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Update to the transport section in the guidance for this summer term - 'What parents and carers need to know about nurseries, childminders, schools and colleges until August 2020'.

While many books explore the possibilities for developing inclusive practices in schools, and 'inclusion' is widely regarded as a desirable goal, much of the literature on the subject has been narrowly concerned with the inclusion of pupils with special educational needs. This book however, takes the view that marginalisation, exclusion and underachievement take many forms and affect many different kinds of child. As such, a definition of inclusion should also touch upon issues of equity, participation, community, entitlement, compassion, respect for diversity and sustainability. Here the highly regarded authors focus on: barriers to participation and learning experienced by pupils the practices that can overcome these barriers the extent to which such practices facilitate improved learning outcomes how such practices can be encouraged and sustained within schools and LEAs. The book is part of the Improving Learning series, published in partnership with the Teaching and Learning Research Project.

This text takes the view that marginalization, exclusion, and underachievement take many forms and affect many different kinds of child. It focuses on barriers to participation and learning experienced by pupils, the practices that can overcome these barriers, and more.

This important new book draws lessons from a large-scale initiative to bring about the improvement of an urban education system. Written from an insider perspective by an internationally recognized researcher, it presents a new way of thinking about system change. This builds on the idea that there are untapped resources within schools and the communities they serve that can be mobilized in order to transform schools from places that do well for some children so that they can do well for many more. Towards Self-improving School Systems presents a strategic framework that can help to foster new, more fruitful working relationships: between national and local government; within and between schools; and between schools and their local communities. What is distinctive in the approach is that this is mainly led from within schools, with senior staff having a central role as system leaders. The book will be relevant to a wide range of readers throughout the world who are concerned with the strengthening of their national educational systems, including teachers, school leaders, policy makers and researchers. The argument it presents is particularly important for the growing number of countries where increased emphasis on school autonomy, competition and choice is leading to fragmentation within education provision. Foreword by Andy Hargreaves, Thomas More Brennan Chair in Education, Boston College, USA

The improvement of urban schools is one of the major challenges facing practitioners and policy-makers today. Issues related to poverty create particular difficulties in urban schools, and the emphasis on market-led improvement strategies has tended to add to these challenges. In addition, strategies for 'raising standards', as measured by aggregate test and examination results, can result in marginalisation or exclusion of some groups of learners. Drawing on research evidence, Improving Urban Schools addresses the question of how primary and secondary urban schools can be improved in a more inclusive way. The authors argue that urban schools and their communities have within them expertise that tends to be overlooked, and latent creativity that should be mobilised to move thinking and progress forward. They show that new approaches to leadership, various forms of collaborative school-to-school partnerships, and major changes in national policy development are needed to make use of this untapped energy. The book includes vivid accounts of these activities to shed light on what really happens in urban schools, and presents practical strategies for school leaders and practitioners who want to make a difference in urban schools.

Despite consistent improvements in the school systems of over recent years, there are still too many children who miss out. It is not only children from disadvantaged backgrounds attending hard-pressed urban schools that the system is failing - even in the most successful schools there are often groups of learners whose experience of schooling is less than equitable. As a result of their close involvement with a group of schools serving a predominantly working-class community over five years, the authors of this book offer an analysis of how marginalisation within schools can arise, and provide suggestions for responding to this crucial policy agenda. They propose a teacher-led inquiry strategy that has proved to be effective in moving forward thinking and practice within individual schools. However, their research has shown that using the same strategy for system change is problematic within a policy context that emphasises competition and choice. Learning from this experience, the authors analyse the factors that inhibit the collaborative approach needed to reduce inequities that exist between the schools, in order to formulate proposals that can move the system as a whole towards more equitable provision. In Developing Equitable Education Systems, the authors focus on the way teachers' sense of 'fairness' can become a powerful starting point, helping individual schools to inquire into and develop their own practice and provision. They provide practical suggestions for practitioners about ways of working that can create a greater sense of equity within particular school contexts, and highlight the barriers to a wider strategy for reducing system inequities that reside in local and national policies and traditions. At a time when government policies in many countries move to extend the diversity of educational provision - for example, through the introduction of charter schools in the USA, free schools in Sweden and academies in England - the authors also include a set of recommendations that offer a timely warning against the fragmentation of school systems in the misguided belief that competition benefits all children. They suggest that a more sensible approach would be to avoid situations whereby the improvement of one school leads to a decline in the resources available to, and subsequently the performance of, others.

