INCLUSIVE TEACHERS,
TEACHING AND PEDAGOGY

MODULE

04

MODULE 4

4. INCLUSIVE TEACHERS, TEACHING AND PEDAGOGY

The inclusive school requires teachers to recognise the abilities of each student in the classroom, assuming that each one's ability to learn is unlimited. It is important that during the learning Process, the teacher is receptive to diversity.

UNESCO, 2020

4.1. WHAT'S AN INCLUSIVE TEACHER?

The 21st century school is increasingly a place of All and for All. A space where diversity manifests itself in the presence of students with different needs, interests and ways of being. Therefore, it is increasingly important that schools reflect on the *necessity of inclusion* and *making education more inclusive*.

> *The inclusive school requires teachers to recognise the abilities of each student in the classroom, assuming that each one's ability to learn is unlimited. It is important that during the learning Process, the teacher is receptive to diversity*
> *(UNESCO, 2020).*

Given this scenario, the need to prepare teachers for the diversity of students present in the school/classroom environment is clear. In this sense, it is crucial to reflect on what the Profile of an Inclusive teacher is and what it entails. As a result of this and as a result of the Teacher Education for Inclusion (TPL4I) project led by the European *Agency for Development in Special Needs Education*, the Profile of Inclusive Teachers has been developed.

The profile associated with the inclusive teacher was developed by taking into account a set of values associated with areas of compe-

tence that were shown to be essential. Furthermore, a set of attitudes, knowledge, as well as skills that support these competences have also been highlighted:
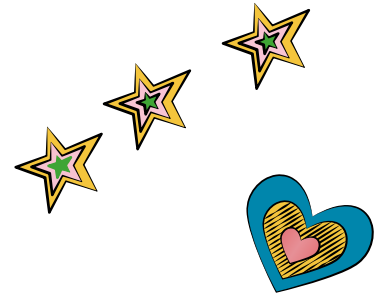
1. VALUING DIVERSITY

The difference felt in the school/classroom context is seen as an advantage, a resource during the teaching and learning process.

Associated With This Value, we highlight the following competences:

1.1. Conceptions Of inclusive education

Attitudes/ Beliefs	Knowledge	Capacities
• Idea That Education Is Based On Equality, equity, as well as the issue of Human Rights. • There is no Inclusive Education without quality Education. • 'Participation means that all learners are engaged in learning activities that are meaningful to them' *(Teacher Education for Inclusion - Profile of inclusive teachers, 2012).*	• Inclusive Education Across the Board for All learners, regardless of their needs, abilities and goals. Regardless of whether or not they are at risk of exclusion. • Inclusive Education Implies the Presence, participation and achievement of all learners.	• Ability to reflect upon attitudes and consequences of these behaviours, as well as 'using strategies that prepare teachers to change non-inclusive attitudes and to act on segregation situations' *(Teacher Education for Inclusion - Profile Of inclusive teachers, 2012)*

1.2 Teachers' views diversity as well as the issues inherent

Attitudes/ Beliefs	Knowledge	Capacities
• Viewing being different as something normal. • Respecting and valuing diversity as something that adds value to schools.	• To understand that students are a resource to facilitate learning about diversity issues. • Understand that all students have different ways of learning and these can be a resource to support the student's own learning, as well as that of their peers. *Teacher Education for Inclusion - Profile Of inclusive teachers, 2012).*	• Ability to learn from difference. • Identifying The most Appropriate Strategies for diversity is essential to the process of valuing diversity. • Participation, not only of parents, but also of families during the learning process.
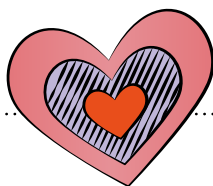
## 2. SUPPORTING ALL

Teachers have high expectations of their students.

2.1 Promoting not only academic, but also practical, social and emotional learning

Attitudes/convictions	Knowledge	Capacities
	• Recognise the importance of collaborative work between the school, the parents and the family. • Know "(...) patterns and pathways, typical and atypical, of child development, particularly in relation to the development of social and communication skills" *(TeacherEducation for Inclusion - Profile of inclusive teachers, 2012)*.	• Effective verbal and non-verbal communication by teachers. • Ability to develop, not only independence, but also autonomy in students. • Training students to "learn to learn", among others.

2.2 Applying effective teaching and Learning Methods in order to meet the demands of a heterogeneous School/classroom.

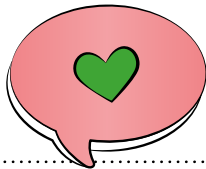| Attitudes/convictions	Knowledge	Capacities
• Belief that all teachers should respond to the needs of All learners. • Teachers have as their responsibility the learning of all. • The teaching class should be aware that students' abilities are not static and therefore they can all evolve in their learning. • The teaching staff should be convinced that the learning process is transversal to all students, however, in some situations, where specific learning needs are manifested, adaptations should be made at the level of the curriculum, as well as of the teaching methodology.	• To have knowledge of various learning styles as well as teaching methods. • To have knowledge of classroom management methodologies. • Knowing, identifying and addressing barriers to learning, being aware of their implications for learning methodologies *(TeacherEducation for Inclusion - Profile of inclusive teachers, 2012)*.	• Work with learners both individually and in diverse groups. • Using the curriculum as a tool to access learning as well as inclusion.
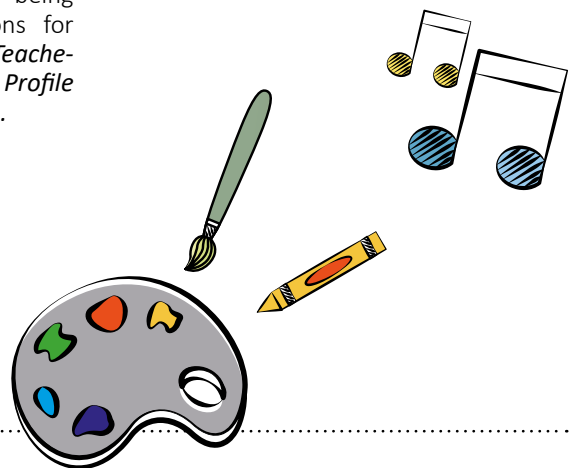
3.WORKING WITH OTHER PEOPLE
### Collaboration with teachers and other educational professionals.

