RESOURCING INCLUSIVE EDUCATION
INTERNATIONAL PERSPECTIVES ON INCLUSIVE EDUCATION

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Dr Joanne Banks is a lecturer and researcher in inclusive education at the School of Education in Trinity College Dublin. She has worked for over a decade in social research focussing on inclusive education, the school experiences of students with disabilities and educational inequality more generally. Her research focusses on inclusive education in policy and practice and examines system and school-level practices that promote quality and equity for all students. She has published widely on the school experiences of students with disabilities and those from socio-economically deprived backgrounds. Her work has been published in journals such as Educational Assessment, Evaluation and Accountability, Child Indicators Research, British Journal of Sociology of Education, Journal of Youth Studies, International Journal of Inclusive Education, European Journal of Special Needs Education and Irish Educational Studies.

Dr Sheila Bennett, D. Ed., is a Professor and Former Associate Dean of Professional and Undergraduate Programs Faculty of Educational Studies at Brock University, Canada. She has presented nationally and internationally and has authored and co-authored numerous books, chapters, monographs and articles including Special Education in Ontario Schools; including Students with Exceptionalities and A Canadian Perspective on the Inclusion of Students with Intellectual Disabilities in High Schools. Her research centres on inclusion for students with diverse needs. Upon completion of her graduate work at the University of Toronto, Dr Bennett held a number of school and school board–based positions prior to joining the Faculty of Educational Studies at Brock. She brings her practical experiences as an educator to the field of research, providing a blend of theory and practice essential to bridge the gap between what we do in classrooms and how we understand those actions in the larger context.

Emily Butler has a Master of Education (Counselling Psychology) from MUN, a Bachelor of Arts degree with a major in psychology and a Bachelor of Education.
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Nicholas Catania is a doctoral candidate in special education at the University of South Florida (USF). His research interests include teacher preparation for social justice as well as pedagogical practices for meeting the needs of LBGTQ students. He has over 10 years of experience teaching in K-12 and higher education settings. Nicholas is also a visiting instructor for the Elementary Education programme at USF where he works with teacher candidates in their field placements providing them best practices while coaching them to improve their teaching skills. He has also presented his research at many national conferences.

Dr Rupert Corazza, Board of Education for Vienna, Austria, is an educational researcher and political advisor at the Board of Education for Vienna. As a member of the expert staff, he currently leads the implementation process of an extensive education reform in the field of special educational needs. He holds a doctorate in education and a master’s degree in Philosophy. He is also lecturer at University College of Teacher Education in Vienna. Dr Corazza conducted numerous national and international research projects in the field of philosophy of education and student assessment. In a current project he develops an assessment tool for children with special educational needs according to ICF-CY. Drawing on Goffman’s concept of framing, he regularly publishes scientific articles on the stigmatizing effects of educational categories like school dropout or learning disability.

Professor Chris Forlin is an international education consultant specializing in supporting governments and school systems to implement effective and quality inclusive education. She has worked in the field of education for more than 40 years as a teacher, university lecturer and government advisor. Her work with teachers is extensive and she is a frequently sought after as a keynote conference presenter. Her extant research and publications focus on policy development for education reform and systemic support for children and youth with disabilities and development of inclusive curriculum and pedagogy with a particular emphasis on inclusion in developing countries. Her most recent book, published by Emerald, Promoting social inclusion: Co-creating environments that foster equity and belonging was published in the International Perspectives on Inclusive Education series that she edits.

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participant perspectives are the cornerstone of Tiffany’s research projects. Her work seeks to inform targeted audiences such as students, teachers, administrators and policy makers. She has published more than 50 refereed articles/chapters, as well as eight books. Tiffany is also the director of the Brock Learning Lab that offers community-based tutoring for K-12 students and mentors undergraduate volunteer tutors.

