Marija S. Ratković[1]

Medical High School, Užice

Emina Dž. Hebib

University of Belgrade, Faculty of Philosophy

Original scientific
paper

Inclusive Education as a Framework for Changes in Teachers' Work[2]

Extended summary

In addition to improving school effectiveness and efficiency in the functioning of school systems, achieving equity and fairness in education is highlighted as one of the main objectives and the key content of the current reforms of contemporary school systems. The measures of global and national educational policies are, among other things, oriented towards the development and application of the theoretical and practical model of education aimed at competency development on one hand, and on the other hand, at the development of inclusive educational practice.

The success in implementing inclusive education depends on the measures of educational policy as well as on the changes in the structure of the teaching process, the school as the institution, and the school system. Teachers as key actors of school work, i.e., their professional work, represent a very important determinant of successful implementation of inclusive education and quality of school education as a whole.

The question of redefinition and reconceptualization of the role of teachers in the conditions of implementing inclusive education is analyzed in this paper. The changes in teachers' work are explained by specifying and describing the jobs and activities of teachers which are

---

1 mratkovic09@gmail.com

highlighted in expert sources as highly important in working with other key actors of inclusive education. Learners with developmental disabilities, learners of typical development, teachers and professional associates, and parents of learners with developmental disabilities are marked as key actors of school work. Attention is drawn to the listed categories since the focus of the implementation of inclusion in education so far has been on one dimension and component of this complex concept- the education of learners with disabilities in regular institutions.

If learners with developmental disabilities and learners of typical development are jointly educated in regular schools and classes, it can be said that the role of teachers in the teaching process is becoming more complex. Namely, in such conditions teachers are expected to equally successfully deliver the official curriculum for learners of typical development and to put an emphasis on the individualized teaching process in working with learners with developmental disabilities and to adequately provide the necessary additional support in and out of the classroom. Participation of teachers in the work of professional teams for inclusive education and for additional support to learners, as well as the achievement and development of specific aspects of cooperation with parents of different learner categories, are very complex and demanding tasks for teachers. If we bear in mind the existing school practice in our country, we can say that what appears to be a special challenge in the work of teachers is the task to work in a planned and systematic way on creating a supporting context for learning and development of learners, i.e., on building a positive and stimulating classroom and school environment and culture.

In order to successfully accomplish new and more complex tasks, teachers should be adequately prepared. Preparedness of teachers for the successful implementation of inclusive education must be the product of initial education and professional development of teachers designed and delivered to provide for the development of teachers' competencies for professional action in inclusive school practice, as well as for the appropriate system of professional attitudes and beliefs about inclusion in education.

In the final part of the text we emphasize that for the development and broader practical implementation of the model of effective training of teachers for inclusive school practice it is necessary to move towards the development of teachers as reflective practitioners. In the context of inclusive education, reflection gives teachers the opportunity to: have a better insight into the advantages and limitations (challenges) of the existing inclusive school practice; re-examine and improve the quality of their own teaching with various learner categories; develop cooperation with colleagues and recognize the value of teamwork for the exchange and development of knowledge and experience and forming and redefining professional attitudes and beliefs about inclusive education; raise awareness and reconsider their own implicit theories on teaching and role of teachers. All of the above is an important assumption of successful professional action of teachers in inclusive school practice.

Keywords: inclusive education, inclusive school practice, the role of teachers, teachers' work with different actors in inclusive education.

References

- Afolabi, O. E. (2014). Parents involvement in inclusive education: An empirical test for the psycho-educational development of learners with special educational needs (SENs). *International Journal of Educational Administration and Policy Studies*. 6 (10), 196–208. DOI: 10.5897/IJEAPS2014.0364.

- Ainscow, M. (2005). Developing inclusive education systems: What are the levers for change? *Journal of Educational Change*. 6 (2), 109–124. DOI: 10.1007/s10833-005-1298-4.