3.1 Working with pupils' parents and families.

Attitudes/convictions	Knowledge	Capacities
• Recognising the collaborative work between parents/families and teachers as an added value. • To respect the students' family contexts, as well as the expectations that parents have towards the student.	• Collaborative work between teachers is an asset to the development of Inclusive Education. • Knowing and recognising the importance of interpersonal skills (communication skills. building affective bonds, etc) and being aware of the impact of intrapersonal relationships duringthe student's learning process.	• Involving Parents And Families in their children's learning process. • Ability to communicate effectively with parents.

3.2 Working With Other Educational Professionals
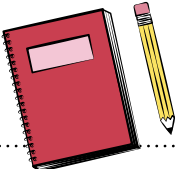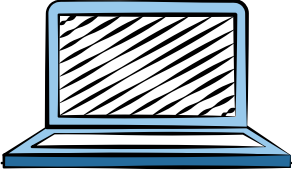
Attitudes/convictions	Knowledge	Capacities
• Inclusive Education can only be achieved with the effort and collaborative work between all the professionals who make up the school community. • Collaborative work enables the acquisition of knowledge among education professionals.	• Awareness of the benefits of teamwork between teachers and other educational professionals. • Knowledge of support structures and 'models of working in which teachers in inclusive classrooms co-operate with specialists and professionals from different disciplines' *(TeacherEducation for Inclusion - Profile of inclusive teachers, 2012).*	• Practicing peer teaching as well as working in flexible teaching teams. • Problem solving together with other professionals. having the ability to create partnerships with other educational establishments, etc.
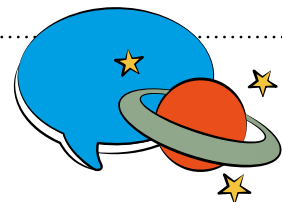
4.PROFESSIONAL AND PERSONAL DEVELOPMENT OF THE TEACHER

Throughout his/her career, and considering the demands associated with it, the teacher should proactively invest in seeking and improving learning in order to meet the needs of his/her students.

4.1 Capacity for reflection on the part of the teacher.

Attitudes/convictions	Knowledge	Capacities
• Teaching requires not only continuous planning but also evaluation, reflection and reformulation. • Reflection Is a facilitator of effective work, not only with parents/families, but also with other teachers and educational professionals. • 'Valuing the development of a personal pedagogy that guides the work of the teacher' proves to be a crucial attitude underpinning this area of competence *(Teacher Education for Inclusion - Profile Of Inclusive Teachers, 2012).*	• Metacognitive Strategies (learning how to learn). the development of reflective praxis, as well as the development of self-evaluation and performance evaluation methods. • Development Of a reflective praxis, as well as the development of methods of self-assessment and performance evaluation.	• Continuous self-evaluation among and with education professionals about teaching learning. • "Contributing to the development of the school as a learning community" *(TeacherEducation for Inclusion - Profile Of inclusive teachers, 2012).*

4.2 'Initial Teacher Education as a basis for continuous development'

(European Agency for Development in Special Needs Education, 2012).

Attitudes/convictions	Knowledge	Capacities
• Teachers are primarily responsible for their professional development, bearing in mind that initial teacher education is the first step towards the acquisition and improvement of lifelong learning. • The Search for knowledge should be seen by the teacher, not as a weakness, but as a positive attribute. • The teacher is not an Inclusive Education specialist.	• The Legislation, duties and responsibilities towards students and families are essentially important. • To seek and participate in training opportunities in order to develop skills and knowledge that allow the improvement of pedagogical practices.	• To be flexible in the practice of, adopting strategies that promote innovation and learning. • Being proactive in "(...) using strategies to seek opportunities for further education. ... using colleagues and other professionals as sources of learning and inspiration. ... contributing to the learning and development process of the whole school community." *(TeacherEducation for Inclusion - Profile Of inclusive teachers, 2012)*

In conclusion, the following table summarises the core values of the Inclusive Teacher And Associated Areas Of Competence.

TABLE 1

CORE VALUES AND AREA OF COMPETENCE OF INCLUSIVE EDUCATION

Core values	Areas Of Competence	
Support All Students.	To promote academic, practical, social and emotional learning for all pupils.	Adopt Effective Teaching Approaches in heterogeneous classes, basedona understanding of a range of learning processes and how to support them.
Working With Others.	Work with parents and families to involve them effectively in learning.	Working with other educational professionals, including collaboration with other teachers, is an important part of the work.
Valuing Learner Diversity.	Understand The Meaning Of inclusive education (e.g. based on a belief in equality, human rights and democracy for all).	Respect, value and consider the diversity of students as something of value.
Professional Development.	"Teaching Is a learning activity and teachers take responsibility for their lifelong learning."	Considerinitialteachereducation as a basis for continuing professional learning.

Source: European Agency for Development in Inclusive Education Database (2012)

4.2 WHAT'S AN INCLUSIVE LEARNING ENVIRONMENT?

To talk about Inclusive Education Is, in a sense, to talk about practical changes that are necessary for the access, participation and achievement of All at School. We are not talking about an education system that simply tries to benefit children identified as having specific educational needs. we are highlighting the importance of responding to the educational needs and interests of all learners for an Inclusive and Equal School. Being An Inclusive School Means Having The Capacity to include, to respond to All students, so that no one is deprived of the Right to Education. Therefore, it is crucial that teachers become aware of their responsibility as agents of paradigm shift, seeking support not only in the academic/school community, but also in communities, families, community leaders, among others, in order to facilitate students' learning.

We highlight the importance of practical changes in the school/classroom context. Changes that contribute to the development of an inclusive environment. In this sense, we highlight some attitudes to consider, namely:

1.INCLUSIVE ENVIRONMENT

Awareness That The inclusive environment includes physical space (including learning resources). From the arrangement of tables and chairs to the definition of specific areas associated with different activities/areas/disciplines. For example, if the tables and chairs are arranged in a U-shape, it prevents some students from having difficulty seeing, as well as facilitating the teacher's visibility, visual contact and attention given to the whole group. In addition to defining areas that correspond to specific knowledge areas (science, reading, ...) it is also good practice to define a specific self-regulation space. This should be considered a physical resource of the classroom that facilitates the well-being and predisposition to learning of children with and without specific needs.

Ensuring emotional, physical and social wellbeing involves ensuring:

- Safety and security.
- Health.
- Joy and warmth between educators and students and among students themselves.

It should be noted that "Protection" means freedom from all forms of physical, emotional and social threats, abuse, exploitation and violence. Learners, teachers and other educational staff should be informed and protected from the dangers that exist in and around the learning environment.

