

## Good practices in Inclusive Education: Review of the role of the teacher during the decade 2010-2020

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### Abstract

Inclusive education is a topic that has gained relevance and interest in the educational field and many researchers have written about its definition, characteristics, barriers and facilitators. However, few are those who place emphasis on good practices and the role that teachers play in materializing them. The purpose of this paper, based on documentary research, is to highlight the work of the inclusive teacher and, likewise, to recognize the value of experiences recognized as good inclusive practices as points of reference to be applied in other less inclusive contexts. A bibliometric analysis of the scientific production registered in the Scopus database on research papers on the role of teachers in inclusive education during the decade between 2010 and 2020 is carried out, the result of which yields 499 published documents that will be subject to quantitative analysis to know their historical and qualitative evolution in order to determine different positions of authors who have written on the topic of study.

**Key words:** Inclusive education, good practices, teacher's role, inclusive pedagogy.

### 1. Introduction

Inclusive education, more than a trend of educational institutions, is a fundamental right that people with different conditions have to develop in society in an active and honorable way. It is of all knowledge that precisely because they have limitations either physical or mental, their attention requires an additional effort on the part of the people in charge of training, in this case teachers who must also receive specific training in the attention of this efficient population (Correa *et al.*, 2015). Thus, any institution that has training programs for its teachers for the attention of diversity in students and institutionalizes inclusion policies for the special population is ensuring compliance with a fundamental right that undoubtedly dignifies life and the development of the personality in an equitable and socially responsible way. If the teaching staff is properly trained and students receive optimal academic training, it is possible to speak of quality in the pedagogical process, which is one of the main challenges of education in recent decades (Weinstein, 2002). For this reason, the role of teachers plays a fundamental role in the achievement of goals and objectives proposed by educational institutions in both public and private sectors. In order to know the historical contributions of the theory that frames the role of teachers in inclusive education, it is necessary to answer the question "How has the bibliographic production been in the study of the role of teachers in inclusive education? This will be achieved through a bibliometric analysis to know relevant data in the generation of new knowledge on the topic

under study, such as historical evolution of the literature, main authors, countries with the highest scientific production worldwide and areas of knowledge where more research is being done on inclusive education and the role of the teacher.

**2. General Objective**

The study aims to analyze, from a bibliometric and bibliographic perspective, the production of high impact research papers on the variable Role of the Teacher in Inclusive Education, published during the period 2010-2020.

**3. Methodological Design.**

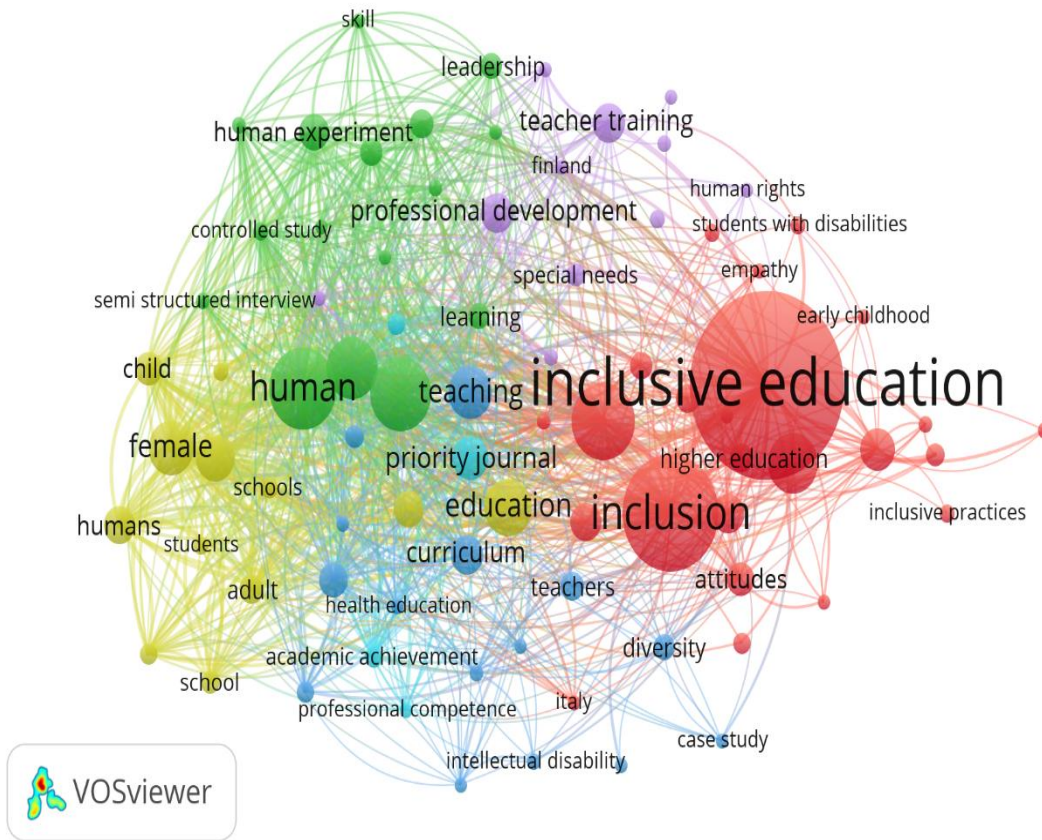
**Table 1.** Methodological design.

