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Disability is a widespread phenomenon, indeed a potentially universal one as life expectancies rise. Within the academic world, it has relevance for all disciplines yet is often dismissed as a niche market $\frac{Page}{5/8}$

or someone else's domain. This collection explores how academic avoidance of disability studies and disability theory is indicative of social prejudice and highlights, conversely, how the academy can and does engage with disability studies. This innovative book brings together work in the humanities and the social sciences, and draws on the riches of cultural diversity to challenge institutional and disciplinary avoidance. Divided into three parts, the first looks at how educational institutions and systems implicitly uphold double standards, which can result in negative experiences for staff and students who are disabled. The second part explores how disability studies informs and improves a number of academic disciplines, from social work to performance arts. The final part shows how more diverse cultural engagement offers a way forward for the academy, demonstrating ways in which we can make more explicit the interdisciplinary significance of disability studies – and, by extension, disability theory, activism, experience, and culture. Disability, Avoidance and the Academy: Challenging Resistance will interest students and scholars of disability studies, education studies and cultural studies.

Special needs provision continues to be the focus of much attention. A growing emphasis on the importance of meeting individual and often complex needs means that finding the right school for your child can be a complicated process. Schools for Special Needs is an indispensable aid for anyone investigating the legal and practical aspects of SEN provision for children and young people at all stages of education. Included in this edition: assessment and identification of needs, statementing, suitable provision and school choice coverage of all special needs from ADHD and Autism to Speech and Language Difficulty and Visual Impairment where to seek help, parents' rights and the role of the local authority the Special Educational Needs Code of Practice directories of independent and non-maintained special schools, colleges and support services state-maintained special schools, and mainstream independent schools with specialist provision To see schools online, visit the Guide's website at www.schoolsforspecialneeds.co.uk

News from the year at Malvern College

This Success Revision Guide offers accessible content to help students manage their revision and prepare for the exam efficiently. The content is broken into manageable sections and advice is offered to help build students' confidence. Exam tips and techniques are provided to support students throughout the revision process.

Girls outperform boys in educational achievement, yet women in work are less well paid, are underrepresented in positions of power and carry a disproportionate burden of care and childcare.

*Page 6/8**

Gender, Education and Work analyses and interprets the latest data and research in the field to offer detailed historical and sociological explanations for this continuing inequity, exploring different dimensions of inequality and how they intersect. With discussion questions and selected further reading to support reflection on your own understanding and assumptions, it covers key topics: Historical approaches to the education of girls and women Key theories and debates Patterns of achievement and intersectionality Attainment gaps and socio-economic status Ethnicity and attainment gaps Gender in the classroom and gender identity in schools Patterns of employment and the nature of work The gender pay gap Women's experience of work Gender, Education and Work provides the arguments together with the historical evidence and research data required by serious education studies and sociology students engaged in the analysis of this urgent and complex topic.

How do teachers develop their understanding of the foundation principles of assessment, stay up to date with the latest classroom approaches and have the confidence to evaluate and question the effectiveness of new methods? This professional resource for teachers supports them to understand the what, why and how of assessment. It provides key knowledge on the types and purposes of assessment and explores key themes such as validity, reliability and fairness. It explores assessment in practice offering practical support for busy teachers and takes an in-depth look at how qualifications are designed and developed and how examinations are marked, graded and regulated.

In Exam Literacy: A guide to doing what works (and not what doesn't) to better prepare students for exams, Jake Hunton focuses on the latest cognitive research into revision techniques and delivers proven strategies which actually work. Foreword by Professor John Dunlosky. 'Read, highlight, reread, repeat if such a revision cycle sounds all too wearily familiar, you and your students need a better route to exam success. And in light of the recent decision to make all subjects at GCSE linear, so that students will be tested in one-off sittings, it will be even more important that students are well equipped to acquire and recall key content ahead of their exams. In this wide-ranging guide to effective exam preparation, Jake Hunton casts a careful eye over a wide range of research into revision techniques and details the strategies which have been proven to deliver the best results. With plenty of practical suggestions and subject-specific examples, Exam Literacy provides teachers with user-friendly advice on how they can make the content they cover stick, and shares up-to-date, evidence-based information on: The nature of learning and the various types of memory. How to improve students' retention of knowledge and recall of content. Why popular revision techniques, such as rereading, highlighting and summarising, may not be as effective as you think. How revision strategies that have been identified as being more effective such as interleaving, elaborative interrogation, self-explanation and retrieval practice can be embedded into Page 776

day-to-day teaching. How students can be encouraged to make use of these winning strategies when revising independently.

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