

Book Review

Future Directions for Inclusive Teacher Education: An International Perspective Edited by Chris Forlin (2012) *Routledge*, 227 pp. ISBN: 978-0-415-51900-7

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The book describes a variety of impacts on inclusive education in an international context and ways teacher educators may progress the inclusion agenda. It begins with a preface which details the organisation of the text and provides an explanation of the theoretical basis for the book. This is a useful section as it allows the reader to quickly determine chapters and sections that may be of particular interest or relevance. The book is comprised of 22 chapters, all authored by a wide variety of international scholars who are active in the area of inclusive education. The quality of the authorship lends weight to the value of the book in terms of current and appropriately researched information. The book is targeted towards teacher educators, rather than pre-service teachers, although it contains some information in which pre-service teachers may be interested.

The first section of the book focuses on current conditions in regards to inclusive education and teacher education for inclusive education in a number of countries, including: Malaysia, Thailand, China, Israel, Finland, Negara Brunei Darussalam, and the United States of America. Although inclusive education is said to be the basis of education for these countries, the authors illustrate the wide variation in how this philosophy is applied in action. This section provides a useful overview of inclusive education and how teachers are prepared in different contexts. Some of the political and contextual challenges would be eye-opening for those in different cultures and would potentially assist some with identifying their specific challenges with including all students.

The second section of the book focuses on 'Diversity and Its Challenges'. A number of factors and specific diversities are discussed throughout this section, including; giftedness, gender,

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counselling, social inclusion, ASD, and resiliency. These areas are drawn together through the dialogue around preparing teachers for inclusive settings. Challenges in each of the different areas are discussed. Many of these challenges have universal applicability to international contexts. In addition, the section also contains chapters on how to achieve inclusive education, and required components of teacher education for inclusion. On occasion there is some overlap in content (particularly in relation to defining inclusion) between the chapters; however, the remaining content is of sufficient variety as to be beneficial for the reader.

Of great interest to potential readers is the final section on ‘Future Directions-What is Needed Now?’ In this section, authors discuss what is required to move the inclusion agenda forward, better ways to train teachers for an inclusive classroom setting, ways to embed teacher training for inclusion into existing teacher training programs, the importance of collaborative partnerships when working within an inclusive model, and competencies that are required of teachers who work in inclusive settings. Importantly, these views are expressed by a range of authors from varied backgrounds (e.g. UNESCO, European Agency for Development in Special Needs Education, university professors), yet have a common focus on ensuring an equitable education system for all students. Lani Florian provides a concluding chapter that sums up the sentiment expressed throughout the book. She describes four key issues for teacher education for inclusion that provide a sound conclusion of the preceding content.

The book is written with an international focus and would be of interest to teacher educators in the broader Australasian region. It may provide background and direction for teacher educators wishing to pursue a more involved presence in the education of teachers for inclusion. I would recommend this text to teacher educators looking to enhance their knowledge of the principles and potential practices of inclusive education and how this may be embedded in their teaching.