



## КОРЕКЦІЙНА ПЕДАГОГІКА

УДК 376.1

DOI <https://doi.org/10.5281/zenodo.14631638>

### Роль педагогів у підтримці інклюзивних практик для дітей з різними навчальними потребами

Лещенко Ірина Тимофіївна

кандидат педагогічних наук, доцент кафедри педагогіки і психології  
Черкаського національного університету імені Богдана Хмельницького,  
бульвар Шевченка 81, Черкаси 18031, Україна,  
<https://orcid.org/0000-0001-9088-2075>

**Прийнято: 27.11.2024 | Опубліковано: 11.01.2025**

***Анотація. Мета:** Проблема інклюзивної освіти та стратегія, яку необхідно обрати, є основним фокусом цього дослідження, з особливим акцентом на ролі педагогів у задоволенні різноманітних навчальних потреб учнів, включаючи інвалідність, обдарованість, культурне та мовне розмаїття. Зокрема, визначаються ці невирішені проблеми в інклюзивній освіті та пропонуються практичні рекомендації для освітян, шкіл і політиків.*

***Методи:** Використовуючи аналіз вторинних даних і поглиблений огляд літератури, у дослідженні проаналізовано наукові статті та звіти, щоб визначити тенденції, практику, а також прогалини в інклюзивній освіті. Потім отримані результати були узагальнені для створення дієвих рекомендацій щодо підвищення інклюзивності.*

***Результати:** отримані результати вказують на постійні проблеми, такі як недостатня підготовка вчителів, брак ресурсів і недостатня участь батьків у впровадженні інклюзивних практик. Але також надано приклади*



того, що працює добре – підходи до спільного навчання, цільовий професійний розвиток та інклюзивні рамки політики. Високий рівень успіху в досягненні інклюзивності був більш поширеним серед шкіл із сильним керівництвом і культурою співпраці. Було надано рекомендації щодо практичного впровадження, включаючи необхідні адаптації педагогічних методів навчання, покращення підготовки вчителів та створення політики підтримки для усунення системних бар'єрів.

**Висновки.** Життєво важливою та складовою частиною роботи освітньої справедливості є інклюзивна освіта. Дослідження на основі рішень для постійної розробки інноваційних рішень необхідні, щоб вирішити такі проблемні аспекти, як довгострокові наслідки підготовки вчителів і розвитку шкільної культури. У цьому дослідженні надано практичні рекомендації щодо сприяння інклюзивності та справедливості, які забезпечать якісну освіту, адаптовану до потреб усіх учнів.

**Ключові слова:** освітня справедливість, підготовка вчителів, різноманітні навчальні потреби, шкільна культура, інклюзивна політика, професійний розвиток, участь батьків.

## **The role of educators in supporting inclusive practices for children with diverse learning needs**

**Iryna Leshchenko**

Ph.D. in Pedagogical Sciences, Associate Professor at the Department of Pedagogy and Psychology, Bohdan Khmelnytsky Cherkasy National University, Shevchenko Boulevard 81, Cherkasy 18031, Ukraine, <https://orcid.org/0000-0001-9088-2075>

**Abstract. Objective:** *The challenge of inclusive education and strategy to meet is the focus of this study, with a particular focus on the role of educators in meeting the diverse learning needs of learners including disabilities, giftedness, and cultural*

and linguistic diversity. In particular, it identifies these outstanding issues in inclusive education and proposes actionable recommendations for educators, schools, and policy makers.

**Methods:** Using secondary data analysis and in depth literature review the study analyzed scholarly articles and policy documents to identify trends, practice as well as gaps in inclusive education. The findings were then synthesized to create actionable recommendations for increasing inclusion.

**Results:** The findings pointed to on going challenges such as insufficient teacher training, lack of resources, and under participation by parents in the implementation of inclusive practices. But it also provided examples of what works – collaborative teaching approaches, targeted professional development and inclusive policy frameworks. High levels of success in achieving inclusivity were more prevalent among schools with a strong leadership and a culture of collaborative. Recommendations for practical implementation were made, including necessary adaptations to teaching pedagogies, improved training of teachers, and creation of supportive policies to facilitate systemic barriers.

**Conclusions:** A vital and complex piece of the work of educational equity is inclusive education. Solution based research to continuously develop innovative solutions is required to face unresolved aspects like long term effects of teacher training and developing school cultures. This study provides practical recommendations to promote inclusivity and equity that would deliver quality education tailored to develop the needs of all learners.

**Keywords:** ducational equity, teacher training, diverse learning needs, school culture, inclusive policies, professional development, parental involvement.

**Problem statement.** Inclusive education is a paradigm of ensuring that all children, irrespective of their background or ability or challenge or disabilities, get quality education in a common learning environment [11]. Based on the principles of equity and human rights it seeks to build the foundations for every child to



succeed in his education regardless of the type or the intensity of his learning need. Inclusive education has been emerging as an approach to education that celebrates diversity, promotes mutual respect and social justice as the means to eliminate discrimination and advance educational and social communities over the last few decades. Learning outcomes are stressed with focus on evolving curriculum and methods of teaching to help serve diverse needs of students and creating a space where all succeed.