The activities used to ensure learners' well-being seek to emphasise their cognitive development, sound social interactions and ensure their health. These activities encourage students' participation in decisions that affect them. By participating in problem-solving, decision-making and risk reduction, children and young people can feel more useful and contribute directly to their well-being.

To achieve this, teachers need support in positively managing the classroom. This means ensuring that the learning environment promotes mutual understanding, peace and tolerance and provides the skills to prevent violence and conflict. Positive reinforcement and a sound system of discipline form the basis for establishing such an environment and replace corporal punishment, verbal abuse, humiliating situations and bullying. Bullying includes mental stress, violence, abuse and discrimination. These points should be included in the teachers' code of conduct and systematically discussed in teacher training and supervision of activities. (Inter-institutional Network for Education in Emergencies).

It is also important to be aware that the psychosocial environment is also part of an inclusive environment. At this point, the student's self-esteem can be worked on through group activities, namely participation in group games, where their performance is recognised and valued, not only by the teacher, but also by their peers.

2. OPENLY ADDRESS THE ISSUE OF DIVERSITY AND INCLUSION

Many teachers limit themselves to teaching curriculum topics, but it is crucial to talk to students about other topics, such as the issues of difference, exclusion and inclusion, as well as possible solutions to remove barriers to Inclusive Education. This kind of action motivates students' participation and empowers them. These are topics to be worked on in a transversal and continuous way, so it is necessary to create a specific moment in the school year. Having an Inclusion Day at School may be a start, but it is not the way.

The + Inclusive Education Project, provides a set of resources that facilitate this work. On The Project's website you will find:

➲ **5 videos on Inclusive Education, and Disability:**

▶ +Inclusive Education: From Reflection to action

▶ The strength of diversity

▶ There is no Education without Inclusion

▶ A school for each and everyone

▶ For an inclusive school

➲ **A digital game that allows working on issues such as Difference, Disability and good practices in a school context.**

3. PROMOTING INTERACTION WITH STUDENTS

In an inclusive school environment, it is important to foster initiatives that invite students to discuss issues and ideas with each other. These Initiatives Help to break down barriers, thus facilitating friendships between students. In this way, they can find things in common with other children and start to relate to each other. Socio-emotional skills programmes are invitations for teachers to have prepared some activities that they can easily integrate into their daily classroom routine. It Is Important That These Practices are seen as an investment by the teacher, rather than being considered just another activity in a plan (often carried out by outsiders, without the active participation of the teacher) which is often seen as a "waste" of school time.

4. CORRECT USE OF TERMINOLOGY

Assertive and positive communication, using correct terminology, is the key to interacting with people, so it is important to observe the ways children communicate with each other, as well as how the teacher addresses them.

For example, we should not use the terminology "children with special needs", we should replace it with "pupils with special educational needs".

In **Module 2** of this Guide, namely point **2.1.1 "Disabled person or disabled person?"** you will find some examples of how the language we use should also be subject to reflection and adaptation/change.

Tools Such as *Non-Violent Communication* should also be part of an Inclusive School and should be known by all those who "live" in it. Besides Thinking What One Says, one must do it in an assertive way, without judgement and negative connotations. Practicing it during classes would be revolutionary and would promote the most challenging change in Inclusion: the change of attitudes.

5. SEEING DIVERSITY AS SOMETHING POSITIVE

Conveying as well as demonstrating that the presence of diversity in the classroom is essential. Promoting students' acceptance of each other's differences, including the teacher's, is crucial. In this way, the group will have a positive view of each member of the class. A good way to do this is to use stories which, because of their morals, will facilitate the interpretation of the values of acceptance, respect and tolerance, to adapt the curriculum and essential learning to new content that will allow in parallel to develop and enrich the students as Human Beings. Challenging students with homework which is useful to the school and which promotes this attitude is another way of looking at Diversity in a positive way: building signposting or other educational resources. organising multicultural events. inviting families to get to know different cultures and traditions, etc.

6. IMPLEMENTATION OF DYNAMIC METHODOLOGIES

Approach play as a methodology that promotes inclusion, through the use of games, activities that encourage critical thinking, as well as collaboration among students. It Is Precisely This Active learning, with an associated playful nature, that is intended with the game "+Inc Edu", available for download here. We can also consider the following dynamics/spaces that may contribute to an Inclusive Education:

- Presence, in the classroom, of a space dedicated to the exhibition of the work done by All the students in the class.
- Existence of a space where students can acquire knowledge, not only about the area of mathematics, but also about science and scientific experiences.
- Presence Of a mini-library in the classroom, where everyone can enjoy books, stories and reading moments (UNESCO, 2015).

7. ENABLE CHILDREN TO LEAD

Allowing Students to take charge of educational activities in the classroom, in this way, will allow them to stand out and make themselves known to each other, thus facilitating the inclusion process.

The child who shows a strong tendency to lead should undoubtedly be encouraged to do so, given that we live in a world which is increasingly competitive and in need of leaders. Leadership in children and adolescents makes them more active and creative in areas such as problem solving. Furthermore, the skills associated with leadership allow the development of a sense of responsibility, as well as the ability to work and collaborate in a team. In this sense, we can highlight, for example, the creation of classroom committees, formed by the students themselves, whose function is to organise learning materials as a means of developing leadership in children (UNESCO, 2015).

Letting lead implies recognising and practising "authority" rather than "authoritarianism". This requires that the teacher actually meets the characteristics mentioned in the Profile of the Inclusive Teacher.

8. GROUP WORK

The organisation of group work is another way of promoting inclusion, as children have the opportunity to share their difficulties and potentialities in a group, which helps them to better understand the contents taught, allowing interaction between students.

The work in groups and the use of peer tutoring already have results evidenced in practice and scientifically validated. In this way the teacher allows the children to promote self-organisation of the classroom environment and at the same time encourages solidarity, negotiation and sharing.

9. THE TEACHER

The teacher present in the classroom should direct his or her attention and dedication to all the students present, regardless of the students' abilities, needs and interests. In realities with large classes the challenge is increased, however it is not at all impossible, namely if he/she rethinks the pedagogical practice and uses tools such as the Universal Design for Learning and Active Methodologies, breaking with the expositive pattern and the blind compliance with a manual/curriculum.

10. RESOURCES

The teacher plans lessons in advance. He/she is aware of the diversity present in the classroom and therefore strives to bring different resources to support learning. This subject is further developed in **Module 3** of this Guide, namely in points **3.1.5 Organising learning** and **3.1.6 Mobilising resources.**

The following table summarises the characteristics of an inclusive classroom environment.