PHASE 1	DATA COLLECTION	<p>A search for the data to be analyzed was performed using the Scopus platform, filtering by the following established parameters:</p> <ul style="list-style-type: none"> <li>- Publications on the role of teachers in inclusive education.</li> <li>- Publications produced during the period 2010-2020.</li> <li>- Only journal papers are analyzed, without distinction of area of knowledge.</li> </ul> <p>The search yielded a total of 499 documents, which will be processed as indicated in the next phase.</p>
PHASE 2	CLASSIFICATION OF INFORMATION	<p>The organization of the data collected during phase 1 is carried out through the elaboration of graphs, tables and figures based on the classification provided by the <i>Analyze search results</i> tool provided by the Scopus platform. The information will be classified according to its year of publication, country of origin, area of knowledge and type of publication, in order to determine the impact that the evolution of inclusive education and the role of the teacher have had on research. Likewise, in each approach, an analysis of the bibliography is made, thus showing the position of different authors regarding the creation and design of inclusion strategies in current education based on teacher training.</p>
PHASE 3	CONCLUSIONS, AND DRAFTING OF THE FINAL DOCUMENT	<p>After a point-by-point analysis as indicated in phase 2, the final document is prepared, but not before recording the pertinent conclusions, thus determining the fulfillment of the general objective.</p>

Source: Own elaboration (2021).