"Diverse learning needs" denote a huge variety of student traits and instances affecting a student's capacity to learn [4]. These needs could be from disabilities, giftedness, cultural and linguistic diversity, or socio-economic background. For example, students with disabilities may need particular types of accommodations or modifications in order to fully participate in classroom activities. Gifted students too may require enriched curricula to provide the challenging experience and to foster intellectual growth. Culturally and linguistically diverse students may have language barriers, cultural misunderstandings and educational inequities. As with all sectors, understanding and meeting these various learning needs are essential elements of an inclusive education which seeks to provide equal access to learning opportunities for all, and for all to achieve to their full potential.

**Problem statement.** Although inclusive education is increasingly acknowledged as important, many problems persist with the full and effective implementation of inclusive education throughout schools around the world. Systemic and practical barriers, like poor resources, missing training and too many children per teacher, can get in the way of meeting the differing needs of students, and this challenge often occupies a high spot on educators to do lists. For example, teachers often express themselves as unprepared to work with children with disabilities or those from a different culture. Moreover, the existing policies aimed at inclusion may not be uniformly applied nor uniformly interpreted, resulting in differential use of inclusive practices from one and the same educational structure.

There is no overemphasis on the critical role of educators in the creation of inclusive practices. At the foreground of inclusive education implementation are teachers, who must be able to modify teaching methodology, collaborate with specialists and families, and orchestrate various classrooms in order to make inclusive education possible. But with that support and resources, those students' unique needs cannot be met by teachers. In this study, however, the importance of developing knowledge regarding the obstacle's educators encounter, as well as possible ways to assist educators in advancing the inclusivity they cultivate, is emphasized.

To guide this research, the following research questions were formulated:

1. What are the main challenges that educators face when implementing inclusive education practices?
2. What strategies have been identified in previous research as effective for adapting teaching methods to meet diverse learning needs?
3. How can collaboration among educators, parents, and specialists enhance the success of inclusive education?
4. What are the implications of inclusive practices for educational equity and student outcomes?

The study seeks to answer these questions in order to provide an in depth understanding of how educators serve as inclusive agents, as well as practical suggestions for moving beyond barriers in creating a more inclusive education system. The results of this research will add to the existing discourse on ways to improve the effectiveness of inclusion education, and benefit from the research to educators, students, schools and policymakers alike.

This study utilized secondary data sources from peer reviewed academic articles, government and non-government sources and case studies, which focused on inclusive education. Additionally, materials from educational organizations including UNICEF [25], NeuroHealthAH [19], Alliance for Inclusive Education [1], and AP Teacher Training Institute [2] were included to view the global approach to

inclusive practices. Moreover, case studies in different countries and educational systems were studied in order to examine how inclusive education is defined and practiced similarly in various environments. The study for the data collection entailed systematically picking informative studies discussing themes such as teacher training, classroom management strategies, and the effectiveness of inclusive education policies.

**Analysis of recent research and publications.** is a growing body of research into how inclusive education is implemented, how effective it has been and the kinds of roles teachers play in supporting students with diverse learning needs. This synthesis of key literature reviews studies the challenges and strategies practitioners face in providing inclusive education, specifically with a focus on the role of education in creating an inclusive environment.

Berehova is one of important works presented that outline one contribution to the understanding of inclusive education through the exploration of the organization of inclusive education in Europe and in Ukraine [4]. According to Berehova, educators in these regions continue to struggle from a lack of resources and a lack of professional training [4]. The study further recognizes the need for policy reform, to be in conformity with international conventions on inclusive education, which stresses the importance of giving equal opportunities of all students; including those with disabilities.'

Buchner and Proyer offer an explanation for the change from special to inclusive education policies in Austria [5]. The changes of the researched educational practices, highlighting the gradual aspect of transition, as well as the difficulties of the teachers in adaptation to the inclusive frameworks are stressed. The researchers suggest that teacher education has a fundamental role to play if the implementation is to be successful, as teachers are challenged to possess theoretical knowledge as well as practical skill to handle a diverse classroom effectively.

Buchner et al. take a broader perspective and contribute to the debate on inclusive education policies across European countries, within the framework of

different European countries' inclusive education policies and the United Nations Convention on the Rights of Persons with Disabilities (CRPD) [6]. National policies that protect the rights of students with intellectual disabilities as well as reinforcing their access to inclusive settings are emphasized and the need for more complete preparation for educators in meeting these students' needs in inclusive settings underlined. Despite progress, though, the authors argue that disparities in implementation persist, and for this reason, require ongoing improvement in policy and practice alike.

Building on this idea, David and Brown extend this discussion to the Global South in the Colombian context [7]. They find that language-in-education policies intersect with disability and inclusion, and how the difficulties of implementing inclusive education in resource poor settings factor in. The authors present an argument for more nuanced approaches to inclusive education that consider regional cultural and linguistic particularities in the formulation of policies that attend to the particular challenges facing educators in these contexts.

Duong et al. explore the effects of short-term teacher training programmes on student behavior and on teacher – student relationships [8]. What they found is that even small intervention in the classroom over a short period can have major effects on how classrooms run and make them more inclusive. The implication of this finding is to give teachers continuous professional development in dealing with wide variety of learning needs and enhancing their classroom management strategies.

