



COLLABORATIVE LEARNING FOR INCLUSION UNDER A MAGNIFYING LENS

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Project "ProuD to Teach All": Professional Development Strengthening Competencies to Teach All Learners in an Inclusive Learning Environment

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INTRODUCTION

THE AIM OF THE REPORT

The project 'ProuD to Teach All Learners' is a response to the high demands that the increasing diversity of 21st century classrooms put on practitioners, policy makers as well as researchers across Europe. The ProuD project aims to support educational professionals in developing a professional vision conducive to inclusion, including a commitment to see diversity as an asset for enhancing learning; and to promote whole-school approaches that strengthen the interprofessional collaboration between learners, families, teachers and other actors.

Specific goals include: (i) to investigate professional development strategies to make teachers eager to learn to teach all learners, (ii) to devise an accessible online inspiration centre that engages teachers to use evidence-based resources, (iii) to strengthen teachers' interprofessional collaboration skills in inclusive networks and to enhance the coaching skills of experienced teachers, school leaders and other senior educational professionals to enable them to lead Professional Learning Communities (PLCs). One of the main products of Proud Project is to develop a professional development program (PDP) to be implemented in 10 professional learning communities (PLCs) of the 5 participating countries. Countries included in Proud Project are Belgium, Latvia, the Netherlands, Portugal and the UK. The program will be designed to answer the learning needs of the professional community through a process of collaborative action research.

As a first step, the project entails the intellectual output 1 (IO1) – *Inclusive Learning under the Magnifying Lens: research and policy recommendations promoting effective professional development for inclusion* – that aims to define recommendations on how to realize an inclusive pedagogy across Europe, by scrutinizing existing PDPs and the professional needs on their professional learning for inclusion. Teachers' preparedness for inclusive pedagogy is conceived based on an understanding of inclusive education as the "access to, participation in, and achievement in education for all children and young people" (p.13)

To draw recommendations on how research, policy and practice can jointly support educational professionals to become powerful change agents for inclusion, it was implemented three levels of analysis:

1. an **international overview on good practices and trends** – using documents produced by reference agencies about the profile of inclusive teachers, and professional and collaborative competencies towards inclusive education – combined with a **systematic review of studies focused on implementing and examining the impact of professionals' development programs (PDP)** for inclusive pedagogy and collaborative practices;
2. a **country analysis of policies and a documental analysis of a sample of PDPs** provided by each partner institution, focusing on target-contents and skills, and on training strategies used to create inclusive learning environments and to collaborate with diverse stakeholders;
3. a **survey on professionals' needs** for their professional learning for inclusion.

In accordance with those levels of analysis, this book is composed of four main parts. One consists of a literature overview over good practices and trends on teachers' learning for inclusion, that ends with the analysis of studies examining the implementation of PDPs. The second chapter offers a review of policies on inclusive education and on teachers' education for inclusion of each of the partner-countries, combined with the analysis of education programs for inclusion from partner-institutions. A needs' analysis through the implementation of a survey to educational professionals are presented in the third chapter.

Finally, the last chapter consists of a summary of the lessons learnt and of a set of research and policies' recommendations for promoting effective professional development for inclusion.

1. LITERATURE OVERVIEW

1.1. Literature Contextualization

The international overview on good practices embodied a practical revision of guiding documents related to teacher professional learning for inclusion. The project “Teacher Professional Learning for Inclusion” (TPL4I) was used as the baseline to situate the scope of values and competences needed by inclusive teachers (EASNIE, 2012) and to resume the state of the art concerning policy priorities for teacher professional learning for inclusion (EASNIE, 2019).

Complementary to those reference documents, also a synthesis of key literature reviews (Elek & Page, 2019; Holmqvist & Lelinge, 2020; Lautenbach & Heyder, 2019) and scientific texts (Beaton et al., 2021; Lofthouse & Thomas, 2017) concerning PDPs was developed.

Profile of Inclusive Teachers

The profile of inclusive teachers was published by the European Agency for Special Needs and Inclusive education in 2012 and revised in 2022. That profile identifies relevant contents, methods and learning outcomes for preparing and strengthening all teachers to work in inclusive education, guiding the design and implementation of teacher education programs.

Four core values and areas of competence were identified as basing teachers’ work in inclusive education. Each area of competence is made up of attitudes (or beliefs), knowledge (or level of understanding) and skills (to implement the knowledge in a practical situation) – on **table 1** there are examples of items included in each one.

Table 1. Profile of Inclusive teacher (EASNEI, 2022).

Core Values	Areas of competence	Attitudes and beliefs	Knowledge	Skills and abilities
Valuing Learner Diversity – learner difference is considered as a resource and an asset to education.	Conceptions of inclusive education	<ul style="list-style-type: none"> - (...) belief in equity, human rights and democracy for all learners - inclusive education and quality of education cannot be viewed as separate views (...) 	<ul style="list-style-type: none"> - (...) theoretical and practical concepts of inclusive education within global and local contexts - the language of inclusion and diversity and the implications of using different terminology to describe, label and categorize learners (...) 	<ul style="list-style-type: none"> - (...) critically examining own beliefs and attitudes - engaging in ethical practices - be empathetic to the diverse needs - the ability to deconstruct educational history to understand current situations and contexts - modelling respect in social relationships (...)
	The teacher's view of learner difference	<ul style="list-style-type: none"> - learner diversity to be respected and valued - all learner's voices should be heard and valued (...) - categorization and labelling of learners can have a negative impact upon learning opportunities (...) 	<ul style="list-style-type: none"> - diversity cannot be seen as a static concept - information about learner diversity (...) - learners can be used as a resource to facilitate learning about diversity for themselves and their peers (...) 	<ul style="list-style-type: none"> - learning how to learn from differences - addressing diversity in curriculum implementation (...)
Supporting All Learners – teachers have high expectations for all learners' achievements.	Promoting the academic, practical, social and emotional learning of all learners	<ul style="list-style-type: none"> - all learners should be active decision-makers - developing autonomy and self-determination in all learners is essential - the learning capacity and potential of each learner has to be discovered and stimulates (...) 	<ul style="list-style-type: none"> - typical and atypical development patterns and pathways - models of learning and approaches to learning learners may take (...) 	<ul style="list-style-type: none"> - assessing and then developing 'learning to learn skills' in learners - facilitating co-operative learning approaches - implementing positive behavior management approaches (...)
	Effective teaching approaches in heterogeneous classes.	<ul style="list-style-type: none"> - effective teachers are teachers of all learners - on some occasions, particular learning difficulties, require responses base upon adaptations to the curriculum and teaching approaches (...) 	<ul style="list-style-type: none"> - identifying and addressing barriers to learning - differentiation of curriculum content - personalized learning approaches - managing the physical and social environment of the classroom to support learning (...) 	<ul style="list-style-type: none"> - differentiating methods, content and outcomes for learning - employing ICT and adaptative technology to support flexible approaches - using formative and summative assessment that supports learning (...)
Working With Others – collaboration and teamwork are essential approaches for all teachers.	Working with parents and families	<ul style="list-style-type: none"> - awareness of the added value of working collaboratively with parents and families respect for the cultural and social backgrounds and perspectives of parents and families - view effective communication and collaboration as a teachers responsibility 	<ul style="list-style-type: none"> - collaborative working approach - positive inter-personal skills 	<ul style="list-style-type: none"> - engaging effectively parents and families - communicating effectively with parents and family members.
	Working with a range of other educational professionals	<ul style="list-style-type: none"> - collaboration, partnerships and teamwork are essential approaches (...) 	<ul style="list-style-type: none"> - multiagency working models - collaborative teaching approaches - the language/terminology and basic working concepts and perspectives of other professionals involved in education (...) 	<ul style="list-style-type: none"> - co-teaching and working with flexible teaching teams - working as a part of a school community - collaboratively problem-solving with other professionals - draw on a range of verbal and non-verbal communication skills to facilitate working co-operatively (...)
Personal Professional Development – teaching is a learning activity and teachers take responsibility for their lifelong learning.	Teachers as reflective practitioners	<ul style="list-style-type: none"> - reflective practice facilitate teachers' to work effectively - the importance of evidence-based practice to guide teachers' work (...) 	<ul style="list-style-type: none"> - methods and strategies for evaluating one's own work and performance - personal meta-cognitive, learning to learn skills - action research methods and the relevance for teachers' work (...) 	<ul style="list-style-type: none"> - systematically evaluating one's own performance - contributing to the development of the school as a learning community (...)
	Initial teacher education as a foundation for ongoing professional learning and development	<ul style="list-style-type: none"> - responsibility for their own continuous professional development (...) 	<ul style="list-style-type: none"> - possibilities, opportunities and routes for further, in-service teacher education (...) 	<ul style="list-style-type: none"> - being open to and proactive in using colleagues and other professional as sources of learning and inspiration - contributing to the whole school community learning and development processes (...)

Being a lever for change in the education system and promoting inclusive practices, this matrix of values and competences is used throughout the present report as the main background to analyze effective approaches and strategies building the PDPs.

Literature review TPL4I

The Literature Review on Teacher Professional Learning for Inclusion (TPL4I) was developed by the European Agency for Special Needs and Inclusive Education in 2019, aiming to summarize policies for preparing teachers for inclusive education, in each stage of teacher learning: initial training, induction, continuing professional development and teacher educators' professional development. This report outlines recommendations for learning supports for teachers, from initial training to continuing professional development.

Initial training

Recommendations at this stage include between others: (i) the integration of principles of inclusion and equity in initial training programs and learning activities; (ii) ensuring that the conclusion of the initial preparation equip the teachers with knowledge and skills to support all learners; (iii) creating welcoming environments for pre-service teachers; (iv) arranging meaningful opportunities for learning and teaching in diverse contexts; (v) enhancing collaboration between universities and schools; and (vi) encouraging innovative and collaborative approaches for inclusion.

Induction

Induction programs should further develop the knowledge and skills teachers acquire during initial training, through continued partnerships between universities and schools. These programs are recommended to take place in formal learning settings, through supervised reflective practice. The use of a common language on inclusion and diversity is advised to strength collaboration between regular and specialist teachers. Finally, induction would benefit from a constructive feedback culture regarding learning programs and educational plans.

Continuing professional development

The recommendations for continuing professional development underline the need to organize formal and informal professional development opportunities, provided for all school staff. The development of a culture of regular classroom observations, constructive feedback based on classroom performance and engagement in collaboration opportunities – such as shadowing, coaching, mentoring and lesson study (vd. definitions on **table 2**) – are defined as a pathway for an effective professional learning towards inclusion.

Table 2. Collaborative practices in PDP programs.

Collaborative learning practices	Definitions
Shadowing	Shadowing is an on-the-job learning and involves the learner staying close and unobtrusive (like a shadow), over a period to find out about the job and the practice. It also provides an opportunity for the observer to reflect and when appropriate ask questions that explore what has been observed and can also clarify for the observer the nature of the job and the skills and knowledge needed to do it (O'Mahony & Matthews, 2003).
Mentoring *	Mentoring has been described as a relationship that involves supporting, motivating, shaping, guiding and encouraging; and that helps a mentee reach his or her potential (Varney, 2012). Mentoring is defined as 'telling' a process by which the mentor guides and provides guidance to help the mentee to progress (Hughes, 2003)
Coaching *	Coaching in education is an inter-personal and sustained dialogue-based practice. The coach works with a coachee to facilitate self-reflection, decision making and action in the context of their own personal and professional challenges (Lofthouse et al., 2021). A form of professional development, which usually involves an experienced teacher providing individual and ongoing support for other teachers to improve teaching practices and children's learning (Elek & Page, 2019). It is defined as a 'conversation tool' (Van Nieuwenburgh 2017) to unlock the coachee's potential (Whitmore 2017). The coaching conversation is a 'non-judgemental' relationship (Whitmore, 2017) which lends itself more to a collaborative approach in terms of lesson study, and collaborative professionalism as described by Hargreaves and O'Connor (2018).
Lesson Study	It is a teacher-led research approach. Teachers, collaboratively identify a target which needs addressing in their learners' learning (Stepanek et al., 2006). As a collective, they identify a focus, collaboratively plan and deliver lessons, and observe practice to evaluate the impact of the lesson, and how the issue is addressed. This collaborative approach greatly encourages collaborative professionalism where teachers are able to evaluate their practice in a safe space, and reflect on ways forward, in communities of practice (DuFor, 2004; Hargreaves & O'Connor, 2018; Wood, 2007). Lesson study is an approach to developing teaching and learning, alongside coaching and mentoring. It offers an ideal opportunity for a staff-led-school development approach, firmly anchored in evidence-based practice, to support school improvement and development.

*Tannenbaum and Schmidt (2009) suggest that at novice stage it is best to lead on 'telling' and guidance, and at a more advanced stage of the mentee's development it is often sensible to start moving towards questioning and negotiation skills to enable the mentee to reflect on his/her practice and start solving problems for themselves.

Teacher educators' professional development

As stated in the TPL4I report "professional learning for inclusion is equally important for those who are involved in the professional learning of pre-service, beginning or more experienced teachers" (p. 34). Collaborative approaches (e.g., collaborative inquiry approach, development of immersion programs with practices in a network of schools) are underlined as essential on strengthening the teacher educators' professional learning. Mentoring courses or supervision are also described as effective ways of partnerships between universities and schools, that deepen the teacher educators' opportunities for professional learning in inclusive education settings and practice.