Dr Marie Gitschthaler, Paderborn University, Germany, is an educational researcher at the Specialist Department for Inclusion, Diversity and Special Educational Needs at the Board of Education for Vienna since 2019 and is involved in the implementation process of an extensive education reform in the field of special education. Currently, she holds the position of an interim professor for Special Education with a focus on learning at University of Paderborn. For a decade, she worked as a researcher and lecturer at the Education Sciences Group at Vienna University of Economics and Business. Dr Gitschthaler conducted numerous national and international research projects on the causes of school dropout, the individual and social costs of inadequate education, social exclusion, education policies concerning inequality and good practices in school improvement. She is highly experienced in conducting longitudinal mixed-methods studies.

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Dr Phyllis Jones is a Professor in the Department of Teaching and Learning at the University of South Florida (USF). Phyllis taught and was a deputy head in schools in the UK for 15 years before she entered teacher education. She came to USF in 2003. She is author of Curricula for Students with Severe Disabilities: Narratives of Standards-Referenced Good Practice, Inclusion in the Early Years: Stories of Good Practice, co-author of Collaborate Smart and lead editor of A Pig Don’t Get Fatter the More You Weigh It: Balancing assessment for the classroom, Leading for Inclusion, Creating Meaningful Inquiry in the Inclusive Classroom, Pushing the Boundaries: Developing Inclusive Practices through Integration of Insider Perspectives, co-editor of The Routledge Companion to Severe, Profound and Multiple Learning Difficulties and The Foundations of Inclusive Education Research. She is co-editor of International Journal of Whole Schooling, sits on the
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Sarah Semon earned her PhD in Curriculum and Instruction in Special Education from the University of South Florida. She is a visiting instructor of special education in the Department of Teaching and Learning at USF and has over 20 years of experience teaching in K-12 and higher education settings. Sarah has dedicated her career to improving inclusive education services for diverse learners. She has extensive experience consulting, writing and managing federal and state grant projects. She has presented educational research findings at national conferences and has co-authored numerous journal articles and book chapters.
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ABOUT THE EDITORS

Janka Goldan, PhD, is a Researcher at the Faculty of Educational Science, University of Bielefeld. She studied in Frankfurt (GER) and London (UK) and holds degrees in education and business administration. Her research focuses on inclusive education, including funding and resourcing of special needs education. She received her PhD from the University of Wuppertal (GER) and is involved in several projects, among them also in education policy. Her key publications address issues of resourcing inclusive education and the assessment of resource perceptions.

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Tim Loreman, PhD, is President and Vice-Chancellor, and Professor of Education, at Concordia University of Edmonton. He studied at Monash and Deakin Universities in Melbourne, Australia. His active research interests include inclusive education, teacher education and pedagogy. In 2010, he was senior visiting research fellow at the University of Bologna and in 2013 was visiting research professor at Queens University Belfast. He has held a number of major Canadian research grants and participated in large cross-institutional and cross-national projects aimed at reform of education systems in Ukraine and various Pacific Island nations in order to better support inclusive education.
SERIES INTRODUCTION

Edited by Janka Goldan, Jennifer Lambrecht and Tim Loreman

The adoption internationally of inclusive practice as the most equitable and all-encompassing approach to education and its relation to compliance with various international declarations and conventions underpins the importance of this series for people working at all levels of education and schooling in both developed and less developed countries. There is little doubt that inclusive education is complex and diverse and that there are enormous disparities in understanding and application at both inter- and intra-country levels. A broad perspective on inclusive education throughout this series is taken, encompassing a wide range of contemporary viewpoints, ideas and research for enabling the development of more inclusive schools, education systems and communities.