According to Florian and Camedda the role of teacher education fostering inclusion features crucially, while training programmes relevant to teacher education are important for enabling teachers to acquire competences in implementing inclusive practices [9]. In addition, they emphasize that teacher education curricula should be expanded to include strategies for inclusive teaching that, in turn, can lead to enhance student outcomes.

According to Goldan, Loreman, and Lambrecht inclusive education is an educational system that provides a variety of funding and resources [10]. Their analysis indicates that while having sufficient money so that all students can have the resources they require is necessary, resource allocation is equally important. They want targeted funding that covers teachers and students in inclusive settings so that schools are prepared with more than the tools to take in students with diverse learning needs.

The inclusive education of students with general learning difficulties was explored via a metanalysis by Krämer, Möller, and Zimmermann synthesizing the implementation of different studies on the effectiveness of inclusive practices [15]. In addition, they found that inclusive education can provide great advantage for students with learning difficulties, specifically in academic achievement and social integration. But the study also indicates that effective inclusion depends on well trained teachers, differentiated teaching techniques, and constant assistance to teachers and students.

Using Japan and Finland as countries with very different educational contexts, Moberg et al. study teachers' attitudes towards inclusive education [16]. According to their research, Finnish teachers in general have more positive attitudes toward inclusion than the latter, but Japanese teachers are confronted with more problems because of the larger class size and limited resource. The author found that teachers' attitudes are influenced by contextual factors including national policies, teacher training programs, and resource availability, and that support can be tailored in different educational settings.

In her thesis Mukhlis, Nur Havidia, and Nurani concentrate on the learning strategies of special assistance teachers in inclusive elementary schools in Indonesia [17]. According to their study, these teachers use different strategies like peer support and differentiated instruction to attend the slow learners' needs. The special assistance teachers have to continue with their professional development in order to

improve their ability to apply successful teaching methods in various classrooms, the authors stress.

A literature review on the definitions, attitudes and pedagogical challenges of inclusive education is done by Namanyane and Shaoan [18]. The authors review highlights a number of major hurdles to the success of this education such as inadequate teacher training, a lack of resources and a prevailing social disrespect for students with special needs. However, they argue that to meet these challenges, educational policies, teacher preparation programs, and societal attitudes need to shift towards greater compatibility with (and acceptance and support for) inclusive practices.

The analysis of reviewed literature concluded that the existence of well-trained educators, supporting policies and active resource ensures successful inclusive education systems. However, much work still needs to be done to guarantee all pupils — especially those with impairments or minority background — can prosper in the inclusive classrooms. More research should be dedicated to discovering effective approaches for giving teacher training, carrying out policy, and allocating resources to promote inclusiveness on a worldwide scale.

The reviewed studies contribute valuable insights on diverse aspects of the inclusive education especially with regards to roles of educators, the challenges they encounter and the strategies they employ to handle diverse learning needs. Current research is aligned with these references in that they address key elements of the perceptions of educators and parents, cultural and policy influences and the success of teaching practices in inclusive settings.

Paseka and Schwab looked at parents' views on inclusive education, and the resources parents feel are required for effective inclusion [20]. This is highly relevant to our research as it relates to our perspective that an important component of inclusive practice is concerted collaboration between educators, parents, other stakeholders. Collaboration, in particular the adaptation of teaching methods to particular needs, is also necessarily stressed in our study. The study found that parent

involvement with their child's inclusive education goes a long way in its success; we agree with their findings.

The implementation of inclusive education in Tanzania is the focus of Revelian and Tibategeza, but revolving around the role of school culture [21]. They find that a culture that supports inclusive education is crucial to the quality of inclusive education. This is something that relates nicely to our research in how an approach to an entire school is necessary to achieve an inclusive environment and supportive attitudes toward diverse learners. Our argument is corroborated by the fact that we argue that the most effective inclusive practices are deeply embedded in the school culture of practice.

Somma explores special educators' experiences of the transition from segregation to inclusion [22]. A key theme in our study is evolution of inclusive education policies and their effect on educators' practices. Somma's findings regarding the ongoing need for support and guidance in terms of both professional development and emotional support, as teachers make the transition to inclusion, may be further confirmed by our research.

Increasingly in the context of inclusive education, Steele, Holbeck, and Mandernach define effective online pedagogy [23]. Even though our research is mostly focused on the traditional classroom settings, their approaches to teaching can equally apply to inclusive education practices in online or hybrid learning environment. However, with education incorporating digital tools into the classroom, we understand that there is a developing need for how these tools can be used to support inclusive practices.

Inclusive education for refugee children with disabilities: the role of parental support explores that aspect [24]. Our study's findings are in accordance with this research since it establishes that inclusive education can succeed with parents' involvement in the educational process, especially if children have special needs. However, we agree with Steigmann that parental support is most important – especially for the culturally diverse classrooms.

In a scoping review of the shift towards inclusive education in the Czech Republic Vad'urová and Pančocha suggest that while there are certainly growing political perspectives that call for educational equality, there remains ongoing cultural and societal resistance [26]. The research presents a useful framework for understanding how national policies affect the implementation of inclusive education. What is relevant with our study is that to investigate how policy frameworks impact educators' abilities to effectively support diverse learners. Unlike others, we agree with their argument of how policy changes must be followed up with extensive teacher training and resource allocation.