1.2. Latest Systematic Reviews and other studies

Alongside the analysis of the European Agency's reports, with the aim of analyzing recent scientific literature reviews on teachers' professional development for inclusive education, three articles were selected:

- Holmqvist, M., & Lelinge, B. (2020). Teachers' collaborative professional development for inclusive education. *European Journal of Special Needs Education*. DOI: [10.1080/08856257.2020.1842974](https://doi.org/10.1080/08856257.2020.1842974)
- Lautenbach, F., & Heyder, A. (2019). Changing attitudes to inclusion in preservice teacher education: a systematic review. *Educational Research*, 61(2), 231–253. DOI: [10.1080/00131881.2019.1596035](https://doi.org/10.1080/00131881.2019.1596035)
- Elek, C., & Page, J. (2019). Critical features of effective coaching for early childhood educators: a review of empirical research literature. *Professional Development in Education*, 45(4), 567–585. DOI: [10.1080/19415257.2018.1452781](https://doi.org/10.1080/19415257.2018.1452781)

These systematic reviews have been published in the past two years and reflect on the professional development of teachers for inclusion through different perspectives. Holmqvist and Lelinge (2020) focused on teachers' collaborative professional development for inclusive education. In their study, 21 articles that used collaborative professional development (collaboration with other teachers or between teachers and researchers) as a route for inclusiveness were analyzed. Lautenbach and Heyder (2019) reviewed 23 studies aimed at improving pre-service teachers' attitudes towards inclusion within the university context and determining what features of teacher training interventions may lead to a more positive attitude change. In turn, Elek and Page (2019) endeavored a systematic review on successful coaching interventions in early childhood education, searching for key elements for success. 53 articles were analyzed in terms of which features of coaching are critical to improving teachers' practices.

In their review about teacher's collaborative professional development for inclusive education, Holmqvist and Lelinge (2020) reported that the sustainability of PD results in teachers learning, and practices depends on teachers' active engagement. Taking the ownership of knowledge acquisition and change improves the likelihood teachers will increase the use of the new skills and strategies beyond the professional development

intervention. In addition, this systematic review also found that there is a lack of knowledge about the relation between PD results in knowledge development for teachers and their changed attitudes, and how its effects on learners' feelings of inclusiveness.

In their systematic review, Lautenbach and Heyder (2019) found that all analyzed studies were underpinned by the notion that positive attitudes towards inclusion are important in preservice teacher education, as they constitute one of the key factors for inclusive teaching. All studies had a timeframe of one semester between pre- and post-test, and teacher training interventions duration varied between 20, 30 and 36 hours, 9, 12 and 15 weeks. The teacher training interventions included a wide range of contents that can be organized into the following: 1) information on history, laws, legislation and politics of special education and inclusion; 2) disability categories; 3) educational inclusive practice/behavior and classroom management; 4) attitudes, beliefs and stereotypes. Most of the interventions combined information-based cognitive intervention with practical field experience, in which pre-service teachers could observe and be part of the provision of successful inclusive education.

Elek and Page (2019) referred to coaching as a form of professional development, which usually involves an experienced teacher providing individual and ongoing support for other teachers to improve teaching practices and children's learning. In the 53 analyzed studies, the authors highlighted two critical features of coaching: the structure and the process of coaching. In terms of structure, it was reported that a longer duration of coaching results in improved outcomes, but also that it depends on the content area, goals of coaching and professionals' characteristics or skills. Elek and Page (2019) also reported that for changes being maintained, professional development must take at least six months, which also applies to coaching. Additionally, the context where coaching takes place was also pointed out as an important feature. Professional development and sustained pedagogical change are more likely when learning occurs in their context, facilitating the application and maintenance of new skills, as well as guaranteeing individualization and engagement with the coaching. In this regard, individualization and active engagement were identified as two important features of the process of coaching. Professional learning and development are found to reach improved outcomes when it responds

to individuals' needs, characteristics and contexts and builds on existing skills and experiences of the learner. This depends on the place where coaching occurs, but also on the relationship between coach and learner. The individualization achieved in the process of coaching may contribute to the active engagement of the learner. Elek and Page (2019) looked for the elements of coaching mostly used, which are presented below according to their frequency:

- *Observation* of a learner's practice;
- *Feedback* about a learner's observed practice (provided to a learner individually and in person by the coach after observing the practice);
- *Goal-setting* (involved the coach supporting the learner to set goals for improved teaching practices in line with the aims of the intervention);
- *Reflecting* (discussion and problem-solving between a learner and a coach with a focus on the educator's past practices and future goals);
- *Modelling of teaching practices*.

Elek and Page (2019) listed three dimensions to observe the extent to which coaching promotes the learner's active engagement: *"its 'practical' and participatory nature; its reflective or emotionally engaging aspects; and, its self-directed or collaborative aspects"* (p. 578). The practical nature of coaching consists of observing and practicing new skills. The reflective, emotionally engaging nature refers to engaging learners in a mental and emotional manner, that is, involving them in *"using, processing, discussing and evaluating their knowledge"* (p.579). Self-direction together with goal-setting and reflection can be transformed in learning. One key aspect highlighted by the authors is the collaborative nature of this process.

Other Relevant Studies

In addition, two articles about teacher collaboration were examined. In one article, Beaton and colleagues (2021) share lessons taught from a transnational, multisectoral project – Promoting Inclusion in Society through Inclusion: Professional Dilemmas in Practice (PROMISE). In the second article, Lofthouse and Thomas (2017) analyze three forms of teacher partnership, while contrasting the definitions of cooperation and collaboration.

According to Lofthouse and Thomas (2017), collaboration is more than just working with a peer, it is about working toward common goals, sharing knowledge and problem-solving. In addition, collaboration can take different formats (Beaton et al., 2021). Lofthouse and Thomas (2017) examined different cases of teacher partnerships that occurred through mentoring, coaching and lesson study, concluding that, although stimulating collaboration in varying degrees, these formats have advantages in promoting informed decision-making and problem-solving (vd. definition on **table 2**). In their turn, Beaton and colleagues (2021) advance a number of similar features collaborative partnerships share, such as: identification of professional dilemmas, shared activity, inquiry of own practices and learning about other practices, culminating in shared critical reflection and co-constructed, reciprocal learning.

According to Lofthouse and Thomas (2017), professional collaborative learning has both individual and social dimensions, in acknowledging others' practices and methods, exchanging ideas, which results in changes in own practices.

When comparing the three forms of partnership, the authors found important factors that impact collaboration, namely: sharing labor for a common purpose, creating a safe forum for professional challenge, the significance of parity, collaboration vs. cooperation, compulsion vs. choice. In that study, Lofthouse and Thomas distinguish collaboration from cooperation by *"Collaboration implies working cognitively on a challenge together, piecing together ideas or creating something through joint deliberation. Running alongside, and sometimes perhaps instead of, collaboration is cooperation (...). We considered cooperation as task management processes which included agreeing how to complete tasks, identifying who will complete tasks and fulfilling one's side of the bargain. Sometimes cooperation was necessary due to the need to manage logistics"* (p.49). When approaching compulsory versus choice, Lofthouse and Thomas (2017) defined as compulsory collaborative practices the ones imposed by the school structure (a demand created by the regulations of a training course or by the rights of managers to direct employees' time and efforts). Choice is other point of a scale that relates with an implicit expectation to work in certain types of partnerships.

Although some of the dyads studied in Lofthouse and Thomas' study worked in different subjects (disciplinary areas), that did not oppose the joint endeavor and co-ownership of the outcomes. Similarly, within the PROMISE project, when asking teachers, the professional challenges they face when providing opportunities for all learners, the authors found identical dilemmas among teachers from five different European countries, across levels of education, and stages of career. The authors categorized the dilemmas in seven themes: behavior, inclusion, pedagogy, classroom management, inter-professional working, digital learning and psychological problems (Beaton et al., 2021). The authors concluded there is a similarity in the challenges teachers face and that these challenges required collaborative work.

Beaton and colleagues (2021) advice a professional learning that departures from real-life professional challenges teachers face. These challenges as inevitable, complex and multifaceted in nature, should be addressed through a sustainable, effective, authentic approach, involving teachers' agency, collaboration and even interprofessional working. Lofthouse and Thomas (2017) add that collaboration among teachers cannot risk the compromise of highly performativity demand and can be a means for teachers to gain greater authority in their own practice.

2. **RESEARCH, NATIONAL EXPERIENCES AND PROFESSIONALS' NEEDS: THE TRILOGY TO DRAW RECOMMENDATIONS ON PROFESSIONAL DEVELOPMENT FOR INCLUSION**

2.1. **Research Analysis – Education Programs for Inclusion**

The research analysis that we are presenting resulted from a systematic review (briefly available in article format) which main goal was to analyze professional development and training programs on promoting an inclusive pedagogy and collaborative practices in educational contexts. The research questions were:

1. What are the goals/ objectives and contents addressed on the programs?
2. What are the training methods implemented?
3. What are the outcomes achieved and how they are measured?

The selected studies responded to the criteria of presenting educational programs that included as target population teachers, educators and educational teams and which programs focused inclusive practices (including a narrow or broad approach to the different types of inclusion) from early childhood to secondary education. Also, the studies were selected by showing an interventive type documenting and/or examining the implementation of training programs through experimental, quasi-experimental and qualitative designs.

The keywords used were: Professional Development/ Teacher Training/ Inservice Training/ Initial Training/ Professional Collaboration/ Coaching; 'AND' Inclusive pedagogy/ Inclusive practices/ inclusive profile/ diverse needs/ diversity/ inclusion / inclusive education. The search was limited to the last 8 years (January 2013–April 2021). The used databases were EBSCO, ERIC, Web of Science, FRANCIS.

A total of 72 articles were analyzed. Descriptions about the Curricular design and core contents (goals/ objectives and contents), as well as the training methods/ strategies of the programs were linked within the 4

dimensions of the Profile of Inclusive Teachers (EAS-NIE, 2012):

- **Valuing Learners' Diversity** – when training goals/ objectives, contents and strategies were related to values and competences concerning conceptions of inclusive education and views of learners' differences;
- **Supporting All Learners** – when training goals/ objectives, contents and strategies were related to values and competences concerning the promotion of academic, practical, social and emotional learning of all learners and effective teaching approaches in heterogeneous classes;
- **Working with Others** – when training goals/ objectives, contents and strategies were related to values and competences concerning working with parents and families and working with a range of other educational professionals;
- **Personal and collaborative Professional Development** – when training goals/objectives, contents and strategies were related to values and competences concerning reflective practices and ongoing professional learning and development.

All papers were then analyzed by three authors. Inter-coder-reliability was 80% for the first four articles and reached 100% after clarifications were agreed.

RESULTS

Most of the programs of the selected studies were of in-service type (n=41, 55.4%), mostly targeting teachers from elementary education and learning communities/ teams, composed by members like teachers, educators, counselors, therapists, parents, school administrators. Another significant part of the examined studies was describing pre-service programs (n=30; 40.5%).

What are the goals/ objectives and contents addressed on the programs?

The goals and contents of the examined programs were mostly focusing 'Supporting all Learners' core values and competencies, followed by "Valuing Learners Diversity' and "Working with others". The "Personal and collaborative Professional Development" assumed less emphasis within the examined programs. In table 3 there are the percentages of contents and goals linked to each dimension and some examples.

Table 3. Goals and contents related to each area of competence

GOALS	
<p style="text-align: center;">Valuing Learners Diversity 24%</p> <p>– Develop and work within legal and ethical frameworks/standards – Become aware of own thought and visions on diversity and inclusion – Knowledge and understand of the theories and principles about socially just education”</p>	<p style="text-align: center;">Supporting All Learners 42%</p> <p>– Adapting/Differentiating curriculum – Presenting information in ways to accommodate sensory and cognitive needs of learners – Reducing challenging behaviors, through enhancing skills, knowledge and confidence with challenging behaviors”</p>
<p style="text-align: center;">Working with Others 24%</p> <p>– Collaborate with families (communicate with, involve, support, partner with families) – Support to plan, instruct and assess lessons together in the same classroom – Build a culture of critical reflection and repertoires of practice through shared mentoring”</p>	<p style="text-align: center;">Personal and collaborative Professional Development 10%</p> <p>– Analyse one’s teaching competencies for diversity and critically think about what has been learned – Build collective research capacities and strengthening the links between research and practice – Identify a focus for professional development”</p>
CONTENTS	
<p style="text-align: center;">Valuing Learners Diversity 13%</p> <p>– Policies and legislation – Stereotypes and prejudices / Stigma and risk – Review of debates and philosophical underpinnings of inclusive education”</p>	<p style="text-align: center;">Supporting All Learners 64%</p> <p>– Curriculum design – Curriculum-based measurement/assessment – UDL guidelines and basics (concepts, principles, examples of good practices)”</p>
<p style="text-align: center;">Working with Others 17%</p> <p>– Models and experiences of co and team teaching in schools – Coaching practices standards on inclusive behaviors – Communication strategies”</p>	<p style="text-align: center;">Personal and collaborative Professional Development 6%</p> <p>– Educational Design Research process of creative and critical thinking – Inclusive Pedagogical Approach in Action (IPAA) framework as a reference to examine inclusive pedagogy – Look, Think and Act model applied to their Action Research projects”</p>

What are the training methods implemented?

In accordance with the distribution of goals and contents, a broader scope of strategies was found within “Supporting All Learners” area of competence. In table 4 there are percentages of identified strategies linked to each dimension and some examples.

Table 4. Strategies related to each area of competence

<p>Valuing Learners Diversity 5%</p> <p>“– Exploration of teachers’ identity, personal experiences and the social discourse about diversity around them – Targeted–diversity awareness–training protocol – Activity : Growing awareness Inventory (GAIIn) tasks – 3 reflective practice protocols to identify and incorporate learners’ backgrounds into instruction”</p>	<p>Supporting All Learners 78%</p> <p>“– Case–based learning/ case studies – Participation in discussion forums/ group discussions (e.g., about problems, difficulties, sharing practices and reflections) – Advice/follow up/ feedback (on lesson plans, on practices)”</p>
<p>Working with Others 11%</p> <p>“– Ask stakeholders to help identify barriers to inclusion – PLCs constitution (including the individual student teacher, other student teachers, classroom teachers, a deputy principal and university staff members) – Saturday Collaboration sessions – brainstorming lesson ideas, completing activities, researching”</p>	<p>Personal and collaborative Professional Development 6%</p> <p>“– Development of a self–assessment portfolio – Action plans (to meet self–identified goals) – Development of inquiry projects”</p>

What are the outcomes achieved and how they are measured?