**4. Results**

4.1 Analysis of the scientific production on the variable named Role of the Teacher in Inclusive Education.

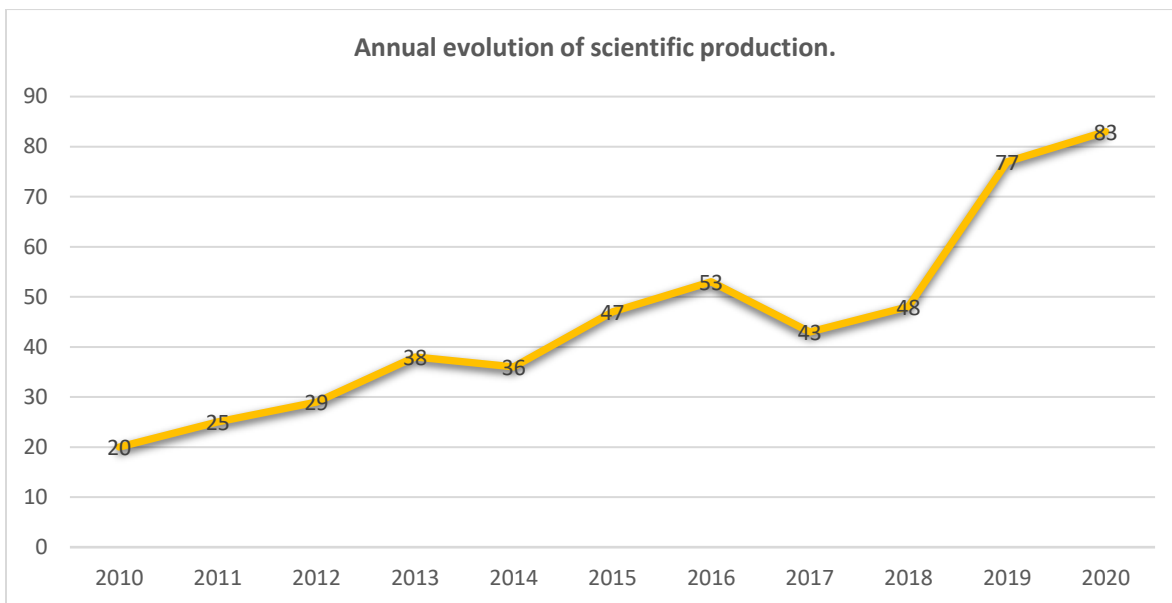


**Figure 1.** Keyword Co-occurrence

**Source:** Own elaboration (2021); based on data provided by Scopus.

Figure 1 shows the relationship between the research on the role of teachers in inclusive education and the key words of research in the area of education. It can be observed that the most frequently used word is precisely Inclusive Education, closely related to scientific papers based on inclusion policies, higher education, inclusive practices, empathy, early childhood, which allows inferring that any study where pedagogical processes focused on the community with special needs are analyzed, seeks recognition by the different sectors of the community with specific limitations, whether mental or physical, as well as attention to them from an early age. On the other hand, studies conducted in the area of teacher training, professional development and special needs, form a closed group of research aimed at the training of teachers and empowerment of students through intervention in the process of generating new knowledge based, of course, on the attention to the special needs identified in the population and its diversity.

**4.1.1 Annual evolution of the scientific production on the variable named Role of the Teacher in inclusive education.**



**Graph 1.** Annual evolution of scientific production

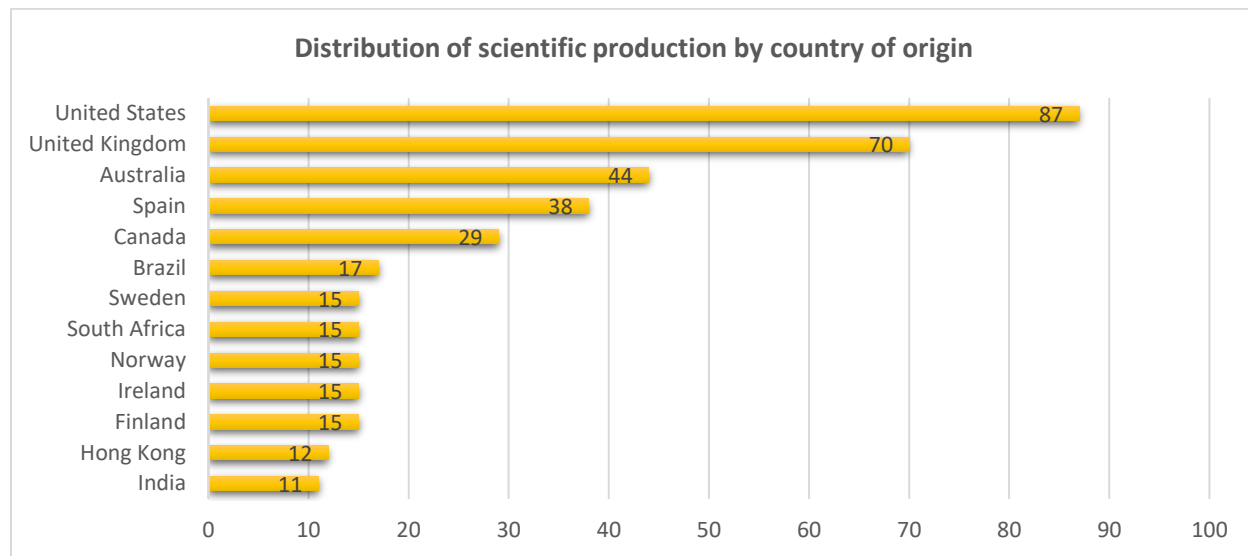
**Source:** Own elaboration (2021); based on data provided by Scopus.