A meta-review of research on inclusive education is carried out by Van Mieghem et al. focusing on the different diversity of approaches in diverse countries and contexts of education [27]. Our research supports this review in providing evidence for the cultural, political and educational factors that shape inclusive practices. They found as much, which aligns with our recommendation that inclusive education must be negotiated and addressed appropriately within the context of each school or community.

Whitley reviews evidence-based practices for teaching students with emotional and behavioral disorders [28]. This is a specific focus, but it is related to the larger topic we are discussing regarding the need to use differentiated teaching techniques that reach the needs of students experiencing varied learning challenged. In other words, we support Whitley's emphasis that recommendations for educators be evidence based and incorporate these ideas into our own.

Whitley, Klan, & D'Agostino examine the financial narratives for inclusive education funding in Canada, and the financial support required to ensure the implementation of inclusive practices is successful. Our findings are also in line with this research that resources and funding are essential in effectively implementing inclusive education. The adequate funding is necessary to deliver the resources, training and support to make the classrooms inclusive, as they argue [29].

Last, Zelina provides a perspective on teachers' experiences of inclusive education in an interview [3]. Our study complements her research by providing realistic examples of how teachers work to implement inclusion in the midst of these challenges. Following Zelina, we agree that teacher attitudes and experiences play a crucial role in the success of inclusive practices, and we highlight support of this research in our research.

Finally, the reviewed studies provide a good synthesis of the issues and approaches concerning inclusive education which complement and expand upon the findings of our own studies. The references work nicely with what we discuss regarding the part of educators, the significance of team work, the requirement of instructor preparing, and the consequence of school culture and strategies on the cluster. We concur with many of the findings proposed, but our own research contributes to these themes by suggesting practical recommendations for both educators and policymakers for making inclusive education work more effectively. These studies then highlight, along with our own research, the necessity for a holistic, context sensitive approach to inclusion that incorporates neither just the needs of students nor only those of educators.

**Highlighting previously unresolved parts of the overall problem.** Although there has been a lot of progress in terms of understanding and putting inclusive education into practice, there are still unresolved essential aspects. Second, there is no comprehensive framework developed yet to address the needs of all students except those with diverse learning profiles (e.g., combination of disabilities, giftedness, linguistic or cultural diversity) whose needs cannot be fully fulfilled by simply removing multiple barriers. Second, parental involvement in the promotion of inclusive practices is acknowledged but not explored to great depth, particularly in diverse socio-economic contexts.

Furthermore, while existing research has repeatedly stressed the need for teacher training, longitudinal studies to investigate long term effects of such training on implementation of inclusive practices are lacking. A second unresolved issue

centers on a lack of understanding with regard to how cultures and policies in schools adapt to promote inclusion beyond these initial stages of implementation.

Research is proposed to bridge some of these gaps by offering a closer examination of what educators do and encounter in inclusive settings. This study contributes to advances in actionable instructional methods in the development of educational equity and inclusivity across diverse contexts, by focusing on practical recommendations for teachers, schools, and policymakers.

**Formulation of the article's goals (task statement).** This study aims at finding educators' part in supporting inclusive practices of children with diverse learning needs. This research will analyze secondary data to determine what the major challenges educators face, as well as what strategies have been successful in fostering inclusion. The study also aims to explore how educators, schools and policymakers cohere to overcome these challenges and make education inclusive.

**Presentation of the main research material.** Research and case studies show that inclusive practices do support children with diverse learning needs. Among the most well-known is the Universal design for learning (UDL) set of principles that mandate a flexible teaching approach and resources that do not limit the mode of student learning to a specific set of preferences. Studies which have shown that when educators incorporate multiple means of representation, engagement, and expression into their lessons, students with disabilities as well as gifted students and students from culturally diverse backgrounds appear to access the curriculum, engage, and achieve more academically [29, 11]. For example, visual aids, hands on activities, and technology-based tools have been very successful with helping students with diverse abilities be active participants and understand the content.

This includes effective inclusive practices which have also become a cornerstone of collaboration among educators, specialists, and families [11]. Research finds that teachers can strategize individually with particular challenges students face through close collaboration with special education professionals, speech therapists and counselors. In addition, this teamwork reaches to parents who

can give invaluable information about the specific needs and likes and dislikes of the child. Collaborative individualized education plans (IEPs) were shown to have positive effects on students' academic and social development: a case study from a primary school in Finland.

One other useful technique involves the use of peer mediated learning, in which students' pair or group to help each other complete academic tasks [12]. Case studies show that such strategies are not only advantageous to kids with learning problems, but also help kids learn to be empathetic, sociable and respect one another. An example of how practices may change when there is a diverse population is currently undergoing a study in an Australian inclusive classroom, where results show that peer tutoring increased the confidence and reading skills of students with learning disabilities while creating a more inclusive classroom culture.

As important are professional development and ongoing training for educators [13]. When teachers are given training related to methodologies specifically designed for inclusive environments (e.g. differentiated instruction and behavior management) teachers can create classrooms that are supportive to all learning. The findings indicate a clear increase in classroom practices and student outcomes as a result of evidence from a U.S.-based program for elementary school teachers delivering inclusive teaching workshops. These findings sharpen the focus on the importance of tools and resources, and the necessary skills in the hands of the educators to work in the complexities of inclusive education.

