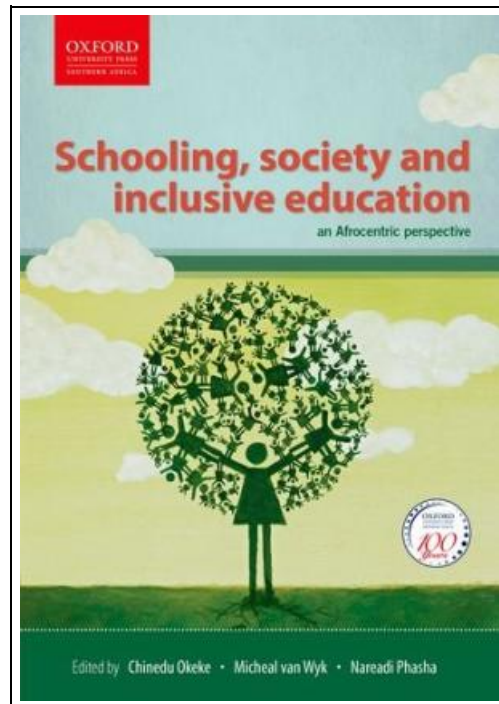


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Reviews

Here is the finest publication we have read right up until now. It is actually written in easy words instead of difficult to understand. It has been written in a remarkably easy way in fact it is only right after I finished reading this book in which basically changed me, modified the way I really believe.

(Prof. Vanessa Smitham V)

SCHOOLING, SOCIETY AND INCLUSIVE EDUCATION



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Oxford University Press Southern Africa. Paperback. Book Condition: new. BRAND NEW, Schooling, Society and Inclusive Education, E. Lombard, M. Mukwambo, K. M. Ngcoza, C. Chikunda, C. I. O. Okeke, The book discusses the interrelated dynamics of schooling, society and inclusive education, focussing on the knowledge and skills Teacher Education students need to make sense of their professional and social environment and to engage with the realities of schooling in South Africa and Africa. The book comprises three parts of 17 chapters. Part one looks at various theories in education and their applications to teaching and learning in the context of oriental and indigenous theories in education. Theories are presented in such a way as to enable students to understand, as well as to know how to apply theories to their everyday classroom experience. Part two of this book focusses on the child and environmental dynamics. At the end of the readings in this part, students should be able to discuss the theory on which the ecology of the child is based; explain the various layers of the theory; explain the interconnectedness of the home, school and society in the overall ecology of the child; apply the experiences gained from this unit to your everyday dealings with your pupils; and understand the implications of this theory to the overall development and wellbeing of the child. The final part of the book looks at the concept of Education for All. In this section, problems and prospects of barriers to formal learning are explored, as well as focussing on educating children with disabilities. The last chapter takes a more interactive approach to understanding the dynamics of Education for All and Inclusive Education.



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