The impact of the programs was examined in a significant part of the studies, using questionnaires and interviews. To assess the degree of adoption/ implementation of the program, the establishment of partnerships, and the teachers’ knowledge and beliefs was the common targets of the **questionnaires**. In a similar way, also an **interview** was commonly conceived to gather perceptions from teachers, school administrators, parents, teachers, concerning: attitudinal or knowledge changes with the program, opinions on inclusion, policies and suggestions for improvements.

The impact of the programs was described as widely as positive (91%), in the sense that intervention aims were totally or partially accomplished, with effects described mostly at teachers’ level.

Key-considerations for Professional Development:

- For teachers' professional development, information-based cognitive intervention is fundamental, but also the opportunities to put new knowledge, skills and attitudes into practice through practical field experiences;
- Collaboration (with other teachers or between teachers and researchers) is a key element defining professional development for inclusion. Collaboration is a mean for teachers' autonomy and authority in their own practice;
- The use of continuing learning in the context of practices, facilitates the application and maintenance of new skills, promoting a sustained pedagogical change;
- Within the collaborative practices, the coaching, the mentoring and the lesson study are successful approaches particularly by responding to individuals' needs and contexts and by being built on existing skills and experiences of the learner. This can be promoted by the use of strategies such as observation, feedback, reflection and setting common goals and collaboration;
- The professional challenges should be addressed through a sustainable, effective, authentic approach, involving teachers' agency, collaboration and even interprofessional working;
- 'Supporting All Learners' core values and competencies is the dimension most approached in the programs found in the scientific literature.
- The 'Working with Others' and the 'Valuing Learner Diversity' core values and competencies need greater investment when confronted with the importance of diversity and collaborative practices within the conceptualization of professional learning for inclusion;
- The 'Personal and Collaborative Professional Development' is the dimension least approached in the programs.

2.2. National Policies and Examples of Education Programs for Inclusion

Bearing in mind the goal of investigating professional development strategies that are effective, feasible and replicable – besides the literature review – our analysis included:

1. a contextualization of each partner country on policies and trends related to teacher professional Learning for inclusion
2. and an examination of a sample of TT programs and curriculums for inclusion implemented by the partner institutions.

Because teacher professional learning – like all learning – takes place in a specific context in which education policies determine the contours and possibilities, a review over the system of inclusive education in each of the partner countries has been conducted (**table 5**).

National policies for inclusive education

This section presents the analysis of the inclusive education policies from partner countries: Latvia, Belgium, the Netherlands, Portugal and UK. The analysis represents the departure point for analyzing and contextualizing the professional development of teachers towards inclusive education. A synthesis table can be found [here](#).

The country information related to the wider policy guiding inclusive education implementation was organized under four topics: *for what/why* – what are the guiding principles stated in educational policies orienting procedures and practices in education? *Who* – who constitutes the target group of inclusive education policies? *How* – how are the support systems organized for meeting additional needs of learners and what are the educational measures available at schools to be implemented in cases of additional support needs? *Where* – in what contexts are those supports implemented. The grid of analysis (table 5) also includes a section related to the requirements for the regular education, which drive the needs for professional development of teachers towards the acquisition of knowledge and skills for implementing inclusive education policies.

The information has been gathered from a variety of information sources, including national documents, legislation and cross-cutting content consulted in different key international entities, including the European Agency for Special Needs and Inclusive Education, Eurydice Network and OECD. When available, hyperlinks to original policies and resources are provided.

Table 5. Legislation and formal national documents about inclusive education policies.

Documents of reference	Country System Overview	Requirements for schools and educational professionals
Latvia		
<p>A student with special education needs in Latvian Educational Institutions – in theory and practice (Rozenfelde, 2016)</p> <p>Regulations of the Cabinet of Ministers, 2018 Education Development Guidelines 2014–2020</p>	<p>For what/why: “High quality and inclusive education for personal development, human well-being and sustainable national growth is the overarching goal of education development policy” (Education Development Guidelines 2014–2020)</p> <p>For whom: groups at risk due development, ability, health and social background conditions and problems; third-country citizens, ethnic minorities and Roma children; returned emigrant families and Latvia’s citizens’ children who born abroad (Education Development Guidelines 2014–2020)¹</p> <p>Special educational needs are the main target group and are identified according to eight categories:²</p> <p>learners with visual impairment; learners with hearing impairment; learners with mental disabilities; learners with physical disabilities; learners with chronic health disorders; learners with language disabilities; learners with mental health disorders; and learners with learning disabilities.</p> <p>How: Learners who have obtained a statement from the National or the Municipal Pedagogical and Medical Commission about appropriate education programme can attend a regular school if the school has licensed the necessary special education programme and has necessary infrastructure and learning environment. Schools must include the following provisions: institutional facilities and utilities of premises (territory); additional rehabilitation measures; and additional pedagogical staff and support staff.²</p> <p>Where: there are both educational options that provide education in special educational institutions and those organized for special assistance to learners in general education schools.³</p>	<p>At regular schools, the assistant helps the teacher working with learners with physical and/or mental development disabilities, vision or hearing impairment. During lessons, the assistant works individually with one, two, but no more than three learners. He/she also helps learners to prepare for lessons, for a walk, as well as helps to integrate in a class and school in general. A teacher – speech therapist works with children with speech problems in the first six classes.²</p>

Belgium (Flemish Community)

Inclusive Education in Flanders, Belgium: a country with a long history of segregation
Circular NO/2017/02

Presentation 'M-decree: motor, motivation, opportunities'

Website Department of Education
<https://onderwijs.vlaanderen.be/nl/grote-lijnen-van-het-m-decreet>
(Dutch only)

Inclusive Education for Learners with Intellectual Disabilities

I need help on Mondays, it's not my day. The other days, I'm ok – perspectives of disabled children in inclusive education

<http://steunpuntsono.be/port-folio/dynamieken-achter-de-implementatie-van-het-m-decree-t-eeen-casestudieonderzoek-2/>
(Dutch only)

For what/why: Inclusion is a fundamental right, embedded in the Belgian Constitution. In the Flemish community, specific legislation focuses on measures for learners with special educational needs through the so-called M-decree (2014). This legislation has the following central principles:

1. Inclusive education is the first option
2. All learners have a right to reasonable accommodations
3. All learners have a right for enrolment in a regular school
4. The structure & role of special schools is modernised
5. Every school needs to develop and deliver a continuum of supports. Clear procedures for assessment, external support and individually adapted curricula are stipulated
6. External support teachers can be asked to assist specific learners, their teachers and the internal support team in each regular school ([Circular NO/2017/02](https://onderwijs.vlaanderen.be/nl/grote-lijnen-van-het-m-decreet), Dutch only).

For whom: All learners can get support in the schools when they experience developmental and/or learning disadvantages, socio-emotional disadvantages and/or barriers linked to their socio-economic status, intercultural and/or multilingual background. Learners with complex barriers, can be referred to the interdisciplinary pupil guidance centre (CLB), linked to each school. The CLB provides a needs based assessment wherever necessary, which can give learners and families access to extra support, based on the support needs of both the learner, the family and the school team.²

How: Every school has to develop a vision on how to realize a quality education for all and has to develop a policy which guarantees a continuum with layered support for all learners. This policy concretizes how the school team is realizing a continuum of support offered in three phases: broad support for all learners; increased support for individual learners and extended support targeting certain learners. Schools can ask support in this to their Pedagogical Guidance Service.

All learners are entitled to have access to the common curriculum. Learners assessed to have SEN get reasonable accommodations in the regular school and/or support of a special teacher or therapist from the support network to which the school belongs.²

If these reasonable accommodations have proven to be insufficient to follow the common curriculum, learners' needs can be assessed to give them access to an individually adapted curriculum. These learners can also receive extra support from a special teacher or therapist of the support network to which the school belongs in the regular school.²

Where: All learners, including those with an assessment of SEN due to developmental, learning and/or socio-emotional problems, stay in the regular education as long as possible. If the extra support in the regular school is not considered sufficient to answer all learning needs and if their family agrees with it, the CLB-assessment can give access to a specific type of special education, so a family can enroll their child in a special school. Learners whose needs cannot be ensured within the common curriculum of the regular education system may receive special education in a special school.³

Teachers and school teams in regular schools need to learn how to develop and implement an inclusive vision, policy, practices and continuum of support in the school.

The school internal support team may request external support from the CLB, their pedagogical guidance center and the network of (special) schools in the area. The regular school team determines support needs in consultation with the family and the CLB to formulate a support request. Support can be used in a team-oriented, teacher-oriented and/or pupil-oriented way. Support is available for learners in pre-school, primary and secondary education. All support questions for learners with SEN are based on a needs based assessment by the CLB. These are weighed in the schools budget, as subsidized by the Department of Education.²

To organize the external support, funds are allocated to networks of regular and special schools, CLB and Pedagogical Guidance Services, to appoint support staff reaching out to the regular schools.²

Teaching methods to support learners with an individually adapted curriculum are highly individualized. For these learners, an individual education plan (IEP) must be drawn up, implemented, regularly evaluated, and adapted, throughout a cyclical process of inter-professional collaboration in which learner, parents, teachers, therapists and other professionals involved collaborate.³

Also for learners with a wide variety of backgrounds but without an assessment of SEN, the collaboration with families, other educational professionals and services in the local community is organized by teachers and school teams. School leaders play an important role in this.

Portugal

Decree-Law no. 54/2018, 6th July

For what/why: to ensure inclusion, as a process which responds to the diversity of needs and capabilities of each and every student, through increased participation in the learning processes and educational community (Decree-Law nº.54/2018).²

Each school shall recognise the added value of the diversity of its learners (Decree-Law No. 54/2018). They will: • find ways to deal with differences; • adjust the teaching process to the individual characteristics and conditions of each learner; • mobilise available means so that everyone learns and participates in the life of the educational community.⁴

For whom: there is no model of special legislation for special learners; focus on the resource mobilization rather than on learners' categories²

How: Teaching methods are based on the universal design for learning and the multilevel approach to accessing the curriculum (D.L. nº. 54/2018). The multilevel approach is based on flexible curricular models for systematic monitoring of the effectiveness of successive interventions for each student to acquire a common set of key competences, focused on their abilities and interests. The multilevel approach is divided into three measures supporting learning and inclusion: universal, selective and additional²

Where: The majority of learners attend regular education, and only about 1% of learners attend special schools (situations of complex needs and grounded on request from the respective parent/guardian)³

The kindergarten, class or head teacher co-ordinates the implementation of the educational measures proposed in the technical pedagogical report.²

Each school have a multidisciplinary team to support inclusive education, consisting of permanent members (one teacher who assists the school director; a special education teacher; three members of the pedagogical council with functions of pedagogical co-ordination in the different levels of education and teaching; a psychologist) and of variable members (individuals related to the learner being discussed).⁴

Resource Centres for Inclusion (RCI), created from former special schools, support regular schools and have been a key lever for the development of inclusive schools.⁴

Information and Communication Technology (ICT) Resource Centres have the mission of assessing and prescribing assistive technology and teaching the use of technology to teachers and parents.⁴

Netherlands

Act on Primary Education

Expertise Centres Act (WEC)

Appropriate Education Act

For what/why: integrating children with special needs in regular schools ("Going to School Together") with aims of: enabling learners with special needs to attend regular primary schools; controlling costs by awarding a set budget to consortia of regular schools and special schools; to broadening and strengthening special needs facilities at primary schools.

For whom: The school proposes an educational report for the application for pupil-specific funding (for learners/learners not able to attend regular education without extra provisions), motivated by five categories of difficulties/impairments:²

learners with cognitive, sensory or physical impairments; severe psychiatric difficulties; severe learning or behavioural difficulties; multiple impairments; protracted illness

How: In regular education there are educational provisions for children in need of extra guidance and support. Learners with special needs are not automatically referred to special schools.²

Where: there are special schools for the primary age group and for the secondary age group – Expertise Centres Act. Special education schools are divided into four categories (schools for visually impaired or children with multiple disabilities; schools for children with hearing impairment or communicative disabilities; schools for children with physical and intellectual disabilities and chronic illness; schools for children with mental or behavioral disorders.³

If parents prefer their children to attend regular school, a personal budget is awarded to finance special facilities and support for the child.³

Regular schools use pupil-specific funding for education for learners in need for additional guidance. With this funding the school can provide additional guidance and teaching material. Schools have remedial teachers (to supply additional support for children who perform insufficiently) and an internal counsellor for individual guidance.²

In the current context of Appropriate Education the personal budget has disappeared. Based on the additional support needs of a student the Partnership Group (which is the new name for the consortia of collaborating regular and special schools) decides which support is needed and how it is provided, either directly to the student or to the school. Special schools for visually impaired and hearing impaired or learners with communicative disabilities are not part of this partnership.

UK (England)

Children and Families Act 2014	For whom: 'a child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her' ² .
Special Educational Needs and Disability Code of Practice: 0 to 25 years	'has a significantly greater difficulty in learning than the majority of others of the same age, or
Special Educational Needs in England: January 2018	has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in regular schools or regular post-16 institutions.' ²
	There are four "broad areas of need": communication and interaction; cognition and learning social; emotional and mental health difficulties; sensory and / or physical needs ²
	How: two broad levels of support for children and young people with special educational needs (SEN) and disabilities: ²
	Special educational needs support / SEN support
	Education, Health and Care (EHC) plans
	Where: examples of separate education provision:
	Maintained special schools; Special academies; Non-maintained special schools; Independent special schools; Specialist colleges; Alternative provision ³
	Parents of children with an EHC plan and young people with such plan have the right to seek a place at a special school, special post-16 institution or specialist college (Code of Practice, p. 28) ³

¹ Eurydice, National Education Systems, *COUNTRY*, Educational Support and Guidance

² Eurydice, National Education Systems, *COUNTRY*, Special Education Needs Provision within Regular Education

³ Eurydice, National Education Systems, *COUNTRY*, Separate Special Education Needs Provision Early Childhood and School Education

⁴ European Agency, Policy Mapping Grid

Understanding the teachers' professional development on inclusion demands a wider analysis of educational policies on how inclusive education is understood and implemented. The analysis displayed in **Table 5** reveals that the building blocks for inclusive education have years of implementation in each of the comparison countries. The five countries differ in several ways, including: 1) the understanding of inclusion and diversity; 2) the extent to which SEN or disability categorizations are used for determining the provision of additional supports; 3) the way the additional supports system is organized; and 4) the contexts where education of children takes place.