Taken together, these examples show that well implemented inclusive practices have the power to transform. If they are flexible, collaborative and always learning educators can develop a culture that promotes overall academic and social success of all students irrespective of their abilities or backgrounds.

A goal of inclusive education is to offer all students an equitable chance for learning regardless of their level of ability, cultural heritage and personal challenges. Although the benefits of inclusive practices are widely known, teachers encounter many difficult barriers when trying to employ this method in the classroom. These

issues can include systemic problems, like a lack of funding and policy inversions, and teacher specific issues, to include student behavior and cultural diversity. In order to effectively address those impediments, they must be understood. Key challenges that educators deal with around the globe are listed in Table 1, along with concrete examples that convey how challenging inclusive education could be.

**Table 1**

*Examples of challenges educators face in inclusive practices*

№	Challenge	Description	Example
1.	Lack of training and professional development	Many educators lack the specialized training required to address the diverse needs of students.	A survey of teachers in the <b>USA</b> found that 76% felt unprepared to teach students with disabilities effectively.
2.	Insufficient resources	Limited access to teaching aids, assistive technologies, and support staff hampers inclusive efforts.	A rural school in <b>India</b> struggled to provide Braille books and screen readers for visually impaired students, impacting learning.
3.	High student-to-teacher ratios	Overcrowded classrooms make it challenging to give individualized attention to students with needs.	A public school in <b>Nigeria</b> reported that a single teacher managed 50 students, including those with autism and ADHD.
4.	Resistance to inclusion	Resistance from parents or staff members who believe inclusion may lower academic standards.	In a <b>UK</b> school, parents of typically developing students petitioned against integrating children with learning disabilities.
5.	Cultural and linguistic barriers	Misalignment between students' cultural or linguistic backgrounds and classroom expectations.	A bilingual teacher in the <b>USA</b> noted difficulty engaging Spanish-speaking students whose parents could not support homework.
6.	Behavioral challenges	Managing disruptive behaviors without proper support can be overwhelming for educators.	A teacher in <b>Australia</b> faced frequent disruptions from a student with undiagnosed ADHD, leading to classroom tension.
7.	Time constraints	Limited time for lesson planning, adapting materials, and collaborating with specialists.	Teachers in a <b>Canadian</b> school expressed difficulty balancing curriculum demands with creating individualized education plans.
8.	Inadequate policy implementation	Gaps between inclusive education policies and practical implementation at the school level.	In <b>South Africa</b> , despite inclusive policies, many schools lack ramps or accessible classrooms for students with physical disabilities.

Source: authors development using [11].

A wide spectrum of educators' challenges in inclusive classrooms appear in Table 1. When critically analyzed, these results contain themes that impede the effectiveness of inclusive practices.

The barriers to inclusion are systemic, i.e. lack of training for the employees; lack of resources at the centers; and lack of implementation of inclusive policies [12]. For instance, rural schools in India do not have teaching aids or assistive technologies that are much needed for instructors to serve the needs of students with disabilities, as previously reported. Within the same comparative context, the case of South Africa recovers similar policy gaps related to inclusive education becoming an unrealized promise without the attendant infrastructure and supports systems.

Student to teacher ratio, and behavioral challenges are the biggest obstacles at the classroom level. In overcrowded classrooms as we have in Nigeria, individual attention, a sine qua non for inclusive education, becomes almost impossible. With behavioral issues, as is the case of a teacher from Australia who takes the student with ADHD into the classroom, the classroom is disrupted particularly for other children, who then learn under such conditions.

The presence of cultural and linguistic diversity complicates inclusive efforts, and probably nowhere more than in cases of bilingual teachers trying to bridge communication gaps [13]. When our parents are limited to their only language and when our parents can't provide us support because of language barriers, it limits what we can do with collaboration between home and school.

A UK school revealed resistance from parents and staff showing that it is not understood or accepted. Time constraints also limit how often educators have the time to adapt materials or team up with specialists, as they tell us in Canada. It means systemic changes must be made that place inclusivity first in curriculum design and in teacher workload management. However, both of these factors share one similar thread: not enough support for educators. The barriers around professional

development, resources, or policy are a call for systemic gaps to be serviced which allow for the inclusion to be successful.

Table 1 outlines the challenges for implementing an inclusive education which highlight the complexities of their implementation. It is understood however that even with their best effort's educators are unable to rid learning environments of inequality due to systemic and practical barriers. These problems, however, need a rich cocktail of solutions to be addressed, from greater investment in teacher training to allocation of resources and enforcement of policies. Additionally, parents, educators, and policymakers must cultivate acceptance and collaboration practice if they are to break down resistance and assist inclusive practice succeed. Addressing those challenges holistically produces the environments where all students need to thrive regardless of their needs.

When viewed through the prism of the research questions, the findings from the analysis of challenges educators face in inclusive classrooms have great merit. These shared some of the questions that you would ask to understand what some of the responsibilities of practitioners in inclusive settings are, and what their approaches actually do in terms of children's learning. The results indicate that while educators are central to the creation of an inclusive culture, they are hampered by systemic barriers and pragmatic constraints that make their interventions less powerful than they otherwise could be.