- Ainscow, M. & Kaplan, I. (2005). Using evidence to encourage inclusive school development: possibilities and challenges. *Australasian Journal of Special Education*. 29 (2), 106–116. DOI: 10.1017/S103001120002529X.

- Ainscow, M. & Miles, S. (2008). Making education for all inclusive: Where next? *Prospects*. 38 (1), 15–34. DOI: 10.1007/s11125-008-9055-0.

- Ainscow, M. & Sandill, A. (2010). Developing inclusive education systems: The role of organisational cultures and leadership. *International Journal of Inclusive Education*. 14 (4), 401–416. DOI: 10.1080/13603110802504903.

- Anderson, K. J. & Minke, K. M. (2007). Parent involvement in education: Toward an understanding of parents' decision making. *The Journal of Educational Research*. 100 (5), 311–323. DOI: 10.3200/JOER.100.5.311-323.

- Avissar, G. (2003). Teaching an inclusive classroom can be rather tedious: An international perspective, Israel, 1998–2000. *Journal of Research in Special Educational Needs*. 3 (3), 154–161.

- Avramidis, E., Bayliss, P. & Burden, R. (2000). Inclusion in action: An in-depth case study of an effective inclusive secondary school in the south-west of England. *International Journal of Inclusive Education*. 6 (2), 143–163. DOI: 10.1080/13603110010017169.

- Avramidis, E. & Norwich, B. (2002). Teachers' attitudes towards integration/inclusion: A review of the literature. *European Journal of Special Needs Education*. 17 (2), 129–147. DOI: 10.1080/08856250210129056.

- Blanton, L. P., Pugach, M. C. & Florian, L. (2011). *Preparing General Education Teachers to Improve Outcomes for Students with Disabilities.* Washington, DC: American Association of Colleges for Teacher Education and National Council for Learning Disabilities. Retrieved January 10, 2017 from www: https://www.ncld.org/wp-content/uploads/2014/11/aacte_ncld_recommendation.pdf.

- Booth, T. & Ainscow, M. (2002). *Index for Inclusion, Developing Learning and Participation in Schools.* London: Centre for Studies on Inclusive Education.

- Brownell, M. T., Adams, A., Sindelar, P., Waldron, N. & Vanhover, S. (2006). Learning from collaboration: The role of teacher qualities. *Exceptional Children*. 72 (2), 169–185. Retrieved January 10, 2017 from www: http://citeseerx.ist.psu.edu/viewdoc/download?. DOI=10.1.1.466.5862&rep=rep1&type=pdf.Bullough, R. V. & Gitlin, A. (1995). *Becoming a student of teaching: Methodologies for exploring self and school context.* New York: Garland Press.

- Cameron, D. L. (2014). An examination of teacher-student interactions in inclusive classrooms: teacher interviews and classroom observations. *Journal of Research in Special Educational Needs*. 14 (4), 264–273. DOI: 10.1111/1471-3802.12021.

- Campbell, J., Gilmore, L. & Cuskelly, M. (2003). Changing student teachers' attitudes towards disability and inclusion. *Journal of Intellectual & Developmental Disability*. 28 (4), 369–379. DOI: 10.1080/13668250310001616407.

- Đević, R. (2009). Spremnost nastavnika osnovne škole da prihvate učenike sa teškoćama u razvoju. *Zbornik Instituta za pedagoška istraživanja*. 41 (2), 367–382. DOI: 10.2298/ZIP-I0902367D.

- Đević, R. (2015). *Socijalna interakcija učenika sa smetnjama u razvoju u osnovnoj školi* (doktorska disertacija). Beograd: Filozofski fakultet Univerziteta u Beogradu.

- Engelbrecht, P., Oswald, M., Swart, E., Kitching, A. & Eloff, I. (2005). Parents' experiences of their rights in the implementation of inclusive education in South Africa. *School Psychology International*. 26 (4), 459–477. DOI: 10.1177/0143034305059021.