TABLE 2
CHARACTERISTICS OF AN INCLUSIVE ENVIRONMENT

	Traditional Classroom Environment	Inclusive Classroom
Relationship	The Teacher has a distant relationship with the students (he teaches with his back to them).	The Teacher's Friendly And Attentive to students' difficulties.
Who's Present in the classroom?	The teacher and the students do not have any difficulties. They are seen as "normal".	Students With different abilities, interests.
Where are the students positioned?	The Pupils are arranged in rows. In some areas there is a separation between boys and girls.	The Pupils are arranged in the classroom in different ways, such as sitting on the floor in two circles or sitting together at tables.
Study Materials	Use of texts, reading books and exercises.	Presence Of Various Study Materials, from newspaper clippings, posters, etc.
Resources	Teacher-student interaction takes place without the use of didactic materials.	The teacher plans the lessons and involves the students in the choice of resources to be used.
Assessment	Use of standardised assessment using assessment tests.	Diversifiedassessment, for example, assessment of the student's work over time.

Source: UNESCO (2015). Embracing Diversity: Toolkit for Creating Inclusive Learning – Friendly Environment

An inclusive classroom environment means putting into practice a set of values and attitudes, both by teachers and by the rest of the school community. An inclusive school environment includes ALL children, regardless of their cultural and linguistic background. their physical condition. whether or not they have learning difficulties. However, it is a space where difference is celebrated and participation and collaboration of all in the classroom is positively promoted.

The chart below presents a set of attitudes to consider when approaching an inclusive educational environment.

Source:
UNESCO (2015).
EmbracingDiversity:
Toolkit for Creating Inclusive Learning
– Friendly Environment

4.3 THE TEACHING-LEARNING PROCESS IN AN INCLUSIVE ECOSYSTEM
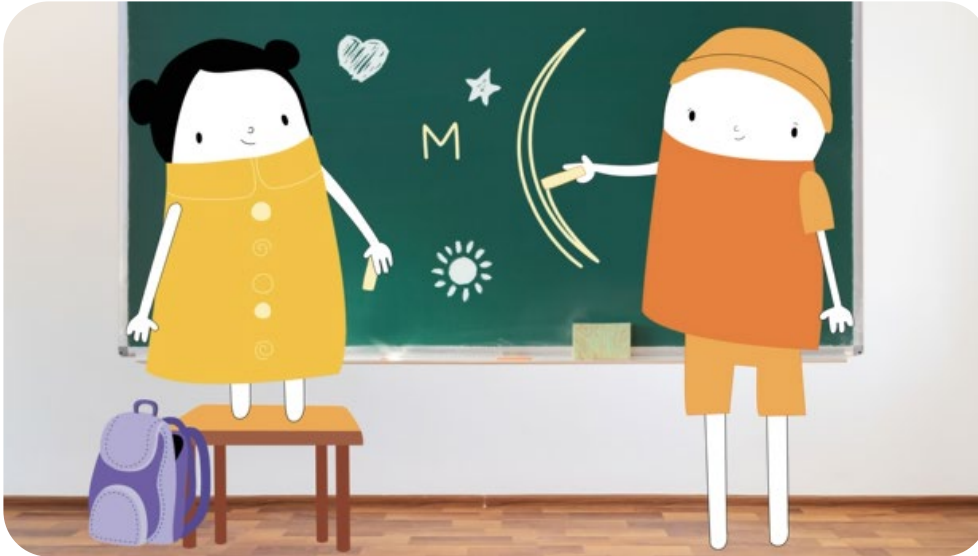
4.3.1 IS DIFFERENTIATION INCLUSIVE?

Classrooms are increasingly a heterogeneous space where student with different needs, views and abilities intersect. It is therefore a rich space that facilitates and enriches the sharing and acquisition of knowledge. However, all this diversity entails constant challenges (resulting from the individual needs and interests of each student) that can somehow condition the teaching and learning processes (Suleyman-Celik, 2019). Given This heterogeneity, it's essential to take into account the individual differences of everyone in the classroom context (Altet, 1999), in order to promote their full development, through pedagogical differentiation, i.e., the application of "didactic measures that aim to adapt the teaching-learning process to the important inter and intra-individual differences of the students, in order to allow each student to achieve their maximum in achieving the didactic objectives" (Canavarro, 2011). Here, we highlight the diversification and differentiation of pedagogical methods, as well as the flexibility of the curricula.

The difference between the students present in a classroom context, arise from several factors, namely:

✓ Cognitive characteristics.

✓ Physical Characteristics.

✓ Gender differences.

✓ Ways Of Acquiring Knowledge And Learning.

✓ Language.

✓ Characteristics Derived From Risk Situations, among others.

The inclusive teacher should be aware of the factors mentioned above, as well as of the idea that each student learns differently. Nevertheless, they should be aware of the need to know the origins of the diversity of students present in the classroom, so that they can provide the most appropriate responses to their teaching needs and objectives. However, knowledge is not enough. itisessentialthatthe teacher adopts some behaviours in order to create differentiated responses:

Adaptations And Flexibility at the level of the curriculum - they aim to promote gradual changes in curriculum management practices in primary schools, in order to improve the effectiveness of educational response to the problems arising from the diversity of school contexts. The Flexibility Of The curriculum will allow "responding to each case avoiding predefined content and strategies, enabling adaptation of content to the learning style and pace of each student (UNESCO, 2001, cited in Celik 2019).

Differentiated teaching strategies according to students' needs - presupposes the individualization of students' learning processes and involves, above all, the selection of teaching methods appropriate to the needs, so that the student achieves his or her maximum. This requires a great capacity on the part of the teacher to put in practice diversified activities, methods and teaching strategies, which require specific forms of organisation of space, time and resources.

Educational Support - providing differentiated responses is reflected, for example, in activities, teaching materials, and ways of assessing the student (Borich, 2008, cited in Celik 2019).

The idea of differentiated teaching relates to the premise that teaching methodologies should vary according to the learner's characteristics, interests and needs, where the goal is the subject's success/achievement. This could be achieved through a more individualised approach (Tomlinson, 2000).   In order to provide differentiated teaching, the teacher should consider a number of factors, namely:

- The Student's Learning History.
- Knowledge Acquired By The Students So Far.
- Interests.
- Motivation.
- Skills Acquired So Far.

Once this information has been acquired, the teacher must adapt his/her teaching strategies and methodologies in order to provide adequate responses to the real needs of the student. This is fundamental for the student to achieve the desired success.