Even though educators have the one critical responsibility of ensuring that learning needs are met in accordance with the differences in various families, they have the responsibility of modifying the teaching methods and materials they use. But unsatisfactory training and professional development are commonly at fault, meaning that teachers have an insufficient number of these crucial skills. For example, the survey from the United States showed that the largest share of responding teachers said they were unprepared to meet students' needs in dealing with disabilities. This gap between theory and practice of inclusivity in educational policies and classrooms is clear. Educators are also lacking adequate training to be

able to use evidence-based strategies like differentiated instruction, or UDL and hence they find it difficult to create equitable learning environments.

The second significant finding addresses the systemic constraints that impede the roles for educators from being effectively accomplished. For example, in Nigerian classrooms, high student-to-teacher ratios and, in rural schools in India, lack of resources are the extent to which systemic underinvestment bankrupts the promise of inclusive education. These barriers make it harder for teachers to be able to provide the individual attention that students with diverse needs should be able to access, and increase inequities in access to a quality education for such students. The results indicate that inclusive practices cannot thrive unless they are embedded within a supportive context (available funding, available resources, etc.).

A critical theme also arises from the role of educators as facilitators of collaboration [14]. The research highlights that successful inclusive practice draws on the expertise of teachers, specialists and families in partnership to promote the achievement and participation of students in the general education classroom. Using the case study of Finland, shows how collaborative IEPs help to improve outcomes of students with special needs. This further confirms that educators are facilitators of support networks who use their cooperation with the specialists and families' input to develop individualized strategies for the students. But the findings also unearth obstacles to this partnership, including time pressures and stakeholder resistance, which reflect the necessity of systemic solutions to support teachers in this work.

With regard to the research questions, the findings show how, despite having a significant impact on learning outcomes of children of different needs, educators depend on external factors for their success. Inclusive practices are often constrained by systemic challenges including poor implementation of policy and too little or inefficient use of resources. This gap must be bridged, and these challenges must be occupied by policy reforms that contribute to appropriate investment in education and professional development programs. This is so that educators can be equipped

to be champions of inclusivity and fulfill their roles of ensuring that all students are inclusively brought up, whether they are able or not, or whether they are from 'anywhere or nowhere'.

The findings provide important implications for educators, schools, and policymakers to promote systems change and promote a collaborative effort towards inclusive education. When looking at these challenges' educators understand the importance of ongoing professional development to have access to resources. Therefore, school administrations should develop training programs, which provide teachers with practical ways for dealing with diverse learning needs including everything from differentiated instruction, to behavioral management, to including assistive technologies in classrooms. Moreover, educators need to be assisted in their work with specialists and families to help promote collaborative planning of individualized learning plans.

The implications are equally profound for schools. School administrators need to make sure that they create an inclusive infrastructure, like with high student to teacher ratios, and they have limited resources. In this, they need to invest in teaching aids, assistive technologies and physical modifications to serve children with disability. This means that schools have to adopt a culture of inclusivity by creating a system within which teachers, staff and families communicate freely, and they agree to support all students. Schools can help form professional learning communities within the schools where educators can share best practices share, seek peer support and solve together the challenges of inclusive education.

Meanwhile, policymakers are presented with a very important role in addressing the above-mentioned systemic barriers identified in this study. There should be policy reforms to ensure that the ideal theoretical model of inclusive education is related with the practice of the same. It includes boosting education systems by providing proper funding for education systems so school and educators will be appropriately compensated and adequate resourced. Inclusive practices must

also be spelled out by policymakers, and accountability measures put in place to ensure that it is adhered to at school level.

In addition, policies should promote lower student-to-teacher ratios, especially among diverse learning need classrooms, allowing teachers to give more one on one attention. The key to empower teachers to be able to implement inclusive classrooms is through nationwide investment in professional development programs. Policymakers should also launch awareness campaigns to overcome resistance to inclusion by promoting diversity and inclusivity, for educators and the broader community but also for parents.

The study's ultimate finding is inclusive education as a responsibility for all, therefore must have collective efforts from all stakeholders. The success of every student can be achieved through educators, schools, and policymakers partnering to offer learning environments that respond to the challenges identified through targeted actions, taken at the individual, institutional, and systemic levels.

However, to promote realistic efforts towards the achievement of high-quality inclusive education, administrators, school leaders, educators, and policy makers need practical recommendations in order to overcome the barriers that they encounter (Table 2). To address common challenges and offer concrete, actionable steps for making improvements to teaching, supporting educator development, and building inclusive policies, the following recommendations are given.

**Table 2**

*Practical recommendations*

<b>№</b>	<b>Stakeholder</b>	<b>Recommendations</b>	<b>Details</b>
1.	For educators	Strategies for adapting teaching methods to diverse needs	<ul style="list-style-type: none"> <li>- Use differentiated instruction to tailor content, process, and assessments.</li> <li>- Incorporate UDL principles.</li> <li>- Integrate assistive technologies and adaptive tools to support specific needs.</li> </ul>
		Importance of collaboration with parents, specialists, and peers	<ul style="list-style-type: none"> <li>- Develop IEPs collaboratively.</li> <li>- Conduct regular communication with parents to share progress and challenges.</li> </ul>



2. For schools and policymakers	Recommendations for teacher training and professional development	<ul style="list-style-type: none"><li>- Engage with specialists for targeted interventions and strategies.</li><li>- Participate in peer learning networks to exchange best practices.</li></ul>
	Policy suggestions for fostering inclusivity	<ul style="list-style-type: none"><li>- Provide ongoing professional development programs focusing on inclusive education techniques.</li><li>- Ensure training covers behavioral management, cultural sensitivity, and the use of assistive technologies.</li><li>- Allocate time for teachers to participate in workshops and collaborative planning.</li><li>- Increase funding for resources such as teaching aids and classroom technologies.</li><li>- Establish policies that reduce student-to-teacher ratios.</li><li>- Mandate inclusive practices through legislation and create accountability mechanisms.</li><li>- Launch public awareness campaigns to promote the benefits of inclusive education.</li><li>- Develop guidelines for the integration of inclusivity into school curricula and management practices.</li></ul>

Source: authors development.