In the World Library of Educationalists series, international experts compile career-long collections of what they judge to be their finest pieces — extracts from books, key articles, salient research findings, major theoretical and practical contributions — so the world can read them in a single manageable volume. Readers will be able to follow the themes and strands and see how their work contributes to the development of the field. Spanning Mel Ainscow's accomplished 30 year international career in education, the texts in this book trace his efforts to find ways of fostering more equitable forms of education. This has involved a series of struggles as he has experimented with different approaches - in a variety of contexts - to find new possibilities for responding to learner diversity. Over the years this has related to a variety of headline themes, starting from special education, through to integration, on to inclusive education, and then, more recently, educational equity. The readings have been chosen to illustrate the changes that have occurred in Ainscow's thinking and practices and a short introduction is provided for each chapter that is intended to help readers to understand the significance of what is presented and how this relates to other chapters in the book. The writings in this text reinforce the idea that the promotion of equity in schools is essentially a social process that has to occur within particular contexts.

The SAGE Handbook of Curriculum and Instruction emerges from a concept of curriculum and instruction as a diverse landscape defined and bounded by schools, school boards and their communities, policy, teacher education, and academic research. Each contributing author was asked to comprehensively review the research literature in their assigned topic. These topics, however, are defined by practical places on the landscape e.g. schools and governmental policies for schools. Key Features: o Presents a different vision or re-conceptualization of the field o Provides a comprehensive and inclusive set of authors, ideas, and topics o Takes a global rather than North American parochial approach o Recognizes that curriculum and instruction is broader in scope than is suggested by university research and theory o Reflects post-1992 changes in curriculum policy, practice and scholarship o Represents a rethinking of how school subject matter areas are treated. Teacher education is included in the Handbook with the intent of addressing the role and place of teacher education in bridging state and national curriculum policies and curriculum as enacted in classrooms.

As countries seek to develop their education systems, achieving sustainable improvements amongst students from disadvantaged backgrounds remains a major challenge. This has considerable implications for those in the research community as they seek to influence developments in the field. Drawing on the authors' extensive experiences as researchers, policy advisers and influencers, Changing Education Systems offers key insights on how to promote equity within education systems. Exploring three large-scale national reform programmes, the book: Presents a series of propositions that are the basis of a research-based approach to system change Explains the creation of relationships in which academic researchers collaborate in the process of development Considers smaller place-based projects that are set within policy contexts dominated by the idea of market forces as a strategy for improvement Explores the steps needed to overcome locally specific barriers Changing Education Systems is a must-read for policy-makers and practitioners involved in educational reforms, as well as researchers wishing to contribute to and learn from such developments.

The second edition of The SAGE Handbook of Special Education provides a comprehensive overview of special education, offering a wide range of views on key issues from all over the world. The contributors bring together up-to-date theory, research and innovations in practice, with an emphasis on future directions for the role of special education in a global context of inclusion. This brand new edition features: " New chapters on families, interagency collaboration and issues of lifelong learning " The UN Convention on the Rights of Persons with Disabilities " Policy reform proposals " Equity and social justice in education " The impact of new thinking on assessment " Issues and developments in classification " The preparation and qualifications that teachers need The Handbook's breadth, clarity and academic rigour will make it essential reading for researchers and postgraduate students, and also for practitioners, teachers, school managers and administrators.

Focusing on what can be done to promote equity within education systems, what the barriers to progress are and how these barriers might be overcome, this book provides detailed examples of strategies that have proved to be effective in addressing this challenge. Built on the work of the authors over the last three decades, the book presents an approach to educational change that will be relevant to different countries. The authors argue that there is untapped potential for promoting progress towards greater equity within schools and the communities they serve. They also show how this potential can be mobilised by using forms of collaborative action research to stimulate the development of more inclusive ways of working. Central to this approach is the use of evidence collected by practitioners with the support of university researchers, drawing on the human resources that are there in every school. Grounded in research, evidence and experience in the field, this book is ideal reading for a wide audience of practitioners and policy makers globally, including senior staff in schools, as well as post-graduate students, researchers and academics who are focusing on educational improvement.