During the decade between the years 2010 and 2020 a sustained growth case is experienced in the entire production of research papers in the area of study, being 2020 the year where the largest number of journal papers were published with a total of 83 studies indexed in Scopus database, within which the paper entitled "Increasing teacher candidates' mental health literacy and stress coping skills through a mental health and wellness elective course" highlights (Woloshyn & Savage, 2020), which explains the importance of developing in the aspiring teacher, necessary skills to exercise their role in front of a group of students with disabilities, as strengthening their adaptation is vital in the search for quality inclusive education. For this reason, they make a tour of the teaching methodologies used in literacy strategies in their mental health, in order to prepare them for the stress to which they may feel subjected thanks to the pressure involved in developing pedagogical themes in a group of students with diverse characteristics. Therefore, the role of the teacher seems to be formed from his or her own professional preparation with the tacit purpose of strengthening his or her vocation by providing useful tools from the personal emotional tranquility of each aspiring teacher.

The path of the volume of scientific production in the area studied in the present research shows different fluctuations over the years, starting in 2010 with a total production of 20 published papers; the curve is positive until 2013 when 38 are reached and experiences a slight drop the following year when 36 papers were reported. The volume of publications increases again between 2015 and 2016 when 47 and 53 published papers are reported respectively. From this last report, the research paper "The use of interactive methods in the educational process of the higher education institution" stands out (Kutbiddinova, Eromasova, & Romanova, 2016), which mentions didactic teaching methods that thanks to technological advances are counted in the training of professionals in higher education institutions. Likewise, the inclusion of every diverse community in the pedagogical processes plays a fundamental role in the achievement of objectives and goals and for this, the teaching staff must have enough tools to assume the necessary leadership in the formation of graduated professionals with the highest quality standards to guarantee an excellent performance in society from their future roles. Education that allows bidirectional teaching ensures constant feedback not only from students but also from the teacher who, through this methodological strategy, is placed in a continuous

training that makes him capable of taking on any challenge and overcome it from the experience acquired in the classroom. This translates into an updated education, inclusive and based on the personal motivation of each actor within the educational process receiving all parties, an enrichment of ethics and professionalism through a constant exchange of ideas that can be acquired thanks to the didactic mechanisms of teaching related in the mentioned paper.

**4.1.2 Distribution of scientific production by country of origin.**



**Graph 2.** Distribution of scientific production by country of origin.

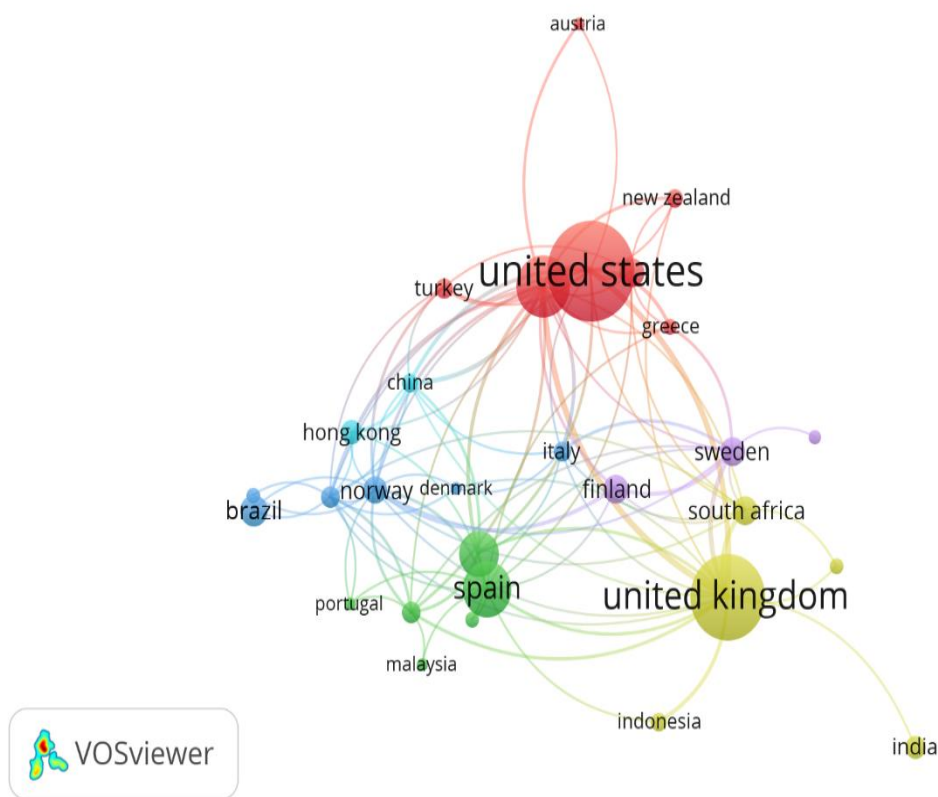
**Source:** Own elaboration (2021); based on data provided by Scopus.