Table 2 lays down practical recommendations that emphasize on the interconnected roles of educators, schools and policymakers in setting up an inclusive education system. Although individual teachers must find ways of adapting their practices and joining with parents and specialists to meet the varied needs of all students, the success of inclusive practices also requires systemic support by schools and policymakers. This support for ongoing professional development, resource allocation, and policy reform reflects the recommendations that a robust inclusive infrastructure needs to be built. If these strategies are utilized effectively, they can result in better educational outcomes for all learners, thus helping to create a more equitable and inclusive education system.

**Conclusions.** The results of this study demonstrate support for inclusive practices for children with diverse learning needs are essential to success with young children. Then there are educators who are the foundational building block of inclusion—an inclusion that uses adaptive teaching strategies, which requires

collaboration with families and specialists alike, in creating an atmosphere in which every child is cherished and supported. But systemic barriers, including inadequate training, too few resources, and the high student teacher ratio often prevent their efforts. To resolve these problems will need both the commitment of educators, schools, and policymakers to move inclusive ideals from theory to practice.

More research is needed, however, to further investigate successful inclusive practices. Future studies could investigate new training models that train teachers in the skills to handle different classes. Also, valuable would be longitudinal research that examines, across multiple education systems, the impact of inclusive policies on student outcomes. Furthermore, the role of emerging technologies in eLearning, particularly AI and digital tools, has the potential to foster inclusivity to supplement teaching and learning.

The implications of inclusive education are wide ranging and implications about educational equity and social cohesion. Through accepting diversity, schools give student rights and assist in creating empathy and the practice of mutual respect in between peers. A more inclusive school society is the values that lie at the foundations of an equitable society, where every child's abilities and backgrounds have equal access to reach their full potential. While this vision of an inclusive education system remains a long way off, schools, educators and policymakers continue to work toward it, and it's now becoming an attainable reality.

## References

1. Alliance for Inclusive Education. (2021). Principles of inclusive education. Retrieved from <https://www.allfie.org.uk/about-us>

2. AP Teacher Training Institute. (2021). What are the challenges of special education teachers? Retrieved from <https://www.onlineteacherstraining.com/blog/what-are-the-challenges-of-special-education-teachers#:~:text=What%20are%20the%20challenges%20of%20special%20educati>

on%20teachers%3F,8%208.%20Scheduling%20and%20rescheduling%20...%20M  
ore%20items

3. Zelina, M. (2020). Interviews with teachers about inclusive education. *Acta Educationis Generalis*, 10(2), 95-111. <https://doi.org/10.2478/atd-2020-0012>

4. Berehova, M. (2020). Peculiarities of inclusive education organization in Europe and Ukraine. *ScienceRise: Pedagogical Education*, 2(35), 33–36. <https://doi.org/10.15587/2519-4984.2020.199146>

5. Buchner, T., & Proyer, M. D. (2020). From special to inclusive education policies in Austria. Developments and implications for schools and teacher education. *European Journal of Teacher Education*, 43, 83-94. <https://doi.org/10.1080/02619768.2019.1691992>

6. Buchner, T., Shevlin, M., Donovan, M.-A., Gercke, M., Goll, H., Šiška, J., Janyšková, K., Smogorzewska, J., Szumski, G., Vlachou, A. (2020). Same progress for all? Inclusive education, the United Nations Convention on the Rights of Persons with Disabilities and students with intellectual disability in European countries. *Journal of Policy and Practice in Intellectual Disabilities: Special Issue on Inclusive Education*, 18(1), 7-22. <https://doi.org/10.1111/jppi.12368>

7. David, R. D., & Brown, K. (2022). Disability, inclusion and language-in-education policy in the Global South: The Colombian context. *CEPS Journal*, 12(4), 13-33. <https://doi.org/10.25656/01:26090>

8. Duong, M. T., Pullmann, M. D., Buntain-Ricklefs, J., Lee, K., Benjamin, K. S., Nguyen, L., & Cook, C. R. (2019). Brief teacher training improves student behavior and student–teacher relationships in middle school. *School Psychology*, 34(2), 212-221.

