

# Publications for Ilektra Spandagou

## 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.

Armstrong, D., Spandagou, I., Armstrong, A. (2009). One Nation Globalisation and Inclusive Education. *AARE 2008 International Education Research Conference*, Australia: Australian Association for Research in Education (AARE).

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).

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## 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.

Zoniou-Sideri, A., Spandagou, I. (2005). Introduction: Development and Disabilities; intellectual, sensory and motor impairment (Greek Edition). In A Zoniou-Sideri and I Spandagou (Eds.), *Development and Disabilities; intellectual, sensory and motor impairment*, (pp. xi-xv). Greece: Metaixmio.

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