The United States leads the register of countries with the highest scientific production in research on the role of teachers in inclusive research with a total of 87 documents. Graph 2 shows the first 14 boxes of the count. However, it is worth noting that, according to the methodological design, there was no restriction of countries at the data collection phase. The United Kingdom and Australia are in second and third place with 70 and 44 records, respectively, and Spain, being the Spanish-speaking country with the largest recorded production, in fourth place with 38 (Sandoval Mena, Simon Rueda, & Echeita Sarrionandia, 2012), mentions the main challenge of educational institutions when carrying out practices of attention to diversity through quality inclusive education, within which precisely the role of teachers plays a fundamental role. The performance of teachers is also analyzed by studying how the policies of governmental actors influence the work of teachers who provide support to special needs education according to the legal framework of the country where the study was carried out, i.e., Spain and its autonomous communities. However, the main finding of the aforementioned paper is precisely a contradiction in the search for equality in education, since education policies are not aligned from one community to another, thus causing a disparity in the educational processes and therefore a variation in the final result of each strategy of inclusion in education.

Among the Latin American countries, the one with the highest scientific production regarding the topic under study, the one that shows the most records according to graph 2 is Brazil with 17 published documents, among which is the paper entitled "Children and their diagnosis in the scenario of inclusive education: the perspective of mothers and teachers" (Silva, L.S, & Szymanski, 2020), which focuses its development on the perception of teachers and family members regarding the diagnosis of students with physical or mental limitations, and of course the role that these two interest groups play in the education of students. The data on which the research was based were collected through reflective interviews with family members and teachers who have direct contact with students diagnosed with a

disability, who expressed the importance of the diagnosis attributed to children and young people because through it, specialized strategies can be designed to improve the quality of the education they receive. While for students who have not received an official diagnosis, it is more difficult for them to arrange adaptation mechanisms.

The cooperation between countries for the production of scientific papers in the area of inclusive education allows considering that a single paper can be counted for the two or more countries participating in the execution of the same. For this reason, it is important to take into account that the total number of papers identified in the methodological design does not coincide with the total number of documents registered in the general count of countries. Figure 2 shows the interaction and frequency with which different authors of different nationalities have interacted in the elaboration of research papers.