9. Florian, L., & Camedda, D. (2020). Enhancing teacher education for inclusion. *European Journal of Teacher Education*, 43, 4-8. <https://doi.org/10.1080/02619768.2020.1707579>

10. Goldan, J., Loreman, T., & Lambrecht, J. (2022). Resources for inclusive education – impacts of funding and provision. *International Journal of Inclusive Education*, 1–3. <https://doi.org/10.1080/13603116.2020.1821452>
11. Graham, L. (2020). Inclusive education in the 21st century. In L. J. Graham (Ed.), *Inclusive education for the 21st century: Theory, policy and practice* (pp. 1-19). Allen & Unwin.
12. Grigorenko, E. L., Compton, D. L., Fuchs, L. S., Wagner, R. K., Willcutt, E. G., & Fletcher, J. M. (2020). Understanding, educating, and supporting children with specific learning disabilities: 50 years of science and practice. *The American Psychologist*, 75(1), 37-51. <https://doi.org/10.1037/amp0000452>
13. Kennedy, A. M., & Haydon, T. (2021). Forming and sustaining high-quality student-teacher relationships to reduce minor behavioral incidents. *Intervention in School and Clinic*, 56(3), 141-147.
14. Koldovskiy, A. (2024). A transdisciplinary approach to improving the quality of the scientific and educational process in the context of digital transformation. Sixth International Scientific and Practical Web Forum on the Development of a Unified Open Information Space for Lifelong Education, Kyiv-Kharkiv, Ukraine. <http://repo.uipa.edu.ua/jspui/bitstream/123456789/8884/1/ZbForumSOIS-2024-45-48.pdf>
15. Krämer, S., Möller, J., & Zimmermann, F. (2021). Inclusive education of students with general learning difficulties: A meta-analysis. *Review of Educational Research*, 91(3), 432-478.
16. Moberg, S., Muta, E., Korenaga, K., Kuorelahti, M., & Savolainen, H. (2020). Struggling for inclusive education in Japan and Finland: Teachers' attitudes towards inclusive education. *European Journal of Special Needs Education*, 35(1), 100–114. <https://doi.org/10.1080/08856257.2019.1615800>
17. Mukhlis, A., Nur Havidia, B. K., & Nurani, A. A. (2023). Special assistance teachers learning strategies for slow learner students in inclusive

elementary schools. *Jurnal Inovasi Pendidikan Dan Pembelajaran Sekolah Dasar*, 7(1), 158-171. <https://doi.org/10.24036/jippsd.v7i1.122424>

18. Namanyane, T., & Shaoan, M. R. (2021). Inclusive education: A literature review on definitions, attitudes and pedagogical challenges. *International Journal of Research and Innovation in Social Science (IJRISS)*, 5(3), 358-365. <https://doi.org/10.47772/IJRISS.2021.5324>

19. NeuroHealthAH. (2022). How many students with IEPs can be in a regular classroom? NeuroHealth Arlington Heights. Retrieved from <https://neurohealthah.com/blog/how-many-students-with-ieps-in-classroom/>

20. Paseka, A., & Schwab, S. (2020). Parents' attitudes towards inclusive education and their perceptions of inclusive teaching practices and resources. *European Journal of Special Needs Education*, 35(2), 254–272. <https://doi.org/10.1080/08856257.2019.1665232>

21. Revelian, S., & Tibategeza, E. (2022). Effective implementation of inclusive education in enhancing quality education in public primary schools in Tanzania: The role of school culture. *Journal of Humanities and Education Development*, 4, 190-199. <https://doi.org/10.22161/jhed.4.1.19>

22. Somma, M. (2020). From segregation to inclusion: Special educators' experiences of change. *International Journal of Inclusive Education*, 24(4), 381-394. <https://doi.org/10.1080/13603116.2018.1464070>

23. Steele, J., Holbeck, R., & Mandernach, J. (2019). Defining effective online pedagogy. *Journal of Instructional Research*, 8(2), 5-8.

24. Steigmann, F. (2020). Inclusive education for refugee children with disabilities in Berlin: The decisive role of parental support. *Frontiers in Education*, 5, Article 529615. <https://doi.org/10.3389/feduc.2020.529615>

25. UNICEF. (2021). Nearly 240 million children with disabilities around the world, UNICEF's most comprehensive statistical analysis finds. *Convention on the Rights of Persons with Disabilities and Optional Protocol*. <https://www.unicef.org/pacificislands/press-releases/nearly-240-million-children->

disabilities-around-world-unicefs-most-

comprehensive#:~:text=New%20York%2FSuva%2C%20Fiji%2015,%2Dbeing%2C%20the%20report%20says.

26. Vad'urová, H., & Pančocha, K. (2023). Inclusive education in the Czech Republic: A scoping review of a paradigm shift. *European Journal of Education: Special Issue on Inclusive Education Policy and Experiences*, 58(2), 245-266. <https://doi.org/10.1111/ejed.12558>

27. Van Mieghem, A., Verschueren, K., Petry, K., & Struyf, E. (2020). An analysis of research on inclusive education: A systematic search and meta review. *International Journal of Inclusive Education*, 24(6), 675–689. <https://doi.org/10.1080/13603116.2018.1482012>

28. Whitley, J. (2020). Evidence-based practices for teaching learners with emotional and behavioral disorders. In U. Sharma & S. Salend (Eds.), *Encyclopedia of Inclusive and Special Education* (pp. 1-10). Oxford University Press.

29. Whitley, J., Klan, A., & D'Agostino, B. (2020). Narratives of funding related to inclusive education: Canadian news media from 2014-2019. *International Journal of Inclusive Education*. <https://doi.org/10.1080/13603116.2020.1821446>