

# Publications for Ilektra Spandagou

## 2018

Spandagou, I. (2018). A long journey: Disability and inclusive education in international law. In K. Trimmer, R. Dixon & Y. S. Findlay (Eds.), *The Palgrave handbook of education law for schools*, (pp. 413-428). Cham: Palgrave Macmillan. <a href="http://dx.doi.org/10.1007/978-3-319-77751-1\_19">[More Information]</a>

## 2016

Miskolci, J., Armstrong, D., Spandagou, I. (2016). Teachers' Perceptions of the Relationship between Inclusive Education and Distributed Leadership in two Primary Schools in Slovakia and New South Wales (Australia). *Journal of Teacher Education for Sustainability*, 18(2), 53-65. <a href="http://dx.doi.org/10.1515/jtes-2016-0014">[More Information]</a>

## 2015

Spandagou, I. (2015). Inklusive padagogik als Herausforderung fur policy und praxis - Internationale und vergleichende Aspekte [Inclusive education as a challenge for policy and practice - International and comparative aspects]. In G. Biewer, E. T. Bohm & S. Schutz (Eds.), *Inklusive Padagogik in der Sekundarstufe [Inclusive Education in secondary]*, (pp. 25-38). Stuttgart: W. Kohlhammer GmbH.

## 2014

Spandagou, I. (2014). Adapting the curriculum in the school years. In K. Cologon (Eds.), *Inclusive education in the early years: Right from the start*, (pp. 242-259). Melbourne, Vic: Oxford University Press.

Wood, P., Evans, D., Spandagou, I. (2014). Attitudes of principals towards students with disruptive behaviour: An Australian perspective. *Australasian Journal of Special Education*, 38(1), 14-33. <a href="http://dx.doi.org/10.1017/jse.2014.5">[More Information]</a>

## 2013

Spandagou, I. (2013). The Elusive Search for Inclusive Education in a Comparative Study. In Simoni Symeonidou, Karen Beauchamp-Pryor (Eds.), *Purpose, Process and Future Direction of Disability Research*, (pp. 59-72). Rotterdam: Sense Publishers. <a href="http://dx.doi.org/10.1007/978-94-6209-422-2\_5">[More Information]</a>

## 2012

Evans, D., Little, C., Spandagou, I., Atkinson, S., Boon, R., McInnes, L. (2012). Developing a Framework for Including all Teachers: The Implications for Design and Delivering a Comprehension In-Service Teacher Education Program. *7th International Conference on e-Learning (ICEI 2012)*, Reading, UK: Academic Publishing International Limited.

Wood, P., Spandagou, I., Evans, D. (2012). Enlisting Bourdieu in an exploration of how primary school principals' construct knowledge in support of students with disruptive behaviour. *2012 Joint International Conference of the Australian Association for Research in Education (AARE) and the Asia Pacific Educational Research Association (APERA)*, Sydney: Australian Association for Research in Education (AARE).

Tearle, K., Spandagou, I. (2012). Learning support policy in Australia (New South Wales) and New Zealand: Discourses of influence. *2012 Joint International Conference of the Australian Association for Research in Education (AARE) and the Asia Pacific Educational Research Association (APERA)*, Sydney: Australian Association for Research in Education (AARE).

Wood, P., Spandagou, I., Evans, D. (2012). Principals' confidence in managing disruptive student behaviour. Exploring geographical context in NSW primary schools. *School Leadership & Management*, 32(4), 375-395. <a href="http://dx.doi.org/10.1080/13632434.2012.708329">[More Information]</a>

Wood, P., Spandagou, I., Evans, D. (2012). The Principal's Role in supporting the inclusion of students with disruptive behaviour in mainstream schools: A NSW perspective. *2012 Joint International Conference of the Australian Association for Research in Education (AARE) and the Asia Pacific Educational Research Association (APERA)*, Sydney: Australian Association for Research in Education (AARE).