The trend verified in the literature towards a broader conception of inclusive education concerned with diversity in general has been receiving an echo from national policymakers, by the efforts focused on policies that envisage inclusive education beyond the special-educational-needs discourse. In this perspective, inclusive education is a matter of providing high quality educational responses to the support needs of all learners, whether arising from disability, ethnicity, socio-economic background, migration. For example, Portugal has enacted a new legislation – Decree-Law n.º 54/2018 – establishing the principles and regulations that ensure inclusive education as a process that must respond to the support needs of each and every student, without any mention to the group of “special educational needs”. Latvia includes specific guidelines for the special educational needs group, but frame inclusive education in a wider vision of learners who need additional support due to several factors, such as ethnicity minorities and Roma children, returned emigrant families or socio-background disadvantage. A categorical approach to base the organization of services provision, still though, have a presence in the examined policies.

Additional supports provision in the common schools includes additional funding for special educational needs (e.g., Belgium, Netherlands), remedial/assistant teachers (e.g., Netherlands, Latvia), speech therapists (Latvia) and other educational professionals from the traditional special education schools (which were converted in to Resource Centers for Inclusion in Portugal). Educational provision for learners with additional needs of support are stated in specific documents, such as the “substantiated report” (Belgium), “technical pedagogical report” (Portugal), “Education, health and Care (EHC) plans” (UK).

National policies for teacher professional Learning for inclusion

The policies adopted in the five partner countries concerning teachers' professional learning for inclusion are presented on **table 6**.

A synthesis table can be also found [here](#).

Table 6. A resume of the Policy Mapping Grid concerning teacher professional learning for inclusion (EASNIE, 2020).

To what extent initial teacher education reflects knowledge, attitudes and skills aligned with inclusive education?

Teacher qualification – requirements				
Belgium	Latvia	Portugal	Netherlands	UK
<p>ITE started a reform in 2019, with two teacher education providers instead of three: adult education will no longer offer teacher education programs; universities of applied sciences offer several teacher education programs at both graduate and/or bachelor level for early childhood education, pre-school, primary and (lower-) secondary education; universities provide teacher education programs at master's level for (lower- and upper-) secondary education. All teacher education programs have at least 60 ECTS (in addition to a prior qualification) or 180 ECTS as a teacher qualification for pre-school, primary or secondary education on its own.¹</p>	<p>ITE can be provided in two groups of programs - academic and professional: Academic study programs in pedagogy followed by professional higher education study program, Professional higher education: 1) second level professional higher education study programs (integrated bachelor program); 2) first level professional higher education study programs. All teachers must undergo study programs leading not only to higher pedagogical education but also to a teacher qualification in the respective level of education¹</p>	<p>Teaching qualification is essential to teach in public, private and cooperative teaching establishments (Decree-Law no. 79/2014). The same qualification level is demanded for all teachers – Master's degree.¹</p>	<p>Teaching qualification involves 4 years of teacher training. Primary school teachers – in higher education institutions (trained to teach all curriculum subjects and chose a specialization in the third year of study: early childhood (4-8-olds) or middle childhood (8-12-years-olds)² Secondary school teachers – two forms of qualification: 1) lower-secondary qualification ("grade two" qualification – teachers can teach in the first 3 years of HAVO and VWO and all the years of secondary and vocational education – qualification provided at higher education (HBO); 2) full qualification ("grade one" qualification – teachers can teach all levels of secondary education – qualification provided at universities)²</p>	<p>Teaching qualification involves gaining an academic qualification and the professional accreditation of Qualified Teacher Status (QTS), and passing a statutory induction period³ ITE can be obtained through a diverse range of routes, but have to meet the <u>Teachers' Standards</u> (include two parts: 1) Teaching; 2) Personal and professional conduct) on which QTS is based.</p>

Basic competences of the teacher

Belgium	Latvia	Portugal	Netherlands	UK
<p>At the end of ITE two sets of competence frameworks should be attained:</p> <ul style="list-style-type: none"> • A professional profile: a competence framework for experienced teachers, who should strive towards these competences throughout their career • Basic competences: what a beginning teacher should know and be able to do.¹ <p>Professional Profile and basic competences include, among others, the following skills:</p> <ul style="list-style-type: none"> • Design a powerful learning environment that takes learner heterogeneity into account; • Cope with diversity in the group; • Communicate with learners and parents from diverse (learning) backgrounds; • Implement care broadening initiatives in consultation with the team and align them with the school's overall approach, etc.¹ 	<p>The general structure of pedagogical education consists of four parts:</p> <ul style="list-style-type: none"> • Pedagogy and psychology, • Content of specific subject/s to be taught in school and methodology of teaching, • Pedagogical practice and development of the qualification thesis, • General education courses like languages, ICT, arts, physical education.¹ <p>No specific example of competences related to inclusive education</p>	<p>Performance profile of regular teachers includes two components (Decree-Law no. 240/2001):</p> <ul style="list-style-type: none"> • Professional and ethics: encourage the development of learners' autonomy and their full inclusion in society, taking into account the complex and differentiated learning process. • Development of teaching and learning: promote meaningful learning in the context of the objectives of the class curriculum, developing core competencies.⁵ 	<p>Curricula of teacher training courses are aligned with standards of competence listed in the <u>Education Professions Act</u>, which represent basic knowledge and skills required of teachers and that are linked to four professional roles that teachers have:</p> <ul style="list-style-type: none"> - Interpersonal role; - Pedagogical role; - Organisational role; - Expert role in subject matter and teaching methods² <p>No specific example of competences related to inclusive education</p>	<p><u>Teachers' Standards</u> leading to QTS states that a teacher must:</p> <ul style="list-style-type: none"> - Set high expectations which inspire, motivate and challenge learners - Promote good progress and outcomes by learners - demonstrate good subject and curriculum knowledge - Plan and teach well structure lessons - Adapt teaching to respond to the strengths and needs of all learners - Make accurate and productive use of assessment - Manage behaviour effectively to ensure a good and safe learning environment

Knowledge, attitudes and skills for inclusive education and diversity across initial teacher education

Belgium	Latvia	Portugal	Netherlands	UK
<p>The professional profile and basic competences of teachers presuppose a domain of inclusive education topics.⁶ The strengthening of ITE is one aim of the Flemish Parliament (Policy Paper Education 2019–2024), with specific attention for the following competences (among others):</p> <ul style="list-style-type: none"> - Dealing with learners with behavioral and learning problems; - Dealing with giftedness; - Dealing with diversity in the classroom;² 	<p>No standard curriculum of pedagogical sciences – what prospective teachers learn in various training institutions may vary. ...¹ Nevertheless, all pedagogy learners have to acquire knowledge in psychology, special pedagogy and medicine in order to integrate children with special needs into regular schools.¹</p>	<p>ITE includes a generic and introductory approach to issues related to inclusion, as well as understanding and supporting learners with diverse characteristics and additional needs and working with families² In the TE4I analysis of Portugal, differences were found in units/courses on inclusion in ITE programs. In a greater part of the courses, those subjects are optional.⁵</p>	<p>ITE often includes an introduction to teaching learners with special needs. Some teacher training colleges also offer an optional course in special educational needs² In their evaluation of and implementation plan to improve Appropriate Education the Dutch Ministry of Education (2020) wants the ITE to focus more on how to effectively supporting learners with additional support needs in regular schools and to make better use of research-informed ways of teaching.</p>	<p>There is no prescribed curriculum for ITE. Nevertheless, ITE must enable teacher trainees to demonstrate that they meet all of the Teachers' Standards. The Carter Review of Initial Teacher Training (2015) recommended the development of a framework of core content for ITT, which should include content on Special Educational needs and disabilities⁸</p>

To what extent continuing professional development and stated priorities and incentives are aligned with an inclusive agenda?

Professional development				
Belgium	Latvia	Portugal	Netherlands	UK
<p>Schools and teachers are responsible for their own quality of education and for the development of their own CPD policy, based on their own professional learning needs (with strengthening the professional profile and basic competences as a guideline).⁵</p> <p>Priority topics for in-service PD are set at government level every two years. The government pays CPD-programs focused on this priority, so that they become available without any costs during this two year-period.</p> <p>Eg. after two years focused on the implementation of the M-decree, the priority for 2018-2019 and 2019-2020 was 'Developing qualitative support for learners with special educational needs in networks of schools in nursery, primary and secondary education and in the centres for part-time vocational secondary education'.⁶</p> <p>In 2020-2021 and 2021-2022, the priority lies on CPD to support the reading skills of all learners.</p>	<p>Compulsory for teachers at all education levels (at least 36h of PD every three years), who are responsible for acquiring the mandatory in-service training (teachers must plan CPD activities in cooperation with the head of the school).⁴</p> <p>There is no regulation that supports teachers to engage in professional learning on inclusive education.⁵</p> <p>However, the <u>Requirements for CPD</u> – identified by the Cabinet of Ministers – focus on contents of inclusive education: Ensure the necessary teacher qualification, to conform to the necessities of society and to promote the growth of pedagogues as creative personalities. Curriculum includes development of general skills of pedagogues (implementation of pedagogical process according to individual needs, inclusive education, protection of rights of the child), among others.³</p>	<p>'All teachers should do some training in their area of intervention regularly (Decree Law 22/2014, establishes the legal regime of the training of teachers)'</p> <p>Priorities of PD set by the government (Dispatch No. 778/2019):</p> <ul style="list-style-type: none"> • the promotion of school success; the basic and secondary education curriculum, the guiding principles conception, operationalisation and assessment of learning, pursuant to Decree-Law No. 55/2018, 6 July; • the legal regime for inclusive education, approved by Decree-Law No. 54/2018.² 	<p>School boards are obliged to employ competent staff and subsequently enable them to maintain and further improve their competence.²</p> <p>Teacher professionalization is supported by a national program – Teachers' Agenda 2013-2020, which include the objective that all teachers have the skills and competence to adapt their lessons to different learner needs by 2020²</p>	<p>The CPD needs of each teacher are determined by the individual, in the context of performance management and the school development plan³</p>

Strategies to increase the schools' capacity in supporting professional development

Belgium	Latvia	Portugal	Netherlands	UK
<p>Each school has to develop an annual professional development plan (Decree on the quality of education, 8 May 2009, article 8)</p> <p>The school needs to develop a regular professional dialogue and reflection on learning and teaching and to offer the necessary support. Internal and external sharing of expertise is stimulated. The pedagogical counselling services encourage the implementation of initiatives regarding CPD in every school. The school inspection follows up on this policy, the practice and its effects. Beginning team members receive proper and suitable mentoring and counselling. The cyclical process of quality assurance is guaranteed and incorporated in the reference framework for educational quality (ROK) of the inspection, which is an important guideline for a school's CPD policy and CPD plan. It contains minimum quality expectations for schools that stimulate the development of one's own (quality) policy. 'Inclusion', 'Dealing with diversity' and 'providing appropriate guidance for learners to realize equal educational opportunities' are aspects of the ROK.⁶</p>	<p>Local governments are responsible for providing educational opportunities to all children residing in their administrative territory, and the ones which support school teams to get involved in research and different long- and short-term projects; organizing continuing education for teaching staff and pedagogical methodology work (Law on Local Governments, Chapter 2, paragraph 17, 1995–2013: likumi.lv/doc.php?id=57255).⁶ Support will also be provided to teachers ... methodological tools that are needed for integration of young people with special needs into the general education system will be developed, as well as improvement of the professional competence of teachers and support personnel. (Education Development Guidelines 2014–2020).⁵</p>	<p>There is no specific mechanism to engage teachers in professional learning activities on inclusive education. Monitoring mechanisms evaluating schools' inclusive practice can</p> <p>Self-assessment processes of schools (Law 31/2002, 20 December) to promote the improvement of efficiency, effectiveness and accountability (self-assessment report includes information on the implementation of curricular measures, resources and support structures for inclusive education).</p> <p>External evaluation of schools under the responsibility of the General Inspection of Education, seeking to support the capacity-building of schools, self-evaluation practices, the participation of the educational community and the local society and to evaluate the inclusive practices.⁶</p>	<p>In the Netherlands freedom of education is a constitutional right. At all levels of the system schools have the freedom of deciding how they will reach the broadly defined attainment targets which are set. There is no standard curriculum to which all schools should adhere. This includes Higher Education Institutes. Of course these institutes have developed a set of requirements for developing their curricula at ITE level.</p> <p>Dutch primary and secondary schools are regularly inspected and one of the criteria is how teachers adapt their teaching to the individual support needs of their learners, both in regular and special schools.</p> <p>At school level is decided what professional development is needed to improve the overall quality of teaching and collaborating with parents.</p> <p>When schools are working together in a cluster such decisions may also be taken at cluster-level.</p>	<p>Teacher Recruitment and Retention Strategy, four priorities:</p> <p>helping leaders to create supportive school structures support teachers at an early stage in their careers (Early Career Framework, 2021) ensure that career in teaching remains attractive to teachers – e.g., developing specialist qualifications to support clearer non-leadership career pathways simplifying the process of becoming a teacher ("one-stop" application service for ITT</p>

