


Chapter 12

Teacher Education for Inclusive and Equitable Practice

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ABSTRACT

Teacher education needs to be revised to empower teachers to support all students to accomplish inclusive and equitable education. Teacher training programmes would be the easiest way to implement inclusive pedagogical methods that respect diversity, equity, and learner agency. This chapter presents how teacher training programmes help to develop sufficient knowledge, attitudes and skills required for inclusive education, linking with the UN Sustainable Development Goals (SDG 4) and the UNESCO Framework for Inclusion in Education (2020). It highlights the integration of Universal Design for Learning (UDL), culturally responsive education, and strength-based approaches in pre-service and in-service teacher education. The chapter stresses how theoretical and practical case studies help provide teacher training that focuses on moral, social, and professional commitment. The chapter presents conceptual models which can be applied for any teacher training institutions to integrate inclusion and equity into 21st-century teacher training pedagogy.

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INTRODUCTION

Every society throughout the globe expects institutions to validate that every student feels valued, supported, and able to reach their full potential. However, despite significant global advancements in school enrolment and educational admittance, most diverse groups still face challenges.

The issue of learning outcomes continues to be a critical concern for diverse groups. Still, the students experiencing exclusion in curricular and extracurricular teamwork, especially students with disabilities, linguistic minority students, kids from poor family backgrounds, native groups, migrants, and students affected by conflict or trauma, continue (UNESCO, 2020; Slee & Tomlinson, 2018). Accordingly, inclusive teacher education has emerged as a fundamental substance of educational transformation and social justice, revolutionising the training of teachers to engage with diversity and inclusion.

Teacher training for diversity and inclusion should drive beyond training in “special needs” or curative stratagems. Hattie (2021) and Florian & Beaton (2018) revealed that diversity is a typical and imperative component of every classroom, and it links to transforming teachers’ attitudes, skills, teaching tools, and moral foundations in a positive manner, which will help them to assist learning and contribute. In this sense, students’ learning challenges are not encountered as students’ discrepancies but as general and conversational trials that must be addressed through responsive education and unbiased school moralities, which can include differentiated instruction, collaborative learning strategies, and culturally relevant pedagogy. In this sense, inclusive teacher education allows teachers to maintain professionalism. Thus, inclusive education is considered a process of development of professionals who pass on knowledge to the public, who make all students feel like they belong, contribute, and have dignity (Ainscow, 2020).

The foundation for inclusive teacher training is complex and multifaceted. According to universal principles such as the Convention on the Rights of Persons with Disabilities (CRPD), the Salamanca Statement, and Sustainable Development Goal 4 (SDG-4), the quality of education cannot be unglued from diversity and inclusion (United Nations, 2006; UNESCO, 1994; United Nations, 2015). At the institutional level, schools can use diverse classrooms, numerous pedagogical methods, cohesive group activities, summative and formative assessment methods, and socially and culturally accepted teaching methods (Gay, 2018; Tomlinson, 2017).

At the economic and policy levels, policymakers can consider inclusive education a significant approach to national development, preparing students for employment and sustainable development (OECD, 2023). All these apprehensions lead to considering teachers as the most pivotal agents who change society.

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