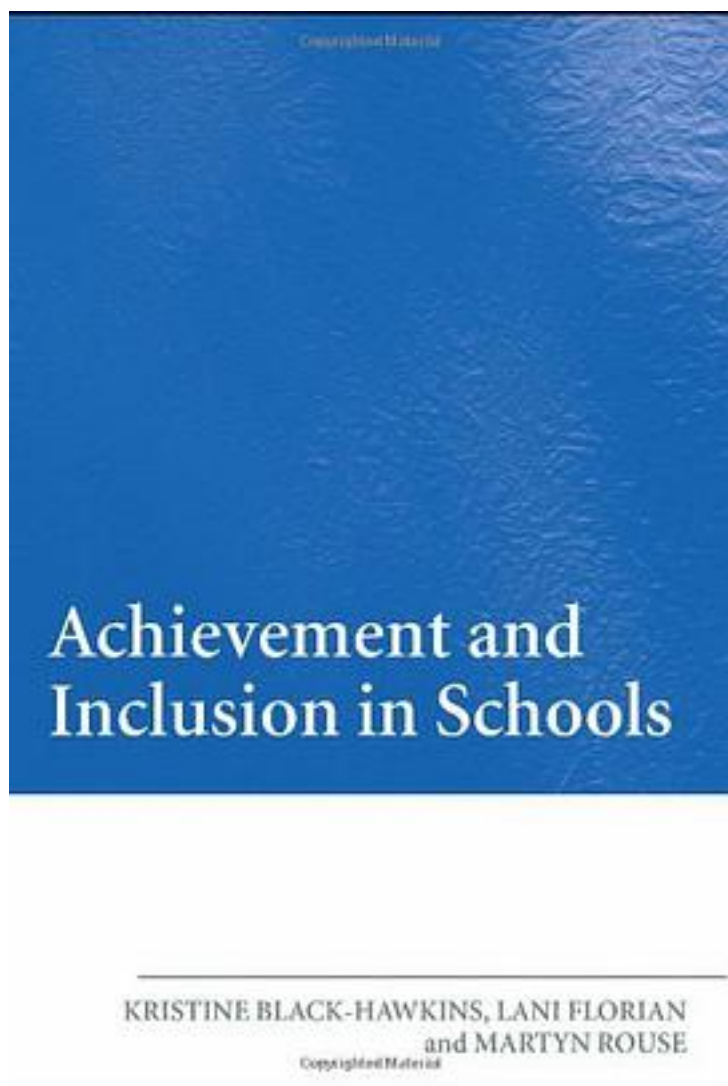


Achievement and Inclusion in Schools



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出版者: Routledge

出版时间: 2007-8

装帧: HRD

isbn: 9780415391979

This practical and timely text evaluates the relationship between achievement and inclusion. The authors argue that high levels of inclusion can be entirely compatible with high levels of achievement and that combining the two is essential if all children are to have the opportunity to participate fully in education. Packed with case studies that explore the benefits and tensions for children, these pages tackle the questions at the core of the issue: What is the nature of the relationship between the inclusion of some children and the achievement of all? Are there strategies which can raise the achievement of all children, whilst safeguarding the inclusion of others who are more vulnerable? And what changes can be made to ensure high levels of inclusion as well as high levels of achievement for all children?

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