- Giangreco, M. F. (1997). Key lessons learned about inclusive education: Summary of the 1996 Schonell Memorial Lecture. *International Journal of Disability, Development and Education*. 44 (3), 193–206. Retrieved January 10, 2017 from www: http://www.uvm.edu/~cdci/archives/mgiangre/IJDDE9744(3)193-206.pdf.

- Gokdere, M. (2012). A comparative study of the attitude, concern, and interaction levels of elementary school teachers and teacher candidates towards inclusive education. *Educational Sciences: Theory and Practice*. 12 (4), 2800–2807. Retrieved January 10, 2017 from www: http://www.kuyeb.com/pdf/en/cdceb970143fbed3ec43b772780766e9ereen.pdf.

- Golomb, K. & Hammeken, P. (1996). Grappling with inclusion confusion? *Learning*. 24 (4), 48–51.

- *Guidelines for Inclusion: Ensuring Access to Education for All* (2005). Paris: UNESCO.

- *Guidelines on the Individual Education Plan Process* (2006). Dublin: Stationery Office, Nacional Council of Special Education.

- Forlin, C. (2001). Inclusion: Identifying potential stressors for regular class teachers. *Educational Research*. 43 (3), 235–245. DOI: 10.1080/00131880110081017.

- Forlin, C. (2010). Teacher education reform for enhancing teachers' preparedness for inclusion. *International Journal of Inclusive Education*. 14 (7), 649–653. DOI: 10.1080/13603111003778353.

- Forlin, C. & Sin, K. (2010). Developing support for inclusion: A professional learning approach for teachers in Hong Kong. *International Journal of Whole Schooling*. 6 (1), 7–26.

- Friend, M. & Cook, L. (1990). Collaboration as a predictor for success in school reform. *Journal of Educational and Psychological Consultation*. 1 (1), 69–86.

- Hannes, K., Von Arx, E., Christiaens, E., Heyvaert, M. & Petry, K. (2012). Don't pull me out!? Preliminary findings of a systematic review of qualitative evidence on experiences of pupils with special educational needs in inclusive education. *Procedia – Social and Behavioral Sciences*. 69, 1709–1713. DOI: 10.1016/j.sbspro.2012.12.118.

- Hornby, G. (2012). Inclusive education for children with special educational needs: A critique of policy and practice in New Zealand. *Journal of International and Comparative Education.* 1 (1), 52–60. DOI: 10.1080/1034912X.2011.598678.

- Hunt, P., Soto, G., Maier, J. & Doering, K. (2003). Collaborative teaming to support students at risk and students with severe disabilities in general education classrooms. *Exceptional children.* 69 (3), 315–332. DOI: 10.1177/001440290306900304.

- *Inclusion of Students with Special Educational Needs Post-Primary Guidelines* (2007). Dublin: Stationery Office, Department of Education and Science.

- *Inkluzivno obrazovanje: put razvoja – Nacionalni izveštaj Republike Srbije* (2008). Beograd: Ministarstvo prosvete Republike Srbije.

- Joksimović A., Vujačić, M., Stanković, D. (2012). Implicitne pedagogije nastavnika i njihova inicijativa za saradnju sa roditeljima. *Nastava i vaspitanje.* 61 (3), 432–446.

- Kalyva, E., Gojković, D. & Tsakiris, V. (2007). Serbian teachers' attitudes towards inclusion. *International Journal of Special Education.* 22 (3), 30–35. Retrieved August 01, 2018 from www: https://eric.ed.gov/?id=EJ814506.

- Katz, J. & Mirenda, P. (2002). Including students with developmental disabilities in general education classrooms: Educational benefits. *International Journal of Special Education.* 17 (2), 14–24. Retrieved January 10, 2017 from www: https://achieve.lausd.net/cms/lib08/CA01000043/Centricity/domain/168/research%20you%20can%20use/Education%20Benefits%20of%20Inclusion%20for%20Disabled%20and%20Non-Disabled%20Students.pdf.