Pedagogical differentiation involves, then, understanding each situation and acting strategically in the face of it, taking into account the achievement of each student, through the constant search for flexible ways, feasible tasks according to the learning rhythms of each one. According to Pereira (2011, cited in Clérigo et al, 2017), pedagogical differentiation is an inclusive practice implying "acceptingthat diversity is a resource with which we improve our educational practice and having a different "non-complacent" look, about the richness that offers us teaching the student who escapes the norm".

We cannot approach inclusive education without first mentioning pedagogical differentiation. There Is no Inclusive School Without Differentiation, i.e. a set of adaptation at various levels is necessary, in order to allow each student to achieve success, not a required success, but a success according to the student's interests and ambitions.

4.3.2 INCLUSIVE PEDAGOGY
(CHILD-CENTRED PEDAGOGY)

First of all, it must be recognised that inclusive pedagogy should not be a lonely journey for teachers. According to the Index for Inclusion, 'Each school (...) should be encouraged to engage with another school (or more) in order to keep the momentum for change alive and to add new issues for discussion'. It also recommends a set of indicators with regard to the organisation of learning:

✓ Teaching is planned with the learning of all students in mind.

✓ In lessons, the participation of all students is encouraged.

✓ Learning Activities Promote Understanding Of Difference.

✓ Students are actively involved in their own learning.

✓ Students learn by collaborating with each other.

✓ Assessment is concerned with the successful learning of all students.

✓ Classroom discipline is based on mutual respect.

✓ Teachers plan, teach and evaluate collaboratively.

✓ Support Teachers are co-responsible for the learning and participation of all students.

✓ 'Homework' contributes to the learning process of all students.

✓ All students take part in activities outside the classroom.

For each of the indicators mentioned, the Index for Inclusion Suggests a set of questions/sub-indicators that can serve as a guideline for the adoption and/or improvement of inclusive education.

No less important is the sharing of experiences in classrooms that invite teachers to reflect on their own teaching styles and make changes in their practice. Listening to support teachers and students receiving support in order to optimise resources andwork in a complementary and more efficient way.

It can therefore be concluded that the path towards inclusive pedagogy presupposes that education professionals continuously and proactively want to:

- Deepen Their Knowledge in the field of Inclusive Pedagogy.

- Analyse And Reflect On Their Conceptions, attitudes and practices.

- Design/create innovative educational environments which ensure access, participation and success for all children/students.

To this end, the watchword is to collaborate and develop or enhance action-research skills in order to consider processes of innovation and change that facilitate inclusive pedagogy.

As already mentioned, inclusive education is a dynamic process.

As discussed in the first part of this module, rather than focusing only on specific skills and knowledge teaching strategies, teachers need to develop a reflective attitude and inclusive values. Teachers must believe that all children have the right to attend mainstream education, analysetheirschoolandclassroomenvironmentandreflectonhow to makethemaccessibleandre-levant for all their learners. They Should do this through a continuous process, because the communities, cultures, interests, needs and capacities of children and teachers are constantly evolving. Consequently, in inclusive classes all children feel equally valued (UNICEF, 2014).

It can thus be concluded that Inclusive Pedagogyis a child-centred pedagogy, which "enables teachers to meet the learning needs of all children, including children with disabilities. Key elements of child-centred pedagogy include creating meaningful learning opportunities, considering multiple learning pathways, establishing joint learning, creating attractive learning environments and using continuous assessment procedures."

4.3.3 HOW TO MAKE THE CURRICULUM ACCESSIBLE TO ALL

Rather than a discussion point about the conditions for students to be integrated into mainstream education, Inclusive Education Is a perspective on how to transform education systems and other learning spaces in order to respond to the diversity of students. Its aim is to make it possible for both teachers and students to feel comfortable with diversity and to see it as a challenge and an enrichment of learning spaces rather than a problem.

We have learned from constructive and transactional theories that the quality of learning can be enhanced by the diversity of the students involved. The teacher's attitudes and understanding are the vehicles for building an inclusive and participatory society. Investing in the quality of education for successful inclusion involves developing strategies to overcome or eliminate barriers to the full participation of individuals.

Teachers' positive attitudes towards inclusion depend strongly on their experience with learners who are perceived as 'challenging'. Teacher training, the possibility of classroom support, class size and above all workability are all factors that influence teachers' attitudes. Some studies have shown that the negative attitudes of teachers and adults (parents and other family members) are the biggest barrier to inclusion. They are the ones who show prejudice to children. Thus, opting for inclusion as a guiding principle for all these areas will have implications for teachers' attitudes.

People involved in a transition processmap need some pressure to change, but change will only be real when they are able to react and take their own positions in the process of change. In many cases, education policy-makers, parents, teachers and other actors in the school need to understand that inclusion is a process that requires changes both at the level of the education system and at the level of the school itself. This is difficult to accept as it implies the readjustment of pre--existing concepts and can have multiple practical consequences.

The Concept Of "Education for All '' therefore questions the way of teaching in a large proportion of schools. Teachers often keep the methodologies learnt in their own schools.

According to the EFA Report 2005, **"Oneway to adopt a set of relevant and balanced goals is to analyse the curriculum in terms of inclusion. An inclusive perspective of curriculum policy recognises that since all learners experience difficulties of various kinds - and even more in situations of vulnerability & disadvantage - allworld benefit from a quality basic education accepted by all."**
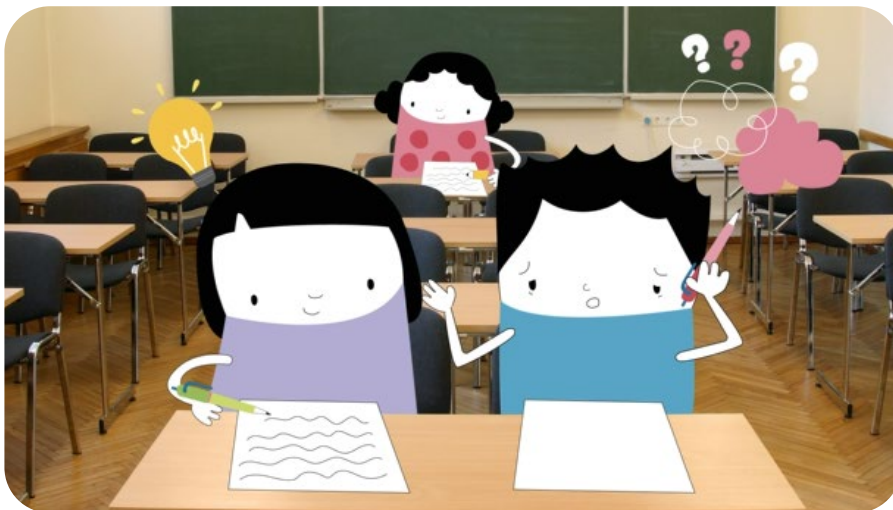
Education for All' places the learner at the centre of teaching/learning and is based on an appreciation of differences in understanding, feelings, social and perceptual skills, etc. As a result, all students have optimal opportunities to become motivated and interested. Accessible and flexible curricula can serve as the "key" to creating "schools for all". It is important that the curriculum is flexible enough to allow for the possibility of adaptation to individual needs and to encourage teachers to seek solutions that suit the needs and abilities of each and every student.