Evans, D., Little, C., Spandagou, I., Wood, P. (2012). What do we know about how early career teachers experience inclusive education? *2012 Joint International Conference of the Australian Association for Research in Education (AARE) and the Asia Pacific Educational Research Association (APERA)*, Sydney: Australian Association for Research in Education (AARE).

## 2011

Hoskin, C., Evans, D., Little, C., Spandagou, I. (2011). Examining the tensions of professional practice: Preparing quality special educators. *Australian Association of Special Education National Conference: Tensions in Competing Agendas (AASE 2011)*, Gold Coast, Australia: AASE.

Graham, L., Spandagou, I. (2011). From vision to reality: views of primary school principals on inclusive education in New South Wales, Australia. *Disability and Society*, 26(2), 223-237. <a href="http://dx.doi.org/10.1080/09687599.2011.544062">[More Information]</a>

Armstrong, D., Armstrong, A., Spandagou, I. (2011). Inclusion: By Choice or By Chance? *International Journal of Inclusive Education*, 15(1), 29-39. <a href="http://dx.doi.org/10.1080/13603116.2010.496192">[More Information]</a>

Spandagou, I. (2011). The use of museums in inclusive education of children with disabilities. In Despina Kalesopoulou (Eds.), *Child and Education in Museums: theoretical orientations, pedagogical practices*, (pp. 113-124). Athens, Greece: Patakis.

## 2010

Armstrong, A., Spandagou, I. (2010). Poverty, inclusion and inclusive education: Exploring the connections. *AARE International Education Research Conference 2009*, Canberra: Australian Association for Research in Education (AARE).

## 2009

Armstrong, A., Spandagou, I. (2009). Communicating Inclusively. In Higgs, Joy; Ewing, Robyn; Lowrie, Tom (Eds.), *Teaching & Communicating: Rethinking Professional Experiences*, (pp. 65-76). Melbourne, Australia: Oxford University Press.

Armstrong, A., Armstrong, D., Spandagou, I. (2009). *Inclusive Education: International Policy and Practice*. Los Angeles, USA: Sage Publications.

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Spandagou, I., Evans, D., Little, C. (2009). Primary education preservice teachers' attitudes on inclusion and perceptions on preparedness to respond to classroom diversity. *AARE 2008 International Education Research Conference*, Australia: Australian Association for Research in Education (AARE).

McDougall, M., Evans, D., Spandagou, I. (2009). Teaching phonics and sight words to Year One through the medium of "working with words" and "games". *Special Education Perspectives*, 18(1), 35-46.

## 2008

Gomes, V., Spandagou, I., Ahmadi, M. (2008). Peer Assessment in Imparting Graduate Attributes. *CHEMECA 2006 Knowledge and Innovation*, Auckland, New Zealand: Auckland University Press.

## 2006

Zoniou-Sideri, A., Deropoulou-Derou, E., Karagianni, P., Spandagou, I. (2006). Inclusive discourse in Greece: strong voices, weak policies. *International Journal of Inclusive Education*, 10(2-3), 279-291. <a href="http://dx.doi.org/10.1080/13603110500256046">[More Information]</a>

Zoniou-Sideri, A., Deropoulou-Derou, E., Spandagou, I. (2006). Professional journeys of graduates with disabilities of the Education departments. *IX Cypriot Conference of the Pedagogical Society of Cyprus*.

## 2005

Zoniou-Sideri, A., Spandagou, I. (2005). *Development and Disabilities; intellectual, sensory and motor impairment*. Greece: Metaixmio.

Zoniou-Sideri, A., Spandagou, I. (2005). *Education and Blindness; current trends and perspectives*. Greece: Ellinika Grammata.

Zoniou-Sideri, A., Karagianni, P., Deropoulou-Derou, E., Spandagou, I. (2005). Inclusive Classes in Greece: new names, old institutions. *International Conference ISEC*. Inclusive Technology.

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## 2004

Zoniou-Sideri, A., Karagianni, P., Deropoulou-Derou, E., Spandagou, I. (2004). Defining Disabled Peoples' Inclusion in the New Order. *International Sociology Conference*.

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