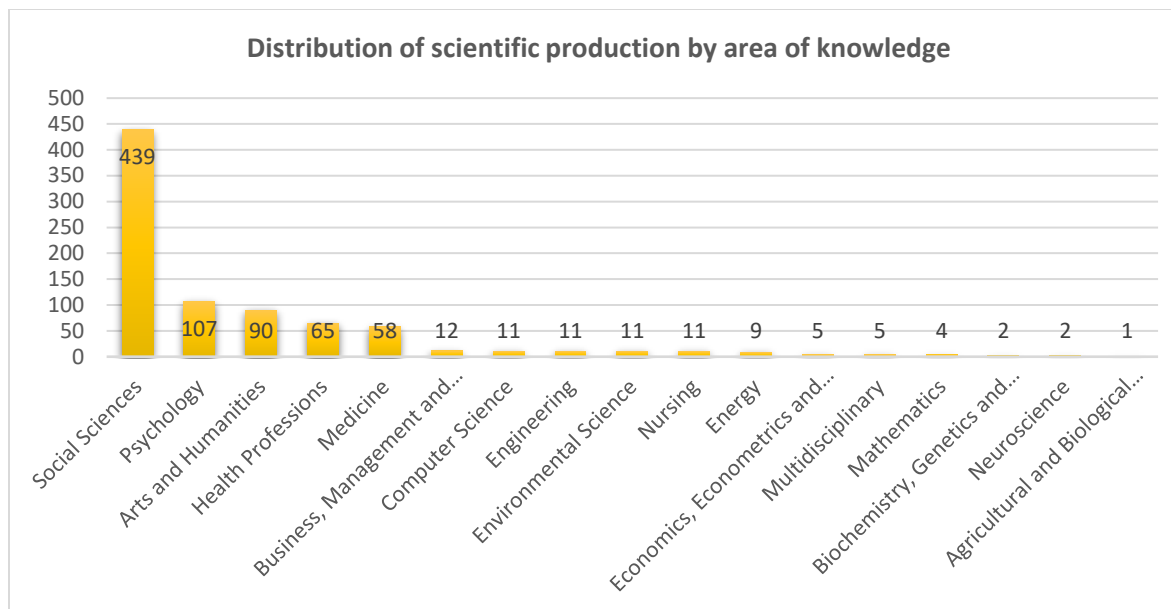
**Figure 2.** Co-citations between countries in scientific production.

**Source:** Own elaboration (2021); based on data provided by Scopus.

The main group is led by the scientific production of the United States, a country that has an important interaction with countries such as Greece, Turkey, New Zealand and Austria, with which it has carried out research on the role of teachers in inclusive education.

#### **4.1.3 Distribution of scientific production by area of knowledge**

The search for scientific papers to be analyzed, as proposed in the methodological design, did not present any restriction to a specific area of knowledge, in such a way that a general overview of the areas that show interest in knowing the role of teachers in the implementation of strategies for inclusive education is possible.



**Graph 3.** Distribution of scientific production by country of origin.

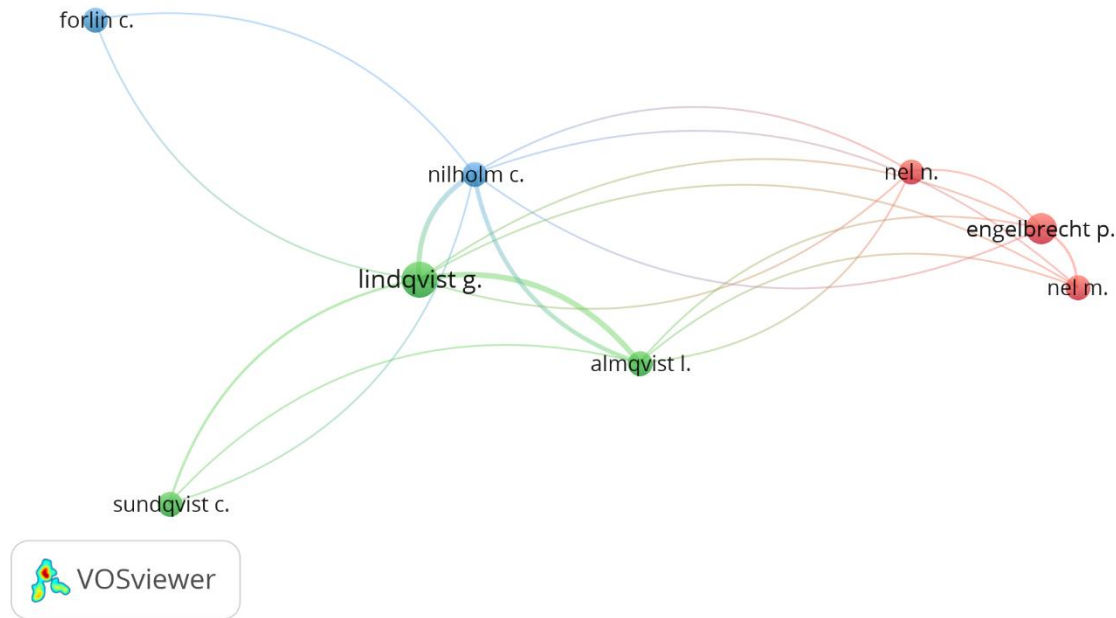
**Source:** Own elaboration (2021); based on data provided by Scopus.

