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The book provides multiple perspectives and insights on the area of Inclusion, Equity and Access for people with disabilities and brings together various inclusive effective practices from 21 countries across the world most comprehensively in one book. The book documents perspectives from educational researchers and teacher educators through first-hand experience using cutting-edge research and conceptual understandings, thought processes, and reflections. The book brings together various methodologies to expose scientific truths in the area of disability and inclusion. Chapter authors utilize a self-reflective stance, representing state of the art theory and practice for exploring notions of disability. Authors examine cultural relational practices, common values and beliefs, and shared experiences for the purpose of helping cultural members and cultural strangers better understand interdependent factors. Each chapter is an attempt to unravel a thought provoking, comprehensive, and thorough understanding of the challenges and abilities of individuals with disabilities shaped by their own culture, society and country, re-engaging the promise of scientific research as a generative form of inquiry. The book is designed to be of use to a wide range of professionals; researchers, practitioners, advocates, special educators and parents providing information and or discussions on educational needs, health care provisions, and social services irrespective of country and culture.

This book provides a global and social examination of how disabilities are played out and experienced around the world. It presents auto-ethnographic perspectives on disability across cultures, societies, and countries by documenting individuals' personal narratives, thought processes and reflections. Chapter authors share cross-cultural perspectives within and across various countries, such as India, Australia, United States, Sri Lanka, United Kingdom, Croatia, Brazil, South Africa, and Qatar. Adopting a self-reflective stance following qualitative research methodology, the chapter authors discuss the current challenges in the field. Next, they deconstruct disability identities, explore the complexities of communication with differently abled persons, examine inclusive policies, practices and interventions and present insights from caregivers. The book concludes with critical reflections and a look to the future of global diversity and inclusion.

Emmanuel must take a dangerous journey back in time and memory. He must face down his own fears, and the hurried fears of his people. He must right a terrible wrong that was committed many years ago.

Written by an experienced author and teacher of students with a wide range of abilities, Advanced Biology will spark interest and motivate A-Level students.

Cambridge Global English (7-8) is a lower Secondary course following the Cambridge Secondary English as a Second Language Curriculum Framework developed by Cambridge English Language Assessment. The course is also aligned with the Common European Framework of Reference.

Cambridge Global English (7-8) is a lower Secondary course following the Cambridge Secondary English as a Second Language Curriculum Framework developed by Cambridge English Language Assessment. The course is also aligned with the Common European Framework of Reference. Workbook 7 is organised into eighteen thematic units of study based on the Cambridge International English Scheme of Work for Stage 7. The units are carefully structured to reinforce the language learning of the Coursebook, at the same time as extending students' knowledge via a range of exercise types. CEFR Level towards B1.

This book examines the evolution and innovation of teacher education in Singapore in the 21st century. It covers teacher education reforms in the conceptualising and implementing of the Teacher Education for the 21st Century (TE21) Model and discusses curriculum improvements that are aligned to new competencies; values development that re-envision teacher professionalism and calling; pedagogical changes that emphasise self-directed inquiry and technology-enabled learning; strengthened theory-practice linkages and enhanced teaching practices through school partnerships and mentoring; and impactful education research in areas such as assessment and developing teaching competencies, practices and mentoring. Teacher education in Singapore focuses on developing professional leaders in the field of education who are proactive problem-solvers and empowered researchers. It entails a long-term vision of education and an innovative approach to develop teachers with design skills and an inquiring mindset to understand learners in the fast-changing digital and mobile world. This book is aimed at scholars, researchers, policymakers, teacher educators and teachers as well as anyone interested in learning the philosophy behind Singapore's unique TE21 Model for the 21st century and beyond.

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