

SYMPP - (18691) - INCLUSION AND THE ROLE OF SPECIAL EDUCATION TEACHER: ENACTING OWNS VISIONS IN SPECIFIC PROFESSIONAL CONTEXTS

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Short Abstract

Inclusive education is an increasingly debated topic with the aim of rethinking pedagogical practices for promoting learning and participation of all students (Ainscow & Messiou, 2018). Inclusion requires changes at the school organization, and it requires requesting special education and the role of special education teachers in developing an inclusive education (Hornby, 2015; Madureira, 2012; Pinheiro, 2021). These changes demand from special education teachers, as well as from regular school teachers to find out new ways of understanding each other's role, and of working together (Friend & Bursuck, 2006). It is essential that special education teachers feel capable of acting in the context, changing themselves and changing the context itself (Madureira, 2012), as well as that they assume themselves as change agents (Eteläpelto et al., 2013). It is therefore fundamental to explore how teachers see themselves and the possibilities they feel of creating changes in their context for being able to develop an inclusive education. This communication aims to explore how special education teachers understand their role for enacting inclusive education, the difficulties they face in developing their work and how they deal with their specific context. For that, 12 Special Education teachers were interviewed, and data analysed by an inductive method. Results show that one main difficulty for developing their work are regular education teachers understanding about special education and the role of special education teachers. Nevertheless, special education teachers assume themselves as change agents, and thus these opposing views do not limit their willingness to change.

References

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