Government initiatives for professional development

Belgium	Latvia	Portugal	Netherlands	UK
<p>"Pilot projects to strengthen teacher training" (Sep-2021-August 2023) are launched and subsidized in one of the following three areas:</p> <ul style="list-style-type: none"> - Professional knowledge and didactics - Flexible training programs - Diversity² <p>'Semi- or unregulated grants and other initiatives': from time to time, the government organizes free seminars focusing on all kinds of topics (e.g. M-Decree Study Day, Study Day on Language Policies...), aimed at education professionals'.⁴</p> <p>The government subsidizes a free magazine 'Klasse' with newsletters, specific newsletters focusing on 'Equal educational opportunities, a TV-Klasse-channel, a website,... These materials are often used in CPD</p>	<p>No information</p>	<p>Directorate-General of Education has promoted: several training sessions for inclusive education school leadership teams (2018); a massive open online courses on inclusive education (2019, 2020).⁶</p>	<p>Due to the freedom of education the Dutch government may provide extra financial initiatives for continuing professional development for teachers, may advise to take into account current government policies which strives to realising inclusive education within the next 15 years, but they will not tell schools how to proceed and what they should do to make this happen.</p>	<p>Publication of materials on Government online portal (Gov.uk), developed with and maintained by a leading UK SEN association, Nasen: five modules (autism spectrum disorders; dyslexia/specific learning difficulties; speech language and communication difficulties; behavioural, emotional and social difficulties; and moderate learning difficulties)²</p>

Incentives for all teachers to engage in professional learning activities				
Belgium	Latvia	Portugal	Netherlands	UK
<p>Some diplomas of Advanced Bachelor programs and in-service training programs give school staff, under certain conditions, the right to a wage supplement. This is, for example, the case for: • the advanced bachelor's program in special education; • the advanced bachelor's program in special needs and remedial learning.⁶</p> <p>All schools get a (limited) budget per staff member to pay for CPD. Teachers discuss with their school leaders and within their teams how they will spend this budget. It can be used for both individual and collaborative CPD.</p> <p>Every school has a (very limited) amount of school days per year which they have to dedicate to CPD. On these so-called 'pedagogical study days', school teams gather for CPD activities in their local school. Learners are not coming to school on these days.</p>	<p>CPD programs can be type A and type B programs.</p> <p>Type A: a teacher can form the training of modules from different programs (at least six hours). There are five modules involved to develop: • general competences of teacher • education content and didactics • management of education process • teacher's self-development • teacher's experience (participation in conferences, seminars, master classes etc.).</p> <p>Type B: entitles a teacher to teach any other subject or to work in other education level. It also gives teaching rights for a person without the higher pedagogical education. At least 72 hours.⁶</p> <p>Teacher receives a certificate after acquisition of the A and B type programme.⁴</p>	<p>In-service training can be implemented by higher education institutions, by school clusters in training centres, by training centres of scientific or professional associations, and by central or local administration centres, all of them accredited by the Scientific Pedagogical Council for Teacher Training. Lifelong training modalities entitle those who attend them to a certificate and to some credits vital to progress in their teaching careers. (European Agency, Country Policy Review and Analysis, Portugal, p. 29)⁴</p>	<p>All schools receive a set sum of money for each teacher they employ. It is up to the individual school how they spend the money. The Higher Education Institutes for initial and continuing teacher training offer bachelor and master programs, short courses, presentations, support for school development and improvement etc. But many private companies and persons also offer shorter and longer training opportunities and support on specific subjects. Again, schools choose what they think they need and who will provide. Clusters of school may develop their own training programs and quite a few have started their own academies. The idea of life-long-learning is widely adopted in the Netherlands.</p>	<p>Mandatory qualification for teachers who adopt or are appointed SEN Coordinator in each primary/secondary school – PG Cert SENCO provided by organizations validated by NASEN.</p> <p>Additionally, teachers may undertake Masters level academic study at universities focusing on SEN/Inclusive Practice. Government has scheme to pay fees if whole Masters is completed.</p>

¹Eurydice, National Education Systems, *COUNTRY*, Initial Education for Teachers Working in Early Childhood and School Education

²European Agency, Country information, Teacher education for inclusive education

³Eurydice, National Education Systems, *COUNTRY*, Teachers and Education Staff

⁴Eurydice, National Education Systems, *COUNTRY*, Continuing Professional Development for Academic Staff Working in Higher Education

⁵European Agency, Country Policy Review and Analysis

⁶European Agency, Policy Mapping Grid

The requirements for teacher qualification vary across the five countries. The different routes to obtain the qualification depend on the level of education for which teachers are acquiring it (pre-school, primary and/or secondary education), influencing the level of ECTS required and the institution (university of applied sciences or university) that will confer the qualification. The common denominator among it is that a teaching qualification depends on two components: academic and professional qualification.

The five countries have defined a set of basic knowledge, skills and attitudes that teachers should reach at the end of the qualification. For Belgium, The Netherlands and the UK, these basic competences are stated in regulated standards. Portugal has defined a performance profile of regular teachers. Inclusive education and diversity are to some extent covered in these performance profiles and basic competences, through components such as the following examples:

“design a powerful learning environment that takes learner heterogeneity into account” (Functional Skills, Belgium)

“adapt teaching to respond to the strengths and needs of all learners” (Teachers’ Standards, UK)

“encourage the development of learners’ autonomy and their full inclusion in society, taking into account the complex and differentiated learning process” (Profile of regular teachers, Portugal)

There is a great variety in how initial teacher education approach themes related to inclusive education. The EASNIE project “Teacher Education for Inclusive Education” (...) states that there is no prescribed curriculum for or regulation to include inclusive education courses/units in ITE. The extent to which courses on inclusion and diversity are addressed throughout teachers’ qualification varies also among higher education institutions within the same country. The same applies to specific courses related to special educational needs and/or disabilities, which can make part of the ITE curriculum or be provided in an optional course.

Continuing professional development is ensured in the five countries with different levels of commitment having the underlying idea that it is a professional right and a duty throughout a teachers’ career. In Latvia, CPD

is compulsory for all teachers, who have to complete at least 36 hours every three years. In the five countries, teachers are responsible for and free to choose CPD activities without regulation, supporting their engagement in inclusive education contents. Nevertheless, the priorities for CPD established at the government level tend to reflect the concern with topics related to inclusive education, defining as axes ensuring the implementation of the pedagogical process according to individual needs and inclusive education (e.g., Latvia, [The Requirements for CPD](#)). In particular, the priorities for professional development in Belgium, The Netherlands and Portugal point directly to inclusive education contents, by reinforcing teachers’ skills to provide support in the context of special educational needs (e.g. Belgium Flemish Community Priorities set for 2015–2019), to adapt their lessons to different learners’ needs (The Netherlands, National Program – Teachers’ Agenda 2013–2020) and to guarantee inclusive education in a broader sense (Portugal). In this latter case, Portugal’s priorities of PD are directly associated with the competencies necessary to implement the principles and practices introduced by the recent decree-law of inclusive education (Decree-law no. 54/2018).

In all countries, tailor-made professional development is encouraged, but in a strategy aligned with the needs of schools. In Belgium for example, each school has to develop an annual professional training plan oriented to support CPD of beginning teachers and team members, aligned with the quality framework ‘ROK’, of which ‘inclusion’ and ‘diversity’ are part. Furthermore, a cycle of support and monitoring mechanisms are ensured by ROK and decrees, which preserves the schools’ focus on the professional development of teachers and school teams. This is guiding them in CPD opportunities fitted to their needs and guaranteeing a support model in which experienced teachers from special education support school teams to include learners with SEN in the regular education. This support is essential for the professional learning both of beginning and experienced teachers throughout their career.

At the government level, some initiatives have been taken that reflect the priority to guarantee CPD focused on inclusive education and diversity. For example, the UK government has provided training modules specifically related to special educational needs, Portugal undertakes teacher training initiatives on inclusive education

through a MOOC and in training sessions with school professionals.

The certification provided for the continuing professional development activities of teachers, are in the case of Portugal part of one of the necessary conditions for progress in their career. In Latvia this certification can entitle teachers to teach in other subjects or other educational levels.

This international comparison on educational policies related to inclusive education and the professional development of teachers for inclusion makes clear that inclusive education depends on the congruence created between the policy, the knowledge and principles on which it is based and the practices it advocates. The implementation of such a congruent relationship in schools depends largely on the professional learning of teachers, namely on their attitudes, knowledge as well as skills acquired throughout pre- and in-service training that enable them to put inclusive principles into practice.

Key-considerations for Professional Development:

- A broader conception of inclusive education concerned with diversity in general has been receiving an echo from national policymakers, by the efforts focused on policies that envisage inclusive education beyond the special-educational-needs responses. Though the categorization systems to enact supports are still present in countries' legislation;
- There is no prescribed curriculum for or regulation to include inclusive education courses/units in ITE. The extent to which courses on inclusion and diversity are addressed throughout teachers' qualification varies also among higher education institutions within the same country;
- There is a need to intensify the embedding of ITE competencies related to a quality inclusive education for all learners in the curriculum (inclusive competencies and/or an inclusive pedagogy and/or interprofessional collaboration);
- Today, preparing teachers for a quality inclusive education for all learners (inclusive competencies and/or an inclusive pedagogy and/or interprofessional collaboration) depends highly on continuing professional development (CPD) activities;
- CPD is a focus of concern in all countries, but inclusive education is not always taken as an explicit priority. There's need for establishing guidelines and implementing appropriate support (i.e. means, time, money, staff...) for CPD focusing on inclusive pedagogy and interprofessional collaboration;
- The provision of additional supports across countries often demands the involvement of different professionals (teachers, assistant teachers, special educational and other support professionals) and, naturally, collaborative practices.

Examples of Education Programs for inclusion

For sampling education programs on inclusive education, each partner selected within their own institution and scope of work, programs and curricular units known that are focusing on the promotion of inclusive environments, addressing diversity and/or interprofessional collaboration at: (i) pre-service education level; (ii) post-graduate level (including advanced bachelor, master and/or doctoral programs); and (iii) in-service teacher professional development level.

The main questions guiding the analysis were:

- What is the core of goals or objectives and contents considered in the teacher professional learning for inclusion in the different stages of professional development?
- What are training methods and strategies implemented?

A total of 21 programs were analyzed (**annex 1**) using a data extraction tool in which the thematic areas were: (i) country; (ii) context and target group; (iii) duration and/or ECTS; (iv) goals/objectives; (v) contents; and (vi) training methods and strategies.

Supporting the analysis of contents in each thematic area, a common understanding of the meaning of curricular goals/objectives, contents, and training methods/strategies was defined as following (e.g., WUST – Designing a course, 2021):

- **Program goals/ objectives** refer to statements that describe the desired learning outcomes of instruction – specific skills, values and attitudes. From broad (goals) to specific (objectives) statements, the program goals and objectives focus on what the participant will be able to do (e.g., participants will be able to reflect on the meaning of differences);
- **Program contents** refer to the choice of topics to be approached in accordance with the course goals, the list of content areas that cover or are of relevance to the subject of the course - what needs to be taught? (e.g., a social perspective on difference);
- **Program training methods and strategies** refer to different instructional activities to help the participants to accomplish the learning goals (e.g., a debate on what makes learners/ people to be different across the history).

Goals/objectives and contents were considered within the already mentioned 4 dimensions of the Inclusive Teacher Profile (EASNIE, 2012): **Valuing Learner Diversity, Supporting All Learners, Working with Others and Personal Professional Development.**

Within the context of the pre-service training, nine plans were analyzed from the five countries: Portugal, United Kingdom, Netherlands, Latvia and Belgium. Examined programs varying from courses of 30 to 160 hours of contact to small modules or conferences of 5 to 9 contact hours. The contents were immersed in different courses – e.g. in the 1st cycle of Primary Education (PTL, BLA, UKM), Music Education (PTK), Early Childhood Education and Education (BLA); Their designations relied mostly on the concept of inclusive education, but also included others such as special education (PTL), teaching and learning (UKM), effective pedagogies (UKU), race, racism and ethnicity (UKS).

Nine plans of postgraduate courses were examined, coming from Belgium, Netherlands, Portugal and the UK. That sample of plans included not only full 2nd level cycles specific to the theme of Inclusive Education (UKN) and Special Education and Inclusion (NLF, PTI, BLE) – with 2 years duration-, but also courses on inclusive education immersed in other fields, such as on Educational Administration Master in Portugal (PTJ).

Table 7. Context of PDP application.

