

Developing Teacher Expertise in Inclusive Education - Recent Research

Paper title	Abstract summary	Authors	PDF	Main findings	Main findings
INCLUSIVE EDUCATION AND SPECIAL TOPICS: REDUCING LABELING WITH GUIDES TO DESIGN AND REALIZE INCLUSIVE TEACHING. A LITERATURE FOCUS	The implementation of inclusive education creates challenges for classroom teachers who have to meet the learning styles of students with and without special educational needs.	V. Ioannidi, Konstantinos D. Malafantis	https://oapub.org/edu/index.php/ejse/article/download/4488/7123	The purpose of the article is to contribute to the debate on inclusive education from the point of view of labeling - reducing stigma and labeling in the school. The materials of the article can be useful for classroom teachers and school educators in working with children with disabilities and special educational needs (SEN). The article discusses the implications of this brief literature review's data for future research on inclusive education and inclusive teaching. The emphasis is on the profile of the inclusive teacher and on the concept of universal design for learning in the classroom (UDL). The implementation of inclusive education creates challenges for classroom teachers who have to meet the learning styles of students with and without special educational needs (SEN). Further, the aim of this review is to present a focused analysis of consideration of the inclusive education about UDL and to contribute to teacher training. Article visualizations:	<ul style="list-style-type: none"> This article contributes to the debate on inclusive education from the point of view of reducing stigma and labeling in the school. The article discusses the implications of this brief literature review's data for future research on inclusive education and inclusive teaching, with an emphasis on the profile of the inclusive teacher and on the concept of universal design for learning in the classroom (UDL). The implementation of inclusive education creates challenges for classroom teachers who have to meet the learning styles of students with and without special educational needs (SEN).
Inclusive Education as a Tool For Implementing the Sustainable Development Goals on the Basis of Humanization of Society	The humanization of society contributes to moral, economic, social, cultural changes and influences the life of society.	O. Zhukova, L. Platash, L. Tymchuk	https://skorozwoj.pslub.pl/no33/11.Zhukova_et_al.pdf	The technogenic civilization faces irreparable consequences such as inequality, poverty, hunger, diseases, and global environmental changes due to human activity based on immeasurable consumption. To achieve sustainability, a new personality focused on the system of environmental values is needed. The author proposes inclusive education as a system with high integration ability, creating a sustainable society with rational moral foundations. A doctrinal model of the implementation of Sustainable Development Goals is suggested, which emphasizes the humanization of society, becoming the driving force of economic, social, and environmental aspects of sustainable development.	<ul style="list-style-type: none"> Inclusive education is proposed as a system with a high integration ability, the role of which is reduced to creating a sustainable society with rational moral foundations. Humanization of society is proposed as the core of the implementation of the Sustainable Development Goals, contributing to moral, economic, social, and cultural changes.
Designing an inclusive educational environment in educational institutions	The material will be of practical help to teachers, methodologists of educational institutions, teachers-psychologists, social pedagogues.	H.A. Hockoea	https://doi.org/10.37489/etno.2022.89.3.011	The article deals with the organization of inclusive education in educational institutions. This material will be of practical help to teachers, methodologists of educational institutions, teachers-psychologists, social pedagogues.	<ul style="list-style-type: none"> Inclusive education is an important part of educational institutions and should be taken into account when designing educational environments. Teachers, methodologists, teachers-psychologists, and social pedagogues should be involved in the design of inclusive educational environments.
Inclusive kindergarten education	The actors in the process mobilized their internal reserves to address inclusive education, both at the individual and institutional levels.	Katalin Tamás, Gabriella Papp	https://ojs.ette.hu/gyermeknevelés/article/download/4258/3505	The early education of children with special educational needs in kindergarten with their typically developed peers is a great opportunity for the next generation to have experiential knowledge that diversity is a natural, everyday thing at the level of abilities as well. In our longitudinal qualitative research, we describe the integrational process of a kindergarten in Budapest, as we followed the institutional transformation almost from the beginning of the integration. Research methods: recording of semi-structured interviews and then qualitative text analysis using Atlas.ti software, and metaphor method with the target concept of kindergarten and integrated child. The results show that the actors in the process have mobilized their internal reserves to address inclusive education, both at the individual and institutional levels. The initiator and primary force behind the process was the director committed to integrated education, who steered the process along the way. During the process, the interviewees' awareness and critique of the task increased, and the relationship with special education teachers and parents became more important.	<ul style="list-style-type: none"> The director of the kindergarten was the primary force behind the process of integrating children with special educational needs. The interviewees' awareness and critique of the task increased, and the relationship with special education teachers and parents became more important. The actors in the process mobilized their internal reserves to address inclusive education, both at the individual and institutional levels.