Many curricula want all students to learn the same things, at the same time and using the same means and methods. But students are different and have different abilities and difficulties.

Therefore, the curriculum must take into consideration the various needs of students in order to ensure 'success for all'. Some of the possible strategies are:

☑ Giving a flexible time margin for students to study certain subjects.

☑ Giving teachers greater freedom in choosing their working methods.

☑ Providing teachers with the opportunity to give special support in practical subjects (e.g. orientation and mobility) in addition to the periods reserved for more traditional subjects.

☑ Set aside time for additional support for classroom work.

☑ Emphasize Aspects Linked to pre-vocational training (UNESCO, 2005).

In addition, steps can be taken to make curricula more inclusive.

The following questions must be considered:

➢ What human values are being developed through the curriculum, promoting inclusion?

➢ Are human rights and children's rights part of the curriculum? Do they refer to the coexistence of rights and responsibilities, and how are they taught?

➢ Are curriculum contents important for children's lives and futures?

➢ Does the curriculum take into account the children's gender, cultural identity and mother tongue?

➢ Are teaching methods child-centred and interactive?

➢ How are the results recorded/incorporated into the curriculum review?

➢ How does the curriculum relate to national assessment systems?

➢ To what extent are education authorities responsible for verifying the harmony between the school and curriculum revisions and negotiations?

Together with flexible curricula, flexible teaching-learning methodologies should be adopted. For all of this leitura recomendadato become a reality, other changes in educational policy are needed, including changing teacher training – long, theoretical and with no practical component to continuous and in-service training. Schools often need help to change themes and working methods, and this should form part of specialized training. (UNESCO, 2005)
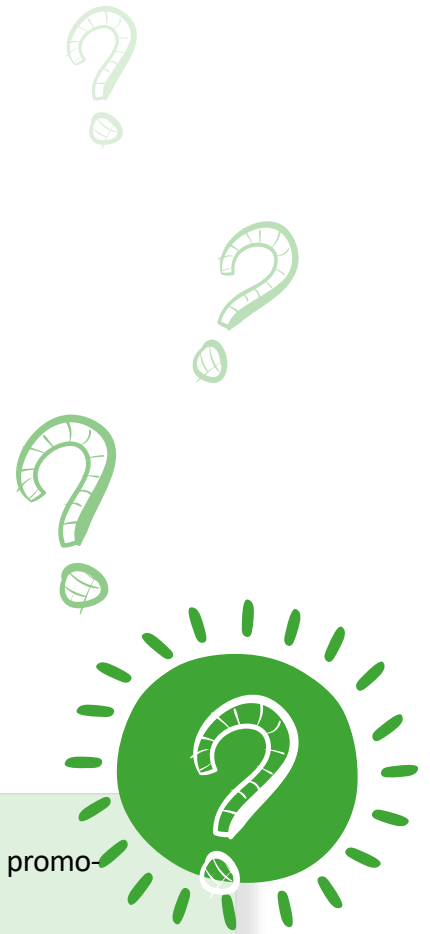
5. THE ROLE OF LEADERSHIP IN CREATING INCLUSIVE ENVIRONMENTS

The theme of "leadership" is present in various areas, including the area of Education. In a simple way, the concept of "leadership" relates to the idea of motivation, ability and capacity to guide someone according to established objectives (Godinho, 2013). It is a competency that requires communication and always implies not only a relationship, but also interdependence between subjects. The interaction resulting from this type of relationship between the members of an organisation should ideally promote shared decision-making which would, in turn, lead to the improvement of educational processes.

Leadership in school organisations is complex, since there is a tension between complying with legal regulations, the demands of innovation at the level of teaching and the demand for results. Thus, in addition to emotional competencies, a leader must be able to act with emotion and be able to build a relationship of trust with all the members of the organisation he/she leads. (Ferreira et al, 2015). Nevertheless, leaders should encourage learning, acting as an example themselves, and have a responsibility to guide, as well as contribute to the full development of the subject (Godinho, 2013).

In an Inclusive school, leadership is seen as something collective, i.e., the work is shared among the following agents:

- Headmasters
- Pedagogical coordinators
- Support staff
- Specialised support services
- Members of educational councils

Despite the staff mentioned in the previous point, the responsibility falls ultimately on each headmaster to promote the vision that 'all learners, regardless of age should receive a meaningful and high quality education within their local community, alongside their friends and peers' (European Agency, 2015a, p. 1, quoted in European Agency for Special Needs and Inclusive Education, 2021), moreover, the headmaster assumes the responsibility to promote and ensure quality inclusive education for all learners. Nevertheless, we must point out that, despite the autonomy granted to school leaders in implementing the strategy to achieve quality inclusive education, 'Inclusive school leadership is not independent from the policies that concern it. Supportive policy measures should enable individual school leaders or leadership teams to work towards their vision'. (European Agency for Special Needs and Inclusive Education, 2021).

It is important to highlight that the direction of a school includes not only the processes of leadership, but also the management of the school itself, so it is essential to find the balance between 'managing' and 'leading', since they are different, i.e., **"Leadership focuses on values, vision and future, while management is concerned with making the present work" (West-Burnham and Harris, 2015, quoted in European Agency for Special Needs and Inclusive Education, 2021)**. Moreover, as we have already seen, there are several levels of leadership within the school itself, which are specifically associated with teachers and pedagogical coordinators.

LEADERSHIP ASSUMES THE FOLLOWING FUNCTIONS:

- Guiding teachers, students, parents and the rest of the educational community, so that the objectives are successfully achieved in the future.

- Monitoring of teaching processes.

- Evaluation of teaching.

- Applying legislation and policies in practice in order to develop quality and effective inclusive education practices.

- Developing a sense of community within the school.

According to the European Agency for Special Needs and Inclusive Education, 2021, we can highlight three core functions inherent in school leadership:

- Direction Setting.