Volumes in this series on *International Perspectives on Inclusive Education* contribute to the academic and professional discourse by providing a collection of philosophies and practices that can be reviewed considering local contextual and cultural situations in order to assist governments, educators, peripatetic staff and other professionals to provide the best education for all children. Each volume in the series focuses on a key aspect of inclusive education and provides critical chapters by contributing leaders in the field who discuss theoretical positions, quality research and impacts on school and classroom practice. Different volumes address issues relating to the diversity of student need within heterogeneous classrooms and the preparation of teachers and other staff to work in inclusive schools. Systemic changes and practice in schools encompass a wide perspective of learners to provide ideas on reframing education to ensure that it is inclusive of all. Evidence-based research practices underpin a plethora of suggestions for decision-makers and practitioners, incorporating current ways of thinking about and implementing inclusive education.

While many barriers have been identified that may potentially constrain the implementation of effective inclusive practices, this series aims to identify such key concerns and offers practical and best practice approaches to overcoming them. Adopting a thematic approach for each volume, readers will be able to quickly locate a collection of research and practice related to a topic of interest. By transforming schools into inclusive communities of practice, all children can have the opportunity to access and participate in quality and equitable education to enable them to obtain the skills to become contributory global citizens. This series, therefore, is highly recommended to support education decision-makers, practitioners, researchers and academics, who have a professional interest in the
inclusion of children and youth who are marginalizing in inclusive schools and classrooms.

Volume 15 in the *International Perspectives on Inclusive Education* series adds to the collection by addressing a very demanding aspect of how to resource inclusive education to ensure it is equitable, fair, manageable and effective. All governments and education departments are faced with issues surrounding resourcing inclusive education, usually within a defined budget and fiscal constraints. This is heightened further for financial administrators, during transition periods where governments are moving from a segregated to a more inclusive education system. By critiquing an extensive range of optional funding models, funding formulas and human resourcing approaches, this book offers a comprehensive review of how appropriate resourcing, within a country’s given restraints and specific cultural and contextual issues, can support more effective inclusive education.

Presented in two sections, the authors firstly address the evolving challenges associated with funding inclusive education by considering evidence from a range of countries which have endeavoured to respond to these in diverse and positive ways. The issues of developing effective policy and of establishing accountability mechanisms that ensure equitable distribution of funding across all schools are treated empathetically, citing relevant and useful research and evidence. The latter half of the book provides a life-long learning perspective on how to improve inclusion by focussing on enhanced human resourcing through better teacher education and professional learning. The importance of appropriate and effective teacher education for inclusion has been identified in all systems. Key international documents continue to highlight that inclusive education requires teachers who are appropriately trained, motivated, enjoy teaching and who are backed by well-managed and resourced education systems. Any inclusive educational reform model must be focussed on these areas. Both sections of the book are, therefore, critical, as the dynamic interaction between the two is essential to ensuring effective and sustainable implementation of quality inclusive education.

A tangible strength of this volume is that it explicitly contemplates resourcing inclusive education through the application of realistic funding approaches and improved professional learning. Of importance, though, is that while focussing on dollar expenditure, it also considers how better resourcing will help students to develop twenty-first century skills of academic self-concept, social inclusion and general well-being. It also highlights the strong link between effective funding management and teachers’ self-efficacy and attitudes towards becoming effective and positive inclusive practitioners.

Volume 15 is a critical book for all stakeholders concerned with how to resource inclusive education, to provide quality education for all learners. This is addressed effectually through reviewing how resourcing can be managed to ensure equitable access regardless of geographical region or students’ needs. This book provides excellent, current and practical approaches while reviewing global trends that will appeal to support school staff, administrators, economists, district coordinators, other stakeholders and school board personnel to make best possible decisions regarding funding regimes. This volume will also appeal to
university academics, students and researchers who are tasked with investigating best practice ways of resourcing inclusive schools. Within the book, selected chapters enable the reader to choose a specific area of resource interest and to explore options derived from research and best practice evidence-based ideas presented by leading international experts in the field. Volume 15 will be an important international resource providing immediate access to a wide range of germane approaches across many disciplines to enable good decisions to be made to better resource inclusive education. I highly recommend and endorse it as an excellent addition to the International Perspectives on Inclusive Education series.

Chris Forlin
Series Editor