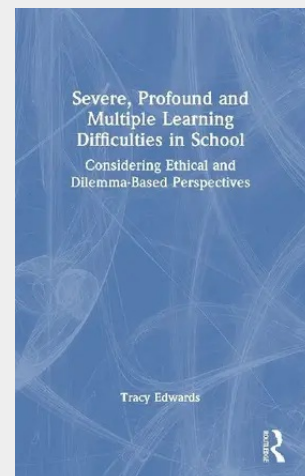


Edwards

Severe, Profound and Multiple Learning Difficulties in School

Considering Ethical and Dilemma-Based Perspectives

In its exploration of key debates related to curriculum, pedagogy, and policy, *Severe, Profound and Multiple Learning Difficulties in School* provokes thinking about how we reach decisions related to vulnerable learners. The book discusses a number of 'dilemma stories' from teachers of learners with Severe, Profound, and Multiple Learning Difficulties (SPMLD). These highly evocative accounts of real situations from real classrooms serve as allegorical exemplars in relation to a range of ethical theories and prompt further dialogue and reflection. Challenging the suggestion that teaching 'some' learners is distinct from teaching 'other' learners, the central argument of this book is that the teaching of those with SPMLD should adopt a 'topographical' approach in order to be effective and ethical, seeking to look beyond the superficiality of the labels that have been applied to them. Just as a topographical cartographer or landscape artist strives to see the 'bigger picture' and represent reality, the 'topographical teacher' should seek new knowledge about their pupils and look beyond any pre-conceived labels. This book serves to enable professionals involved in the education of those with SPMLD to engage in reflection, dialogue, and enquiry. It is an essential resource to support further study and continuing professional learning, as well as an intellectual toolkit to support developing policy and practice.



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