- Human Development.

- Organisational Development.

DIRECTION SETTING:

Leadership holds a key role in setting direction, particularly with regard to the values that underpin the practice of quality inclusive education, as well as in supporting the practice of it. Moreover, leadership is very influential in terms of exploring and sharing issues around inclusion, including exploring the implications raised when thinking about issues of inclusion. This aspect of leadership is of utmost importance, as it can help to "(...) promote the best interests of learners, both academically and socially, through fairness, justice and equity (Stone-Johnson, 2014, cited in European Agency for Special Needs and Inclusive Education, 2021).

On this point, it becomes important to consider the following issues proposed by the European Agency for Special Needs and Inclusive Education:

- Declare that the national education policy is based on principles of inclusion, child rights and equity.

- Ensure that initial teacher education and continuing professional development and training focuses on equity and diversity.

- Ensure support for learner-centered education, a culture that values the voice of learners and the involvement of learners and families in decisions about their learning and progress (particularly during times of transition).

- Provide access to communication between policy makers and school leadership on education policy and accountability.

- Ensure access to professional training and development and support headmasters' ability to fulfil responsibilities related to inclusion and equity.

- Ensure access to school leadership development support in cultivating a school's organisational identity in order to enhance inclusive school culture.

- Align school self-evaluation with the vision of inclusion.

- Establish accountability measures that monitor the application of equity principles.

- Empower school leadership teams to be flexible in adapting national policy (curriculum, assessment process, school organisation) to local contexts.

- Empower school leadership teams to appoint teachers and staff who take responsibility for and promote the achievement and well-being of all students through innovative learner-centered pedagogy.

- Empower school leadership teams to develop the school's vision.

• Confer autonomy on school leadership teams to define the vision, values and outcomes for which they (and other stakeholders) wish to take responsibility (e.g. equity, non-discrimination, meeting the requirements of all learners in the local community in terms of personal, social and academic outcomes).
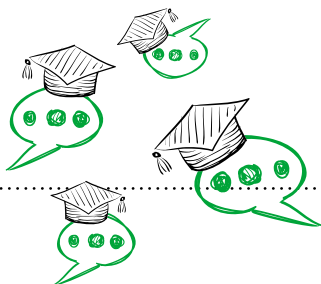
HUMAN DEVELOPMENT:

Human development is one of the concerns of leadership. School leadership should focus on improving not only the motivation levels of students, but also the teachers' skills and the overall working environment. Improvement in these areas has positive consequences in terms of improving the success of all students. In order to achieve this it is crucial to

a) Monitor teaching.

b) Evaluate teaching.

Monitoring and evaluating teaching is essential, in the sense that it is the means of gathering essential information for professional development that "supports and motivates individual teachers to work for all learners" (Black and Simon, 2014, p. 160, quoted in European Agency for Special Needs and Inclusive Education, 2021).

In order to ascertain the extent to which **Human Development** is being achieved it is important to consider the following questions proposed by the European Agency for Special Needs and Inclusive Education:

| Capacity development of the school headteacher	Employee training and professional development	Support, monitoring and evaluation of practice
• Do we engage in training and professional development opportunities to enhance our own capacity to support inclusive education practice and to foster the achievement and well-being of all learners? • Do we seek professional partnerships, critical friends and networking with other headteachers for support?	• Do we promote and facilitate collaborative opportunities for all staff: a. In routine aspects of the educational organization? b. Through innovative approaches, including the adoption of new technologies? • Do we focus on improving teacher and staff motivation, skills and working environments to foster the success and well-being of students? • Do we ensure that knowledge and expertise are continuously developed and shared, both within and outside the school? • Do we provide and promote training and professional development opportunities for teachers and staff to enable them to develop their skills in improving the success and well-being of students?	• Do we facilitate reflective practice with the aim of transforming teaching, learning and the assessment process? • Do we use data as a basis for teacher reflection and continuous improvement? • Do we promote professional responsibility and accountability and ensure that teachers take responsibility for all learners, especially those most vulnerable to exclusion.

ORGANISATIONAL DEVELOPMENT:

The role and responsibilities of the headteacher and school leadership teams includes the implementation of not only policy but also effective inclusive education practice. Furthermore, the headteacher has a responsibility to promote a culture that respects and values the diversity present in the school environment. They should, therefore, be:

(') responsible for maintaining a school culture that is collegial, interactive and focused on supporting teachers and learners throughout the educational process. Paving the way for an inclusive culture requires school headmasters to focus on fostering teacher morale, partnerships with parents and professional collegiality. This will then affect the learning environment created for learners (Fultz, 2017).The strategic use of human and financial resources and their alignment with pedagogical goals can influence how school activities enhance teaching and learning. Thus, school headmasters need to be involved in decisions about teacher recruitment. The ability to select teaching staff is fundamental to establishing a school culture that has a beneficial effect on students' achievement (Stoll and Temperley, 2010, cited in European Agency for Special Needs and Inclusive Education, 2021).
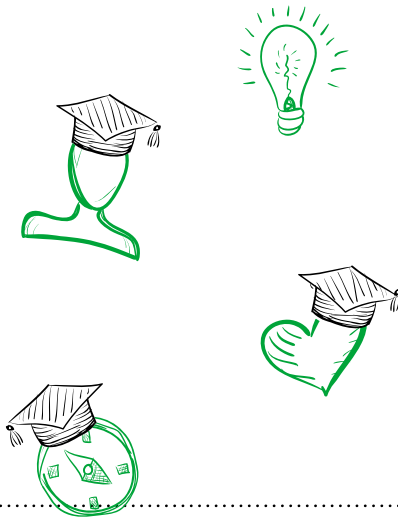
In order to ascertain the extent to which **Organisational Development** is being carried out it is important to consider the following questions proposed by the *European Agency for Special Needs and Inclusive Education:*