Types of training	Country (code)	Duration (ECTS)	Course designation and graduation
Pre-service Training (n=9)	BL(A)	75 hours (3 ECTS)	Inclusive Education (within 1 st cycle of Education – Preprimary Education; Early Childhood Education; Education – Secondary Education; Primary Education)
	LV(E)	160 hours (3 ECTS)	Inclusive Education
	PT(K)	30 hours + 51 hours autonomous work (3 ECTS)	Inclusive Education (within 1 st cycle of Musical Education)
	PT(L)	30 hours + 51 hours autonomous work (2 ECTS)	Special Education and Inclusion (within 1 st cycle of Primary Education)
	NL (HU)	30 ECTS (840 hours)	Inclusive Education (within 3 rd year (minor), not compulsory: Diversity and personal identity Diversity and inclusion)
	UK(M)	34 hours + 2 conferences (20 credits)	Teaching & Learning 5–11 – SEND, EAL, and Inclusive Practice (within 1 st cycle: Primary Education)
	UK(R)	9 hours contact + 9 hours independent study + tasks	ITE Inclusion Conference: (i) School Practice; (ii) Challenging perceptions of learning; (iii) Inclusion through pedagogy
	UK(S)	9 hours contact + 9 hours independent study + tasks + lecture	ITE Race, Racism and Ethnicity conference: (Me as a Learner; The Child as the Learner; Me as a teacher)
	UK(U)	5,5 hours (20 credits)	English–Developing Effective Pedagogies
Post-graduate training (n=9)	BL (E)	60 credits/ 1500 notional hours	Special Educational Needs and inclusive education (2 nd cycle – Advanced Bachelor of Special Education – Advanced Bachelor of Special Educational Needs and Remedial Teaching)
	NL(F)	2 years (60 ECTS)	Diversity and Inclusion (2 nd cycle)
	PT(I)	2 years (120 ECTS)	Special Education: Cognition Problems and multiple disabilities (within 2 nd cycle of Master in Special Education)
	PT(J)	30 hours (2,5 ECTS)	Additional Support Needs in Inclusive Education (within 2 nd cycle: Post-graduation educational administration)
	UK(N)	20 credits /200 hours	Autism & Learning (within 2 nd cycle of Master in Inclusive Practice in Education)
	UK(O)	40 credits /200 hours	Inclusive Pedagogy (2 nd cycle: Master in Inclusive Practice in Education)
	UK(P)	20 credits /200 hours	Literacy Difficulties & Dyslexia (2 nd cycle: Master in Inclusive Practice in Education)
	UK(Q)	20 credits / 200 hours	Participation & Learning (2 nd cycle: Master in Inclusive Practice in Education)
	UK(T)	180credits/ 1800 notional hours	Arts Inclusive Practice in Education (2 nd cycle Master in Inclusive Practice in Education)
Inservice training (n=5)	BL(B)	8 sessions of 2–3 hours	Program subsidized by the Flemish Government within the priority topic of the community legislation focusing on adaptive teaching and measures to include all learners, including those with SEN: M–Decree: Motor, Motivation and possibilities– professional learning communities focusing on inclusive education. Targets: teachers + school leaders, additional support needs coordinators, ‘critical friends’ (e.g., school psychologist, pedagogical counsellor, teacher from a special school or support network, teacher educator, trainer of a CPD center...)
	BL(C)	8 sessions of 3 hours	Potential Program: professional learning communities focusing on creating inclusive learning environments, appreciating diversity in the classroom and interprofessional collaboration with learners, families, colleagues and other partners in and around schools. Targets: teachers from elementary and secondary education and their partners
	NL	Tailored to the needs and demands of individual schools (varying from a whole module (5 ECTS); sometimes shorter courses, one-of presentations and workshops etc.	All subjects (and more) that are taught in the master’s program, focusing on e.g. teaching and learning, assessment for learning, diversity and inclusion, behaviour, guiding and supporting colleagues in the school, working as a team, collaborating with parents and special programs on autism and highly gifted learners. Targets: Both teachers at primary, secondary and senior secondary vocational education, SENCO’s, Support, e.g. teaching assistants.
	PT(G)	30 hours	Transdisciplinary Assessment and Intervention Based on Play. Targets: speech and occupational therapists, psychologists, educators/ teachers acting in early childhood intervention domain.
	PT(H)	2 days – 12 hours	Friendship – teacher training. Targets: teachers from primary and secondary classrooms

Concerning the in-service training, five programs were analyzed. The courses were of a shorter duration, varying from 30 to 2/3 hours. A broad scope of target-themes was found into these courses' designations, e.g., creating inclusive learning environments (BLC), adaptive teaching focusing on all learners, including learners with SEN (BLB), transdisciplinary assessment (play-based assessment - PTG) and social participation (friendship - PTH). Target trainees were in some courses teachers (PTH) while other courses were directed towards educational teams or professional learning communities, including different educational professionals (BLB, BLC) and/or early childhood intervention professionals (PTG).

Tables 8 to 10 map the objectives, contents and strategies focused on the examined programs, from initial training towards in-service training.

Objectives and contents of Pre-service Training Programs

The curricular design and core contents found in the pre-service training programs examined in this study were mainly related to the dimensions of 'Valuing learner diversity' and 'Supporting all learners' of the Inclusive Teacher Profile.

The goals/ objectives and contents linked with the core values and competences of **valuing learner diversity** were mainly focusing on: (i) socio-cultural consciousness, (ii) embracing diversity and inclusion and their meaning, (iii) requirements acting as a stimulus for change, and (iv) policies and legislation.

The core values and competences on **supporting all learners** were reflected through an approach linked to: (i) environmental enablement (support measures and strategies; Universal Design for Learning); (ii) assessing and understanding learners' needs (including needs-thinking of children and parents); (iii) curricular design and differentiation; (iv) lesson planning; (v) behaviour management; (vi) peers-cooperative work strategies; and (vii) prompting action-oriented learning.

Table 8. Matrix of goals/ objectives, contents and strategies found in the pre-service training programs, framed into the four dimensions of the profile of an inclusive teacher.

Pre-service Training Programs – BL(A), LV(E), PT(K, L), UK(M, R, S, U), NL (HU)			
Profile dimensions	Goals/ Objectives	Contents	Strategies
Valuing learner diversity	<ul style="list-style-type: none"> > Understand children's diverse sociocultural backgrounds [BLA, UKS, NLHU] > Research and appreciate diversity and others' identity [BLA, HU] > Understand various theoretical concepts of inclusive education [LVE, HU] > Distinguish and understand fundamental concepts of special education [PTL] > Set high expectations which inspire, motivate and challenge learners [UKS, HU] > Understand different perspectives over Disability [PTK, HU] 	<ul style="list-style-type: none"> > Policies and legislation on inclusive education [LVE, PTL, UKR] > Diversity in inclusive learning environments [BLA, HU] > Intercultural education [LVE, HU] > What is inclusive and what it required to be and inclusive teacher [LVE, PTK, PTL, UKM, UKR, HU] > Children's Literature and looking at diversity [UKU] > Race, Racism and Ethnicity [UKM] 	<ul style="list-style-type: none"> > Face-to-Face Instruction [BLA, HU] > Lecture classes [PTL, UKM, UKU, HU] > Seminars [UKM, UKU, HU] > Conferences [UKR, UKS, HU] > Discussion of case studies / problematic situations [BLA, PTK] > Collaborative co-construction of learning (Being the critical friend, group work) [BLA, PTK, PTL, UKM, UKU, HU] > Self-study tasks [BLA, HU] > Tasks/ assignments [BLA, UKR, UKS, HU] > Course reading [UKR] > Surveys [UKS] > Reflective log [UKR, UKS, HU]
Supporting all learners	<ul style="list-style-type: none"> > Create a supportive learning environment [BLA, LVE, PTK, UKM, HU] > Demonstrate good subject and curriculum knowledge [UKS, HU] > Plan and teach well-structured lessons (Prepare (learning) activities) [BLA, UKS, HU] > Understand and meet diverse needs and strengths of learners (adapt teaching) [BLA, PTK, UKS] > Use cooperative work strategies favorable of flexible, creative and inclusive contexts [PTL, PTK, HU] > Assess additional support needs to inform educational responses [PTL, UKS] > Use effective approaches to assessment for learning [UKM, UKS] > Define educational goals [BLA, HU] > Analyze theory and practice to develop critical approaches to behavior management [UKM, UKS, HU] > Understand basic assumptions of an action-oriented and the continuous learning process of children and adolescents [BLA, UKR, UKS] > Understand the characteristics of emancipatory and development-oriented education (empower learners with strategies for inclusion) [BLA, UKM, HU] 	<ul style="list-style-type: none"> > Curriculum Design and differentiation [BLA, PTK, UKS, UKU, HU] > Models/perspectives of disability [PTK, PTL, UKS, HU] > Models of service for children with additional support needs [PTK, PTL, HU] > Inclusive and supportive pedagogy and learning environment [BLA, LVE, HU] > Universal Design for Learning (UDL) [BLA] > Needs-thinking of children, parents, teachers,... [BLA, HU] > Disability related information (Definition, Spectrum, metaphors) [UKM, UKR] > Specific-groups Interventions/Classroom Strategies (aims, evidence-based approaches, holistic assessment) [UKM, UKU, HU] 	
Working with others	<ul style="list-style-type: none"> > Be communicative and adopt an appreciative attitude when interacting with educational actors [BLA] > Act as a coach and adopt a development-oriented and emancipatory attitude [BLA] > Interprofessional collaboration – Working with self and others 	<ul style="list-style-type: none"> > Working in a team (sharing vision and knowledge, involved confronting, ...) [BLA] > Positive way of communicating (open attitude, non-violent communication, (...)) [BLA, HU] > The voice of parents and learners – the value of experiential knowledge > Competencies for interprofessional collaboration 	
Professional development	<ul style="list-style-type: none"> > Critically analyze literature, research and policy to demonstrate a theoretical understanding of Inclusive Pedagogy [UKS] > Reflect upon and critically evaluate own practice and adjust actions where necessary [BLA, UKM, UKS, HU] > Develop further the academic skills of critical reading and writing [UKM] > Apply appropriate professional and academic standards when presenting work [UKS, HU] > Develop teacher's identity in a collaborative and research-informed culture [UKM] > Tests his/her practices against current research results [BLA] > Systematically and continually questions his/her work as a teacher and adjusts his/her actions when necessary [BLA, HU] 	<ul style="list-style-type: none"> > Action-oriented working [BLA] > Reflection skills [BLA, HU] > Growth mindset [BLA, HU] 	

The values of Working with Others and of Personal Professional Development were less visible in the programs examined. Concerning **working with others**, the goals and contents converged to: (i) using effective communication; and (ii) coaching. Concerning **personal professional development**, the programs examined emphasized goals and contents as: (i) critically analyzing research and policies; (ii) critically analyzing own practices; (iii) action-research; and (iv) meeting professional standards.

Objectives and contents of Post-graduate Programs

The curricular design and core contents found in the post-graduate programs under study follows the same tendency as the initial teacher education programs, reflecting objectives and contents mainly related with the core values and competences of 'Valuing learner diversity' and 'Supporting all learners'. Within these dimensions there is, though, an approach which addresses more concrete ideological and conceptual frameworks on Valuing learner diversity (e.g., models and perspectives on social justice, SEN, disability, the teacher profile for inclusion), as well as a broader and comprehensive approach to supporting all learners' needs, embracing subjects as human development, assessment and intervention models, learning theories, specific target group needs (namely SEN- or disability-related information), digital and assistive technologies.

Still, with less representation when compared with the other dimensions, the dimensions 'Working with others' and 'Professional development' received greater attention in postgraduate programs in terms of the stated goals/objectives, with a greater emphasis on research methods, on engaging in the process of evidence-based practices and on interprofessional collaboration with learners, families and a wide diversity of partners.

Table 9. Matrix of goals/ objectives, contents and strategies found in the post-graduate programs, framed into the four dimensions of the profile of an inclusive teacher.