- Konza, D. (2008). Inclusion of students with disabilities in new times: Responding to the challenge. In: Kell, P., Vialle, W., Konza, D. & Vogl, G. (Eds.). *Learning and the Learner: Exploring Learning for New Times* (39–64). Wollongong: Faculty of Education, University of Wollongong.

- Lamport, M. A., Graves, L. & Ward, A. (2012). Special needs students in inclusive classrooms: The impact of social interaction on educational outcomes for learners with emotional and behavioral disabilities. *European Journal of Business and Social Sciences.* 1 (5), 54–69. Retrieved January 10, 2017 from www: http://www.ejbss.com/Data/Sites/1/augustissue/ejbss-12-1134-specialneedsstudents.pdf.

- Lazarević, E. & Kopas Vukašinović, E. (2013). The Role and Place of Parents of Children with Disabilities in Inclusive Education in Serbia. *International Journal about Parents in Education.* 7 (2), 69–78. Retrieved January 10, 2017 from www: http://www.ernape.net/ejournal/index.php/ijpe/article/viewfile/268/192.

- Leicester, M. (2008). *Creating an Inclusive School: Ideas in Action.* London: Continuum International Publising Group.

- Loreman, T., Sharma, U. & Forlin, Ch. (2013). Do pre-service teachers feel ready to teach in inclusive classrooms? A four country study ofmteaching self-efficacy. *Australian Journal of Teacher Education.* 38 (1), 27–44. DOI:10.14221/ajte.2013v38n1.10.

- Mrše, S., Jerotijević, M. (2012). *Priručnik za planiranje i pisanje individualnog obrazovnog plana.* Beograd: DILS projekat i Ministarstvo prosvete, nauke i tehnološkog razvoja Republike Srbije.

- Mulholland, M. & O'Connor, U. (2016). Collaborative classroom practice for inclusion: Perspectives of classroom teachers and learning support/resource teachers. *International Journal of Inclusive Education*. 20 (10), 1070–1083. DOI: 10.1080/13603116.2016.1145266.

- *Open File on Inclusive Education* (2001). Paris: UNESCO.

- Opertti, R., Brady, J. & Duncombe, L. (2009). Moving forward: Inclusive education as the core of education for all. *Prospects*. 39 (3), 205–214. DOI: 10.1007/s11125-009-9112-3.

- *Policy Guidelines on Inclusion in Education* (2009). Paris: UNESCO.

- Radulović, L. (2011). *Obrazovanje nastavnika za refleksivnu praksu*. Beograd: Filozofski fakultet Univerziteta u Beogradu.

- Rajović, V. (2004). *Psiho-socijalne determinante razvoja i učenja mentalno retardirane dece*. Beograd: Institut za psihologiju Filozofskog fakulteta Univerziteta u Beogradu.

- Rajović, V., Jovanović, O. (2010). Profesionalno i privatno iskustvo sa osobama s posebnim potrebama i stavovi nastavnika redovnih škola prema inkluziji. *Psihološka istraživanja*. 13 (1), 91–106. DOI: 10.5937/PsIstra1001091R.

- Rouse, M. (2007). Enhancing effective inclusive practice: Knowing, doing and believing. *Kairaranga*. 7, 8–13. Retrieved January 10, 2017 from www: https://files.eric.ed.gov/fulltext/EJ914595.pdf.

- Rouse, M. (2008). Developing inclusive practice: A role for teachers and teacher education? *Education in the North*. 16 (1), 1–20. Retrieved January 10, 2017 from www: https://www.abdn.ac.uk/eitn/documents/issue16/EITN-1-Rouse.pdf.

- Schultz, T. R., Sreckovic, M. A., Able, H. & White, T. (2016). Parent-Teacher Collaboration: Teacher Perceptions of What is Needed to Support Students with ASD in the Inclusive Classroom. *Education and Training in Autism and Developmental Disabilities*. 51 (4), 344–354. Retrieved January 10, 2017 from www: http://www.daddcec.org/Portals/0/CEC/Autism_Disabilities/Research/Publications/Education_Training_Development_Disabilities/etadd_2016/Schultz.PDF.

