

Valuing students with impairment: international comparisons of practice in educational accountability

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Deskripsi Lengkap: <https://lib.ui.ac.id/detail?id=20401287&lokasi=lokal>

Abstrak

The book identifies three models of impairment in place in legislation, policy and enacted practice for educational accountability with students with impairment. Eight explicit and implicit assumptions that underpin the ways students with impairment are valued in educational accountability are identified and discussed.