Post-Graduate Programs – PT(I, J); UK(N, O, P, Q, T); NL(F), BL (E)			
Profile Dimensions	Goals/ Objectives	Contents	Strategies
Valuing learner diversity	<ul style="list-style-type: none"> > Demonstrate an in-depth understanding of conceptual frameworks on inclusion and inclusive practice [PTJ, UKT, HU, BLE] > Understand various theoretical concepts of inclusive education [UKO, HU] > Understand mechanisms of exclusion and discrimination [NLF, HU, BLE] > Becoming committed to inclusive education [NLF, HU, BLE] 	<ul style="list-style-type: none"> > Scientific rationales underlying educative models of segregation, integration and inclusion [PTJ, HU] > The teacher profile for inclusion [PTJ] > Inclusive Pedagogy [UKT, HU] > Models/ perspectives of disability [PTJ] [UKO, HU] > Foundations for special education and inclusion [PTI] > Policy and Legislation for Inclusive Education [PTJ] > What is inclusive and what it required to be and inclusive teacher [UKO, HU, BLE] > Social justice: national and international perspectives [UKO] > Diversity as a Pedagogical Strength [NLF, HU, BLE] 	<ul style="list-style-type: none"> > Problem-based learning – Video analysis (authentic situations to explore theoretical and methodological frameworks) [PTI, PTJ, HU] > Lectures / Seminars [PTJ, UKT, HU, BLE] > Interactive and reflexive methodologies and collaborative learning (group discussions and group work) [PTJ, UKT, HU, BLE] > Communities of practice [UKT] > Personal tutor [UKT, HU] > Distance Learning [UKT, HU] > Readings [PTJ] > Course reading [UKN, UKO, UKP, UKQ, HU] > Online learning (materials, webinars, tutorials and discussion forums) [UKN, UKO, UKP, UKQ, HU, BLE] > Wide variety of activities to come to grips with new theoretical concepts and models from an international perspective [NLF, HU] > Assessment based on professional small-scale change to practice to ensure new professional learning is embedded in practice. > Portfolio work (BLE)
Supporting all learners	<ul style="list-style-type: none"> > Enable professionals from pluridisciplinary teams to assess, plan and implement support measures for learners with additional support needs in the context of an inclusive school [PTI, HU] > Use teaching/ learning strategies and cooperative work strategies favorable of flexible, creative and inclusive contexts [PTJ, HU] > Know the concept additional support needs in education and educational responses in classroom and school context [PTJ, HU] > Understand and meet diverse needs and strengths of learners (adapt teaching) [UKN, HU] > Know disability-related information (diagnostic criteria, etiology, impairments) [UKN, UKP, HU] > Create a supportive learning environment [UKO, UKP, HU] 	<ul style="list-style-type: none"> > Typical and atypical human development [PTI, HU] > The current concept of “additional support needs” in the context of education [PTJ, HU, BLE] > Design of inclusive contexts and programs [PTJ, BLE] > Curricular differentiation and the inclusive education [PTI, PTJ, HU, BLE] > Assessment and Intervention Models and Practices in Special Education [PTI] > Assess additional support needs to inform educational responses [UKP, HU, BLE] > Digital and Assistive Technologies [PTI] > Participation and Learning [UKT, HU] > learning theories [UKO] > Study models of participation [UKQ, HU] > Challenging Behavior [NLF, HU, BLE] > Disability related information (Definition, Spectrum, metaphors) [UKN, UKP, HU, BLE] > Disability related information – Autism, Supporting a Range of Learners with Various Disabilities [NLF, HU, BLE] > Disability-related information – Cognition and Learning problems / Mobility restrictions /Language and communication problems/ Autism and learning / dyslexia [PTI, UKT, HU, BLE] > Teaching Highly Gifted Learners [NLF, HU, BLE] > Specific-groups Interventions/Classroom Strategies (aims, evidence-based approaches, holistic assessment) [UKN, UKP, HU, BLE] > Person driven planning and the student’s voice [NLF, HU, BLE] 	<ul style="list-style-type: none"> > Problem-based learning – Video analysis (authentic situations to explore theoretical and methodological frameworks) [PTI, PTJ, HU] > Lectures / Seminars [PTJ, UKT, HU, BLE] > Interactive and reflexive methodologies and collaborative learning (group discussions and group work) [PTJ, UKT, HU, BLE] > Communities of practice [UKT] > Personal tutor [UKT, HU] > Distance Learning [UKT, HU] > Readings [PTJ] > Course reading [UKN, UKO, UKP, UKQ, HU] > Online learning (materials, webinars, tutorials and discussion forums) [UKN, UKO, UKP, UKQ, HU, BLE] > Wide variety of activities to come to grips with new theoretical concepts and models from an international perspective [NLF, HU] > Assessment based on professional small-scale change to practice to ensure new professional learning is embedded in practice. > Portfolio work (BLE)
Working with others	<ul style="list-style-type: none"> > Participate in an academic community of practice, PLC or learning network that fosters collaboration and collegiality [UKT, HU, BLE] > Learn alongside other professionals to bring together different perspectives on the learning of all children [UKO, UKQ, HU, BLE] > Understanding collaborative and participative approaches towards an inclusive environment [UKQ, HU] > Committed with interprofessional collaboration, establishing collaborative teaming [NLF, HU, BLE] > Coaching and Supporting Colleagues [NLF, HU, BLE] 	<ul style="list-style-type: none"> > Working in a team (sharing vision and knowledge, involved confronting, ...) [UKO, UKQ, HU, BLE] > Interprofessional Collaboration [NLF, HU, BLE] > Working with other teachers (HU, BLE) > Working with parents and careers (HU, BLE) > Working with learners (HU, BLE) 	<ul style="list-style-type: none"> > Problem-based learning – Video analysis (authentic situations to explore theoretical and methodological frameworks) [PTI, PTJ, HU] > Lectures / Seminars [PTJ, UKT, HU, BLE] > Interactive and reflexive methodologies and collaborative learning (group discussions and group work) [PTJ, UKT, HU, BLE] > Communities of practice [UKT] > Personal tutor [UKT, HU] > Distance Learning [UKT, HU] > Readings [PTJ] > Course reading [UKN, UKO, UKP, UKQ, HU] > Online learning (materials, webinars, tutorials and discussion forums) [UKN, UKO, UKP, UKQ, HU, BLE] > Wide variety of activities to come to grips with new theoretical concepts and models from an international perspective [NLF, HU] > Assessment based on professional small-scale change to practice to ensure new professional learning is embedded in practice. > Portfolio work (BLE)
Professional development	<ul style="list-style-type: none"> > Engage in a sustained and systematic critical analysis of professional inclusive practice across and within different educational contexts [UKT, HU, BLE] > Demonstrate the ability to critically analyze theoretical perspectives and inclusion policy and inclusive practice within a range of settings [UKT, HU] > Develop an independent research in a specialist area of interest using methodologically and ethically appropriate modes of enquiry [UKT, BLE] > Critically analyze literature, research and policy to demonstrate a theoretical understanding of Inclusive Pedagogy [UKN, UKO, UKP, UKQ, BLE] > Reflect upon and critically evaluate own practice and adjust actions where necessary [UKN, UKO, UKP, UKQ, HU, BLE] > Apply appropriate professional and academic standards when presenting work [UKN, UKO, UKP, UKQ, BLE] > Being capable of helping change a practice when needed [NLF, HU, BLE] 	<ul style="list-style-type: none"> > Research Methods – Reflective practice [PTI, UKT, HU, BLE] 	<ul style="list-style-type: none"> > Problem-based learning – Video analysis (authentic situations to explore theoretical and methodological frameworks) [PTI, PTJ, HU] > Lectures / Seminars [PTJ, UKT, HU, BLE] > Interactive and reflexive methodologies and collaborative learning (group discussions and group work) [PTJ, UKT, HU, BLE] > Communities of practice [UKT] > Personal tutor [UKT, HU] > Distance Learning [UKT, HU] > Readings [PTJ] > Course reading [UKN, UKO, UKP, UKQ, HU] > Online learning (materials, webinars, tutorials and discussion forums) [UKN, UKO, UKP, UKQ, HU, BLE] > Wide variety of activities to come to grips with new theoretical concepts and models from an international perspective [NLF, HU] > Assessment based on professional small-scale change to practice to ensure new professional learning is embedded in practice. > Portfolio work (BLE)

Objectives and contents of In-service Professional Development Programs

In-service Professional Development Programs approached specific models or programs e.g., Transdisciplinary Play-Based Assessment (TPBA), friendship programs ('Supporting all learners' dimension). They maintained a similar emphasis on the understanding of inclusion, inclusive policies and legislation ('Valuing learner diversity') and on collaborative practices ('Working with others'). Within this type of programs, only few objectives or contents were frameable into personal professional development.

Table 10. Matrix of goals/ objectives, contents and strategies found in the in-service training programs, framed into the four dimensions of the profile of an inclusive teacher.

In-service Professional Development Programs BL(B, C, D); PT(G, H)			
Profile dimensions	Goals/Objectives	Contents	Strategies
Valuing learner diversity	<ul style="list-style-type: none"> > Appreciating and exploiting diversity in the classroom [BLC, HU] > Becoming more inclusion oriented as a teacher [BLB, HU] > Understand theoretical aspects of social inclusion and social participation [PTH, HU] > Knowing legislation as the motor for inclusive environments [BLB] > School policy/ embedding actions in an inclusive school policy [BLB, HU] 	<ul style="list-style-type: none"> > School policy/ embedding actions in an inclusive school policy [BLB, BLC, HU] 	<ul style="list-style-type: none"> > Theoretical discussions [PTG] > Drawing on teachers' prior experiences and knowledge [PTH, HU] > Preparation and orientation of a transdisciplinary session: practical study of cases [PTG] > Case-based practices, Problem-solving [PTG, PTH, HU] > Video stories on 'missing voices' (imaging perspectives of children and parents) [BLC, HU]] and video-coaching (BLC) > Coaching [BLB, BLC, HU] > Scaffolding strategy [PTH] > Team meetings [BLB, BLC, HU] > Feedback and feedforward session [BLB, BLC] > Online Monitoring center (assessment of competencies through videography and social network) [BLC] > Online Practice and coaching center (inquiry based professional development) [BLC] > Online Knowledge center (knowledge development) [BLC] > Peer and team coaching [BLC] > Setting learning goals and searching for evidence based knowledge and resources and partners in one's social network within a process of action research [BLC]
Supporting all learners	<ul style="list-style-type: none"> > Enable professionals to implement play-based assessment and intervention practices [PTG] > Address individual learners' needs and to raise their achievements [BLB, BLD, HU] > Analyze and reflect on the social dynamics in the classrooms [PTH, HU] > Identify and apply effective practices to promote learners' social participation [PTH, HU] > Know and implement the assessment measures to monitor supports [PTH] > Enhancing teachers' discovery of concrete opportunities to address individual learners' needs and achievements [BLB, BLC] 	<ul style="list-style-type: none"> > Differentiated instruction [BLB, HU] > Observation and Intervention Planning based on Play [PTG] > Theoretical background on social inclusion and social participation [BLB, PTH, HU] > Intervention program towards social participation [PTH, HU] 	
Working with others	<ul style="list-style-type: none"> > Committed with interprofessional collaboration, establishing collaborative teaming [BLC, HU] > Consolidating actions and partnerships [BLB, BLC] > Collaborate in a professional learning community or community of practice [BLB, BLC, HU] > Being able to team- and co-teach [BLB, BLC, HU] 	<ul style="list-style-type: none"> > Team and co-teaching [BLB, BLC, HU] > Communication with learners, parents and partners in their networks [BLB, HU] > Positive Communication with Parents [PTG] 	
Professional development	<p>Being able to actively design one's own professional development to create inclusive learning environments (BLB, BLC)</p>	<p>Reflective competencies (BLC) Using one's Social Network as a resource for collaborative learning (BLB, BLC)</p>	

There is a wide scope of training strategies adopted throughout the different types of professional development, including: (i) lectures, seminars, conferences; (ii) case-studies and/or problem-based learning; (iii) collaborative co-construction of learning (e.g., using a critical friend, doing group work, social networking); (iv) self-reflection activities (as reflective log, surveys, portfolio); and (v) self-study tasks (course readings, tasks/assignments, online or digital learning). In post-graduate and in-service programs there were found more diverse ways to concretize a collaborative co-construction of learning with the use of communities of practice/ PLCs or learning networks, personal tutoring, acting within a transdisciplinary model of collaboration, peer and team coaching and team meetings.

Key-considerations for Professional Development:

- Curricula addressed on the different stages of professional development seem to privilege objectives and contents related to “supporting all learners” followed by “valuing learners’ diversity” core areas of competence.
- Specificity on addressing more concrete ideological and conceptual frameworks on Valuing learner diversity (e.g., models and perspectives on social justice, SEN, disability, the teacher profile for inclusion), and on supporting all learners (embracing subjects as human development, assessment and intervention models, learning theories, specific target group needs, digital and assistive technologies) distinguish curricula of different stages of professional learning.
- In all professional developmental’ stages a reduced emphasis seems to be put on ‘Working with others’ and ‘Personal professional development’, although their critical importance. Developing inspiration and professional learning activities which focus on these 2 dimensions seems crucial.

- The use of collaborative dynamics as PDP strategies are found within pre-service training curricula in the form of group work in collaborative learning and within post-graduate and in-service programs with interactive and reflexive methodologies and co-constructive learning and problem-solving processes (e.g., group discussions and group work, communities of practice and peer and team coaching).
- The focus on interprofessional collaboration could be enhanced in many curricula both pre- and in-service. Didactical methods like coaching and collective learning in a professional learning community (PLC) or Communities of Practice (COP) can support teachers to practice their collaborative competencies and learn to take agency over their own professional development.
- In the different countries the incorporation of a broader concept of inclusive education is not circumscribed only to the policies but also reflected on professional development activities at all levels (pre-service, post-graduate and in-service). Examples from different European countries and in diverse local context might be inspiring to share across countries.
- The exchange of programs within EU communities on stimulating teachers on developing inclusive competences can be inspiring and of impact on learners in need of additional support.

2.3. Professionals' Needs

In a third step of analysis, an online survey was developed towards education professionals – including teachers, school leaders and/or support professionals (e.g., psychologists, therapists, educational assistants) – of the associated school of the Proud Project.

The aim

The aim of the survey was to identify and prioritize needs on professional learning that can inform the design of professional learning activities to be developed in the context of professional learning communities for inclusive pedagogy and interprofessional collaboration. The key question was: **what is needed in/for teachers' professional learning?**

The Instrument

The items of the survey resulted from the mapping of PDPs for inclusive education on the four dimensions of the profile of Inclusive teachers and considering the thematic areas found either published in literature or used by our university-partners (**table 11**). Then, per each area of values and competences the items reported attitudes (or beliefs), knowledge (or level of understanding) and skills (to implement the knowledge in a practical situation), which respondents rated their importance of each item to their practices.

Table 11. Survey Structure.

Dimension of Teacher Inclusive Profile/ Thematic areas	Examples of items Concerning my practice, it is important for me...
Valuing Learners diversity	
Diversity	... to support learners in understanding/ becoming aware of their own social identity
Policies and Legislations	... to understand legislative and policy requirements concerning inclusion
Social Justice	... to implement equal opportunities at school
Socio-cultural consciousness	... to respond to diverse cultures
Supporting all learners	
Curriculum & instruction design and differentiation	... to adapt the curriculum to a diversity of learners
Assessment of learners' needs and strengths	... to select and design assessment strategies to monitor individual learners' growth and achievement
Enabling environments	... to present learning content in various ways
Human Development	... to understand learners' behaviors in various contexts
Behavior Management	... to manage challenging behavior in an effective manner in the classroom
Cooperative Learning	... to promote a positive and cooperative learning environment in the classroom
Assistive Tools and Technologies	... to use assistive technologies for access to teaching and learning
Working with Others	
Collaboration with Families	... to be effective on engaging families and partnering with families
Collaborative Teamwork and Inter-agency collaboration	... to support colleagues in reflecting about practices and sharing ideas for developing inclusive practices
Personal Professional development	
Reflective Practices	... to gain confidence on my own abilities and knowledge to teach all learners
Research Community and Inquisitive Practice	... to use outcomes about teaching and learning to improve my practice
Professional Development Path	... to identify and pursue my own focus for professional development

The survey was composed of three demographic questions, concerning:

- the country (Portugal, Belgium, Latvia, United Kingdom and Netherlands);
- the role in school (School Leader, Teacher, Early Childhood Educator, Special Education Teacher/ Support Teacher, Special Educational Needs Coordinator/ Additional Support Needs Coordinator, Educational/ Teacher Assistant and School Psychologist/ External Counselor),
- and the educational context (Preschool, Primary or Secondary Education).

Right after the demographics, there were two open questions, asking respondents to describe what they understand by a) inclusive education and b) diversity.

The following part of the survey consisted of 32 close-ended questions, with a rating scale from 1 (unimportant) to 4 (very important), where respondents were asked to rate how important each of the items (corresponding to the four core competences of the Profile of Inclusive Teacher) were for their practice.

RESULTS

Demographics

The survey was answered by a total of 143 respondents:

- 21% (n=30) from Belgium;
- 22.4% (n=32) from Latvia;
- 36.4% (n=52) from the Netherlands;
- and 20.3% (n=29) from Portugal.