School Management	Collaboration	Monitoring and data collection
• Do we manage change at the school level? a. At the level of the curriculum and assessment frameworks is there. b. Training and professional development? • Funding and resource allocation. - quality assurance and accountability? • Do we manage financial resources to meet the needs of the whole school community (students, families and all school staff)? • Do we ensure that the curriculum and the assessment process are adapted and responsive to the needs of all students? • Do we encourage and support innovative and flexible pedagogy and practice that serves a diverse group of students and is based on informed decisions? • Do we provide a wide range of opportunities and support to ensure that students can take responsibility for their own learning, successes and achievements?	• Do we develop a culture of collaboration - positive and trusting relationships? • Do we ensure a continuum of support in the school community for all students, families and staff? • Do we empower and build partnerships with: a. Support agencies? b. Other schools/institutions at other levels of the system? • Businesses in the community for the benefit of students? • Have we developed the school's capacity to accommodate diverse learners through research and professional training and development activities, in collaboration with, for example, universities?	• Do we involve the educational community in self-review and reflect on data to inform continuous school improvement? • Do we monitor classroom practice, ensuring high quality education and well-being for all?
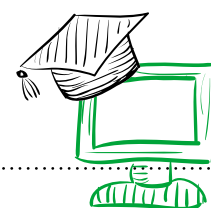
Approaching inclusive school leadership involves being aware that it transcends school management and organisation. Its main aim is to develop a sense of community within the school, as well as the active and full participation of all. However, inclusive school leadership focuses on the implementation and development of an inclusive school culture, where everyone works not only to value diversity, but also to ensure the right of all to receive a quality education, where the educational needs, interests and goals of each individual are properly addressed by the school.

When we address the issue of inclusive school leadership, we cannot fail to emphasise that it is based on **three models of leadership:**

Educational Leadership/ Well-being:	Transformative Leadership:	Delegated Leadership:
Is concerned with the welfare, learning acquisition and success of all students through the development of an educational curriculum that is responsive to all. Therefore, it is careful not only to set clear educational goals, but also to plan the curriculum and evaluate teachers and teaching. Alongside the above, it also focuses on the "(…) responsibility of headmasters in promoting better measurable outcomes for learners, highlighting the importance of improving the quality of teaching and learning in the classroom" (Day, Gu and Sammons, 2016, cited in European Agency for Special Needs and Inclusive Education, 2021). A collaborative working environment that can support the development of pedagogical practices that are appropriate to the educational needs of all learners is also a concern for educational leadership (Hansen and Lárusdóttir, 2015, cit in European Agency for Special Needs and Inclusive Education, 2021).	Transformative leadership is concerned with creating structures as well as cultures that contribute to improving the quality of teaching and learning. Furthermore, it focuses on setting direction, and personal development (Day, Gu and Sammons, 2016, cin in European Agency for Special Needs and Inclusive Education, 2021).	Delegated leadership focuses on assigning responsibilities to middle leadership teams able to support and manage the transfer of knowledge and skills when needed. Secondly, it enables all school staff and stakeholders to take responsibility, promoting flexibility and shared practice. Therefore, this model of leadership increases the interactions between those in formal and informal leadership roles rather than prioritizing them the actions they perform. The main concern is how leadership influences organisational and educational improvement (Harris, 2013, cited in European Agency for Special Needs and Inclusive Education, 2021).

In short, it is true that diversity is increasingly felt in classrooms and, therefore, it is essential to have a set of strategies that allow the development of an inclusive school, capable of providing appropriate responses to the needs and interests of each and every person. An important point to be addressed, as we have already had the opportunity to see, is the issue of leadership in schools. An inclusive school requires inclusive leaders, whose vision and values are aligned with those of inclusive education. They must, for example, value difference, value the well-being and success of all learners, set concrete educational goals and plan the curriculum.

ADDITIONAL RESOURCES

RECOMMENDED READINGS

Toolkit for creating inclusive and learning-friendly environments (UNESCO, 2005), only available in English, broken down by themes presented in each booklet:
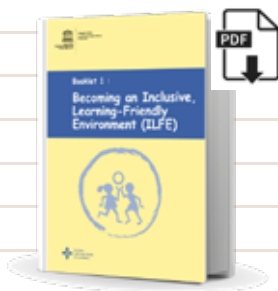
Booklet 1 "Becoming an inclusive, learning-friendly environment (ILFE)": Describes what an inclusive, learning-friendly environment is and what its benefits are for teachers, children, parents and communities. It also helps you to identify ways in which your school may already be inclusive and learning-friendly, as well as areas that may need further improvement. It will provide you with ideas on how to plan for these improvements, as well as how to monitor and evaluate your progress.
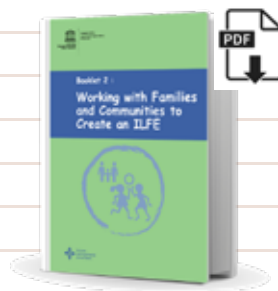
Booklet 2 "Working with Families and Communities" : Describes how you can help parents and other community members and organisations to participate in developing and maintaining an inclusive and learning-friendly environment. Gives ideas on How to involve the community in the school and learners in the community. It helps you to identify how this is already happening, and offers ideas for involving families and communities further in promotinganddevelopingan inclusive and learning-friendly environment.
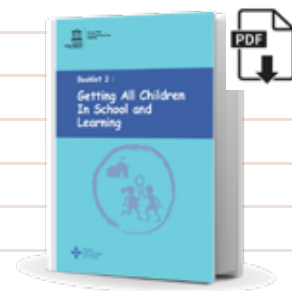
Booklet 3 "Getting All Children In School and Learning": Will help understand some of the barriers that prevent children from going to school and what to do about them. The tools are presented in th eformof a building block (step-by-step) and contain ways of including traditionally excluded children that have been used widely and effectively by teachers all over the world. Once you have worked through these tools, you can talk to other teachers, family and community members, and students about what conditions might be keeping children from learning.

Booklet 4 "Creating Inclusive, Learning-Friendly Classrooms": It will help you understand how the concept of learning has changed over time as our classrooms have become more child-centred. This guide will provide tools and ideas on how to deal with children with diverse backgrounds and abilities attending your classroom, as well as making learning meaningful for all.

Booklet 5 "Managing Inclusive, Learning-Friendly Classrooms": Practical advice on how to manage diverse classrooms. It explains how to plan effective teaching and learning, how to use resources effectively, how to manage group work in a diverse classroom and also how to assess pupils' progress and therefore your own.
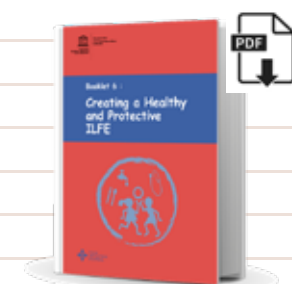
Booklet 6 "Creating a Healthy and Protective ILFE": Support to start developing an effective school health and safeguarding component. In Booklet 3, we work to get all children into school. If our efforts are successful, more children with diverse backgrounds and abilities will enter your inclusive, learning-friendly classroom. These children have the most to gain by learning in a healthy and safe environment.

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"Can you "fit" the reading?"