arise when high needs school communities integrate educational technologies into their unique settings although remote blended and networked learning are ubiquitous today a number of cultural economic and political realities from the digital divide and digital literacy to poverty and language barriers affect our most vulnerable and underresourced teachers and students this book uses critical theory to compassionately scrutinize and unpack the systemic issues that impact high needs schools implementation of digital learning tools incisive sociocultural analyses across fifteen original chapters explore the intersection of society technology people politics and education in high needs school contexts informed by real world cases pertaining to technology infrastructure formative feedback universal design for learning and more these chapters illuminate how best practices emerge from culturally responsive and context specific foundations

this title is a practical and accessible guide to teaching young children with special educational needs at the heart of the book is the belief that the focus should be on the child as an active learner rather than on their disability

today school is becoming a rapidly changing learning environment thinking about students as a homogeneous population is no longer allowed as diversity in terms of culture language gender family organisation learning styles and so on has emerged as a key challenge for education today the debate on special educational needs largely reflects this challenge as working in school implies careful reconsideration of what we mean by normal and special current educational intervention is generally based on a deficit and within child model of facing sen whereas very little attention is given to the role of learning environments the focus is on the child more than on the whole class and on cognition and technical provisions more than on affective sociocultural and community dimensions of learning conversely regarding students and their needs as hidden voices allows us to adopt a transformative approach which sees diversity as a stimulus for the development of educational practices that might

benefit all children and help school to become an inclusive and moving organisation the aim of the book is twofold on the one hand it offers a systematic overview of the inclusive education state of the art in six countries germany italy norway sweden uk and usa based on the contributions by well known scholars such as christy ashby barbara brokamp fabio dovigo kari nes mara westling allodi tony booth and beth ferri on the other hand the book analyses five cases of good practices of inclusion related to different subjects and school levels

international issues in send and inclusion brings together a collection of cutting edge researches on approaches to special education needs and disability education across 6 continents and within 12 countries written by authors who are experts in their own countries in relation to special educational needs and disability the book provides a unique knowledge and understanding of different international perspectives in special educational needs disability and inclusion the chapters present extended case studies and reflect on current policy practice and theory within that context challenging assumptions which can dominate the policy and practice of inclusive education each of the six continents has a separate section and introduction within the book to offer a relevant approach and context for analysis the book will be of great interest to academics researchers and postgraduate students in the fields of inclusion special educational needs and disability teacher education and comparative education

must inclusion be special examines the discord between special and inclusive education and why this discord can only be resolved when wider inequalities within mainstream education are confronted it calls for a shift in our approach to provision from seeing it as a conglomeration of individualised needs to identifying it as a conglomeration of collective needs the author examines the political medical and cultural tendency of current times to focus upon the individual and contrasts this with the necessity to focus on context this book distinguishes the theoretical perspectives that are often associated with special or inclusive education and the broad range of interests which depend upon their ongoing development this examination leads to a problematisation of mainstream education provision our understanding of why social inequities emerge and how additional support can overcome these inequities further chapters explore the underlying challenges which emerge from our use and understanding of the notions of special and inclusive outlining an alternative approach based upon a community of provision this approach recognises the interconnectedness of services and the significance of context and it encapsulates the aspiration of much international legislation for participation and inclusion for all but it also assumes that we tend towards diffuse practices services policies settings and roles spread across provision which is variously inclusive and exclusionary in seeking to create equitable participation for

all support needs to shift its focus from the individual to this diffuse network of contexts must inclusion be special emerges from the research base which problematises inclusion and special education drawing upon examples from many countries it also refers to the author s research into pedagogy language and policy and his experiences as a teacher and the parent of a child identified with special educational needs

this volume is the third in a row of the publication on child care and special needs education it reiterates consistency and commitment to continuing education it is a unique publication dedicated to effective teaching care and development of children with special needs further research and commitment to community service against the backdrop of the necessity of private sector support and partnership in the development of the educational system the publisher has come forth with this indispensable resource this volume is rich in facts and figures with projections and scholarly analysis that leave very deep impressions on the readers it is a publication that knows no age tribe creed or gender boundaries it is packaged as contributing towards uplifting special needs education through quality education the publication brings laughter sober reflections and scholarly illumination to its readers the writings are scholarly and epicurean in taste urbane and contemporary with a profound sense of history and tradition

this book offers a comprehensive overview of how inclusion for students with special educational needs sen has developed and is continuing to evolve in mainstream schools across the asia pacific region the authors provide an applied analysis of inclusive education in 10 geographical settings covering legislative historical and cultural perspectives a diverse range of factors that influence inclusive policy to practice implementation in these contexts are highlighted and practical strategies to address some key issues are put forward the settings in focus are the maldives singapore the republic of korea mainland china hong kong macao japan province of british columbia canada new zealand and australia

master s thesis from the year 2016 in the subject pedagogy the teacher educational leadership language english abstract school inspection is one of the most challenging aspects in education it represents an approach of accountability in teaching and learning moreover school inspection provides policy and decision makers with accurate information about the current state of education in their respective institutions the main purpose of this study is to examine and determine the impact of school inspection on teaching and learning in dubai based private schools and to give some recommendations into how to conduct effective school inspection that would positively influence teaching and learning this research included 37 participants 2 inspectors 4 head teachers and 31 teachers from 4 private schools who follow different types of curricula from all grades of performance according to inspection

reports conducted in the 2014 2015 academic year the findings show that school inspection has a significant role in school improvement especially in teaching and learning teachers acknowledge the feedback that inspectors give to them however school inspection also has a negative impact on teaching and learning for instance it forces some schools to show activities they have never done before moreover the school inspection reports and recommendations in some cases are superficial and are not related to the school context moreover they often do not show teachers how they can respond to criticism in the reality of their teaching practice nevertheless the relationship between inspectors and teachers is not that positive especially in some subjects such as arabic language and islamic studies this piece of research suggests some areas for the betterment in school inspection such as giving more importance for sse school self evaluations shortening the notice period visiting schools at different times throughout the academic year making such visits every three years as well as ensuring that school inspectors have a high degree in education and in the subject they inspect nevertheless it recommends establishing an independent school inspection system on the other hand this study suggests further research on the accountability of teaching and learning in dubai in specific subjects such as arabic and islamic studies because reality shows that the recent intervention and policy have not been as fruitful as expected

education and skill development the need of the nation in the 21st century is a book written by dr nadeem malik an indian entrepreneur and social worker and published by the filmy charcha a news and media publishing agency based in mumbai

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