- Shaddock, A. J., Giorcelli, L. & Smith, S. (2007). *Students with Disabilities in Mainstream Classrooms: A Resource for Teachers*. Canberra: Commonwealth of Australia.

- Sharma, U., Forlin, C., Deppeler, J. & Yang, G. X. (2013). Reforming teacher education for inclusion in developing countries in the Asia Pacific region. *Asian Journal of Inclusive Education*. 1 (1), 3–16. Retrieved January 15, 2017 from www: http://ajie-bd.net/wp-content/uploads/2016/08/sharma.pdf.

- Sharma, U. & Sokal, L. (2015). The impact of a teacher education course on pre-service teachers' beliefs about inclusion: an international comparison. *Journal of Research in Special Educational Needs*. 15 (4), 276–284. DOI:10.1111/1471-3802.12043.

- Skidmore, P. (2004). *Inclusion: The Dynamic of School Development*. Maidenhead: Open University Press.

- Slunjski, E. (2011). *Kurikulum ranog odgoja. Istraživanje i konstrukcija*. Zagreb: Školska knjiga.

- Spasenović, V., Matović, N. (2015). Pripremljenost nastavnika razredne i predmetne nastave za rad s decom sa smetnjama u razvoju. *Nastava i vaspitanje*. 64 (2), 207–222. DOI: 10.5937/nasvas1502207S.

- Stojić, T. (ur.) (2007). *Vodič za unapređivanje inkluzivne obrazovne prakse*. Beograd: Fond za otvoreno društvo.

- Stubss, S. (2002). *Inclusive Education, Where there Are Few Resources.* Oslo: The Atlas Alliance.

- Suleymanov, F. (2015). Issues of inclusive education: Some aspects to be Considered. *Electronic Journal for Inclusive Education*. 3 (4), 1–23. Retrieved January 15, 2017 from www: https://corescholar.libraries.wright.edu/cgi/viewcontent.cgi?article=1175&context=ejie.

- Šaljić, Z., Hebib, E. (2016). Uloga pedagoga u pružanju dodatne podrške učenicima. *Pedagogija*. 71 (1), 25–36.

- Takala, M., Pirttimaa, R. & Tormanen, M. (2009). Inclusive special education: The role of special education teachers in Finland. *British Journal of Special Education*. 36 (3), 162–173. Retrieved January 15, 2017 from www: http://users.jyu.fi/~makaku/Article3.pdf.

- Villa, R. A., Thousand, J. S., Van der Klift, E., Udis, J., Nevin, A. I., Kunc, A., Kluth, P. & Chapple, J. W. (2005). Questions, concerns, beliefs, and practical advice about inclusive education. In: Villa, R. A. & Thousand, J. S. (Eds.). *Creating an Inclusive School* (2nd ed.) (169–193). Alexandria: ASCD.

- Vujačić, M., Lazarević, E., Đević R. (2015). Inkluzivno obrazovanje: od zakonske regulative do praktične realizacije. *Teme*. 34 (1), 231–247.

- Wang, H. L. (2009). Should all students with special educational needs (SEN) be included in mainstream education provision? A critical analysis. *International Education Studies*. 2 (4), 154–161. DOI: 105539/ies.v2n4p154.

- Wah, L. L. (2010). Different strategies for embracing inclusive education: A snap shot of individual cases from three countries. *International Journal of Special Education*. 25 (3), 98–109. Retrieved January 15, 2017 from www: https://files.eric.ed.gov/fulltext/EJ909040.pdf.

- Waldron, N. L. & McLeskey, J. (2010). Establishing a collaborative school culture through comprehensive school reform. *Journal of Educational and Psychological Consultation*. 20 (1), 58–74. DOI: 10.1080/10474410903535364.

- Watkins, A. (2012). *Teacher education for inclusion: Profile of inclusive teachers*. Odense: European Agency for Development in Special Needs Education.