As it is a topic of social interest, since it works for the inclusion of people with special conditions in society, seeking equity and the fulfillment of a fundamental right such as the right to education, Social Sciences is the area of knowledge with the greatest contribution in terms of bibliographic production on the topic under study, with 439 papers registered in the Scopus database. It should be noted that, as in the count of reports by country, interdisciplinarity is also allowed in the different areas of knowledge, so that the same paper can be counted by two or more areas of knowledge involved in the research.

Psychology and Arts and Humanities, ranked second and third with 107 and 90 publications, followed by Health Professions which published a total of 65 scientific papers among which is the one entitled "Inclusive classrooms in Italy and England: the role of remedial teachers and teaching assistants" (Devecchi, Dettori, Doveston, Sedgwick, & Jament, 2012), which draws on three qualitative studies on the role, employment and deployment of support teachers in Italy and teaching assistants in England to examine the similarities and differences between the two models of provision. Revealing a certain dissatisfaction on both sides in not feeling their work highly valued by different actors in society, despite the qualifications and competencies they develop in the performance of their duties.

Business, Management and Accounting occupy the sixth place with 12 registered papers, within which is the paper entitled "Development of the theoretical model of inclusive education: role of authentic leadership, academic optimism and art-based pedagogies" (Srivastava & Shree, 2019), which gives an organizational perspective of the role of teachers in inclusive education by proposing a theoretical model that explores authentic leadership as a predictor of inclusive organization in an Indian school context, allowing to know the performance of students in the classroom, motivated by a teacher identified as a leader in the knowledge of teaching directed to students with special conditions.

The interactions between authors determine the universality of the different areas of knowledge, i.e., a paper can be produced by authors specialized in different areas. Figure 3 shows the frequency with which authors from different areas and even of different nationalities have conducted research on the topic studied.



**Figure 3.** Co-citations between authors.

**Source:** Own elaboration (2021); based on data provided by Scopus.

The author Lindqvist, Gunilla from Sweden is shown with greater participation in research papers related to the variable under study, and her coauthor Nilholm, Claes in joint participations such as in the paper named "Making schools inclusive? Views of educational leaders on how to work with children who need special support" (Lindqvist & Nilholm, 2013), which aims to highlight the work of educational leaders in the school environment who show their perspective on the reasons why students have problems in the training centers, which according to the results obtained, are related to individual deficiencies and suggest a more effective supervision by higher actors from the administration of educational management within the institution as the makers of government policies that regulate education at the general level.

### 5. Conclusions

The theory analyzed allows concluding that the role of teachers in the search for quality inclusive education plays a fundamental role in the development of pedagogical strategies aimed at ensuring learning in the population with both physical and mental limitations. According to the position of the authors cited in this paper, the success of these strategies lies in the correct training of teaching leaders who will carry out a whole pedagogical process with the addition that it is aimed at a population that requires special attention. All with the purpose of forming from knowledge and being people capable of self-managing their value in the society that has traditionally discriminated against the population with disabilities. For this reason, it is not only a theoretical education with structured bases in academic plans, but the human component that allows to prepare a whole society to allow the fulfillment of fundamental rights without inequality or benefit only of some parts.

The bibliographic records identified in phase 1 of the methodological design allow inferring that thanks to the action of non-governmental organizations that work every day in the fulfillment of fundamental rights in an equitable way, research related to inclusive education has become more important in terms of the number of records and the interdisciplinarity demonstrated in the production of scientific papers published in high impact journals in the



academic community. This is an important contribution because with the generation of new knowledge it is possible to design increasingly effective strategies in inclusive education that lead to the assurance and dignification of people who previously could not access education because of a disability.

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