Most respondents worked in Primary Education (n=125, 87.4%), followed by Secondary (n=11, 7.7%) and Preschool (n=7, 4.9%).

Concerning their school role, respondents were mainly Teachers (n=96, 67.1%), followed by Special Education Teachers (n=20, 14%), School Leaders (n=8, 5.6%) and Educational Assistants (n=6, 4.2%). To a less extent, 2.8% (n=4) of the respondents were Special Educational Needs Coordinators and 2.1% (n=3) Early Childhood Educators. Only one respondent (0.7%) was a School Psychologist.

Inclusive Education and Diversity (free association)

The two open-ended questions on Inclusive Education and Diversity accounted for 116 responses.

When asked about what they understood by **Inclusive Education**, the main ideas referred by respondents were related with:

- educating all learners (with different needs, background, talents), in the same space (classroom, school) (e.g. "all the children can have education inside one school");
- welcoming everyone and valuing each person (e.g. "everybody matters", "every child is an important person");
- working together (e.g. "ask for help");
- implementing adaptations or finding possibilities for all to learn and develop their full potential (e.g. "find possibilities in/ for every child");
- attending to individual needs (e.g. "taught according to his individual needs");
- creating affirmative and secure environments (e.g. "everybody can be his/herself");
- promoting the participation of all learners (e.g. "play, work and learn together", "all children can participate");
- sense of belonging (e.g. "every child belongs in the group");
- cooperative learning (e.g. "learning with and from each other");
- quality education (e.g. "every child can have the best education").

Figure 1 shows a wordle of respondents' main ideas respondents on Inclusive Education.



Figure 1. Wordle of the main ideas respondents related to Inclusive Education.

Concerning **Diversity**, respondents associated this term with:

- own history, background, family, culture, religion, language, home-situation, economic circumstances, talents, etc. (e.g. "just the way she or he is");
- own way and time of learning;
- uniqueness and individuality of children;
- everything that makes you different;
- e) different health conditions, ability, limitations, opportunities;
- f) being about who needs more (e.g. "care for children who need more, upwards or downwards");
- g) being open to everybody (e.g. "to be open to everybody");
- acceptance, respect (e.g. "room to be yourself");
- connecting with learners (e.g. "connecting in terms of social, cognition and behavior");
- mixed programs (e.g. "a mixed program of various educational skills");
- different working methods, individualized approaches (e.g. "when I work with this learners, I use different working methods; "achieve goals in different ways").

In **Figure 2** there is a wordle of the respondents' main ideas concerning Diversity.



Figure 2. Wordle of the main ideas respondents related to Diversity.

How important is each dimension of the Inclusive Profile to professionals?

Concerning the closed-ended questions, items were formulated and grouped according to the four dimensions of the Profile of Inclusive Teacher: (i) valuing learners' diversity; (ii) supporting all learners; (iii) working with others; and (iv) personal professional development.

All items were highly valorized by the professionals, with mean of responses within each of the 4 dimensions between 3 (important) and 4 (very important).

Significant differences, though, can be found between the four dimensions ($F(3, 141) = 19.79; p < .001$). When comparing each dimension to each other, the Bonferroni test indicates that supporting all learners is significantly rated as more important than all the other dimensions, as well as Valuing learners diversity in relation to working with other and personal professional development. Importance between items importance of working with other don't differ significantly from personal professional development.

Table 12. Descriptive on the rating of the importance of the items in each of the four dimensions of the Profile of Inclusive Teacher.

Dimension	Minimum	Maximum	Mean (Standard Deviation)
Valuing Learner Diversity	2.50	4.00	3.66 (.32)
Supporting All Learners	2.67	4.00	3.73 (.29)
Working With Others	2.43	4.00	3.55 (.43)
Personal and Collaborative Professional Development	2.43	4.00	3.56 (.41)

Comparing these dimensions across countries, the general tendency remains, as, globally, all countries gave higher scores to the items related to Supporting All Learners, followed by the items concerning Valuing Learner Diversity. Personal Professional Development and Working With Others, although valued, are, in comparison, the least valued dimensions. Although there was a similar tendency in terms of the descriptive data, when applied One-way ANOVA with repeated measures:

- in Belgium and in Latvia there were no significance differences on the importance attributed to valuing learners diversity and supporting all learners, but both differ significantly when compared with working with others and personal professional development;
- in Netherlands no significant differences were found between dimensions, with exception to supporting all learners and personal professional development ($p=.007$);
- in Portugal no significant differences were found between dimensions, with exception to supporting all learners and working with others ($p=.02$).

Table 13. Means for each dimension across countries.

Dimension	Country			
	Belgium	Latvia	Netherlands	Portugal
Valuing Learner Diversity	3.57	3.70	3.56	3.86
Supporting All Learners	3.66	3.77	3.65	3.89
Working With Others	3.31	3.58	3.56	3.75
Personal and collaborative Professional Development	3.33	3.64	3.52	3.78

In each of the dimensions, which items are perceived as more or less important?

Valuing Learners Diversity

To analyze the items most valued within each dimension, a consensus on importance was framed using the criteria of a cut-point at 95% of respondents considering the item-region of 3 (important) and 4 (very important) by all countries. Therefore, for the Valuing learners' diversity, across the countries it seems consensually important to:

- “support learners in understanding/ becoming aware of their own social identity”;
- “prevent and combat behaviours of exclusion and discrimination”;
- and, finally, “implement equal opportunities at school”.

Table 14. Item level comparison across countries – Valuing Learner Diversity.

Dimension: Valuing Learner Diversity					
Item		Country			
		Belgium	Latvia	Netherlands	Portugal
1. to be aware of my own thoughts and visions on diversity and inclusion	1-2	7%	3%	0%	0%
	3-4	94%	97%	100%	100%
2. to support learners in understanding/ becoming aware of their own social identity	1-2	3%	0%	4%	0%
	3-4	97%	100%	96%	100%
3. to prevent and combat behaviours of exclusion and discrimination	1-2	0%	0%	2%	0%
	3-4	100%	100%	98%	100%
4. to understand legislative and policy requirements concerning inclusion	1-2	23%	3%	29%	7%
	3-4	77%	97%	71%	93%
5. to implement equal opportunities at school	1-2	0%	0%	2%	0%
	3-4	100%	100%	98%	100%
6. to respond to diverse cultures	1-2	7%	3%	2%	0%
	3-4	93%	97%	98%	100%

Supporting All Learners

In the dimension of Supporting All Learners, consensus was reached across the four countries on almost all the items. So, countries agree that the following items are important or very important to schools' practice:

- *“adapt the curriculum to a diversity of learners”*;
- *“understand and meet learners’ diverse needs and strengths”*;
- *“present learning content in various ways”*;
- *“adapt activities to enhance learners’ motivation to participate”*;
- *“use a wide range of ways to communicate”*;
- *“build positive relationships with learners”*;
- *“understand learners’ behaviours in various contexts”*;
- *“manage challenging behaviour in an effective manner in the classroom”*;
- *“promote a positive and cooperative learning environment in the classroom”*.

Table 15. Item level comparison across countries – Supporting All Learners.

Item		Country			
		Belgium	Latvia	Netherlands	Portugal
to adapt the curriculum to a diversity of learners	1-2	0%	3%	4%	0%
	3-4	100%	97%	96%	100%
to understand and meet learners’ diverse needs and strengths	1-2	0%	3%	2%	0%
	3-4	100%	97%	98%	100%
to select and design assessment strategies to monitor individual learners’ growth and achievement	1-2	0%	3%	10%	0%
	3-4	100%	97%	90%	100%
to present learning content in various ways	1-2	3%	3%	2%	3%
	3-4	97%	97%	98%	97%
to adapt activities to enhance learners’ motivation to participate	1-2	0%	0%	0%	0%
	3-4	100%	100%	100%	100%
to use a wide range of ways to communicate	1-2	3%	3%	0%	0%
	3-4	97%	97%	100%	100%
to build positive relationships with learners	1-2	0%	0%	0%	0%
	3-4	100%	100%	100%	100%
to understand learners’ behaviours in various contexts	1-2	0%	0%	0%	0%
	3-4	100%	100%	100%	100%
to manage challenging behaviour in an effective manner in the classroom	1-2	0%	0%	0%	0%
	3-4	100%	100%	100%	100%
to support the implementation of approaches for social-emotional learning in the school	1-2	7%	0%	2%	3%
	3-4	93%	100%	98%	97%
to promote a positive and cooperative learning environment in the classroom	1-2	0%	0%	2%	0%
	3-4	100%	100%	98%	100%
to use assistive technologies for access to teaching and learning	1-2	10%	6%	2%	0%
	3-4	90%	94%	98%	100%

Working with Others

In this dimension, although items are considered important or very important by the four countries, there is no single item that reached the consensus in all countries on importance with a cut-point at 95% rating in the region area of 3–4 by all countries.

Table 16. Item level comparison across countries – Working With Others.

Item		Country			
		Belgium	Latvia	Netherlands	Portugal
1. to be effective on engaging families and partnering with families	1-2	13%	6%	2%	0%
	3-4	87%	94%	98%	100%
2. to understand the cultural and socioeconomic contexts of families and how to provide support in the community	1-2	13%	9%	4%	0%
	3-4	87%	91%	96%	100%
3. to understand and be able to value parents' role in supporting their children	1-2	7%	3%	2%	0%
	3-4	93%	97%	98%	100%
4. to incorporate a family's experience and background into the curriculum	1-2	20%	16%	8%	7%
	3-4	80%	84%	92%	93%
5. to plan, support, instruct and assess lessons together with another professional, in the same classroom	1-2	10%	13%	4%	0%
	3-4	90%	88%	96%	100%
6. to support colleagues in reflecting about practices and sharing ideas for developing inclusive practices	1-2	17%	3%	2%	0%
	3-4	83%	97%	98%	100%
7. to contribute to a professional learning community for developing inclusive practices	1-2	10%	3%	2%	0%
	3-4	90%	97%	98%	100%

Personal and Collaborative Professional Development

Using the same criteria of 95% of agreement between countries, three items related to Personal Professional Development stood out, namely:

- *“gain confidence of my own abilities and knowledge to teach all learners”*,
- *“reflect on and improve my own practice”*,
- *“identify and pursue my own focus for professional development”*

Table 17. Item level comparison across countries – Personal Professional Development.

Item		Country			
		Belgium	Latvia	Netherlands	Portugal
1. to gain confidence on my own abilities and knowledge to teach all learners	1-2	3%	0%	0%	0%
	3-4	97%	100%	100%	100%
2. to reflect on and improve my own practice	1-2	0%	3%	0%	0%
	3-4	100%	97%	100%	100%
3. to assess the implications of national and local policies for my practice	1-2	30%	13%	14%	7%
	3-4	70%	88%	87%	93%
4. to share and reflect on evidence-based knowledge about inclusive practices	1-2	10%	3%	6%	0%
	3-4	90%	97%	94%	100%
5. to critically analyze theoretical perspectives on inclusion	1-2	17%	13%	12%	7%
	3-4	83%	88%	89%	93%
6. to use outcomes about teaching and learning to improve my practice	1-2	13%	3%	4%	0%
	3-4	87%	97%	96%	100%
7. to identify and pursue my own focus for professional development	1-2	0%	3%	0%	0%
	3-4	100%	97%	100%	100%

All items questioned in each dimension of the Profile of Inclusive Teacher were globally perceived as important or very important (with mean rates equal or superior to 3.2, and a minimum percentage of agreement of 70% on the region area of 3 - important to 4 - very important). That finding seems to corroborate - through the ratings of the professionals - the importance of the thematic areas and represented set of attitudes, knowledge and skills that were mapped through PDP analysis.

In the items related to Working with Others and Personal Professional Development the importance assigned by the professionals was lower when compared to the dimensions of Valuing learners' diversity and supporting others. These results seem to contrast with what literature points as crucial when considering interprofessional collaboration and professional development for inclusion. In this report we named a few literature reviews that established collaborative practices as a route for inclusion. Also, the sustainability of a professional development program seems to be related to teachers' active engagement on knowledge acquisition and change (Holmqvist and Lelinge, 2020), as well as positive attitudes towards inclusion (Lautenbach and Heyder, 2019). Both key factors can be boosted through collaboration in learning communities, promoting a movement towards informed decision-making or problem-solving (Lofthouse and Thomas, 2017), inquiry of own practices and learning about other practices, shared critical reflection and co-constructed and reciprocal learning (Beaton et al., 2021). Reflections are then required to explain and understand why Working with Others and Personal Professional Development are less valued dimensions. Government and institutional investments and reinforcements on continuing professional developing actions can be a factor influencing that reality. Annual planning of training and the investment in both individual and collective training activities can be some of the actions that can support the valorization of interprofessional collaboration and professional development.

Key-considerations for Professional Development:

- According with the needs' analysis the Supporting all learners and Valuing Learners' Diversity are considered as most important dimensions for professionals' practices.
- Across the countries it was consensual the importance of Valuing learners diversity as meaning "to support learners in understanding/ becoming aware of their own social identity", "to prevent and combat behaviours of exclusion and discrimination" and "to implement equal opportunities at school";
- Completely consensual for the partner countries (100% agreement between all countries in the region area of 3-4) its importance of supporting all learners by "adapting activities to enhance the learners' motivation to participate", "to build positive relationships with learners", "to understand learners behaviours in different contexts" and "to manage challenge behaviors in an effective manner in the classroom";
- The valorization of the dimensions of Working with others and Personal Professional Development seems in need to be triggered. To promote eagerness to work with others and look for personal professional development is the challenge for the planning for PD programs for inclusion.
- Annual planning of training and the investment in both individual and collective training activities can be some of the actions that can support the valorization of interprofessional collaboration and professional development.

3. THE PROUD PROGRAM: IMPACT ANALYSIS

The previous analysis on the trilogy *research – national policies – professionals’ needs* grounded the planning and implementation of the Proud PDP composed by a teacher-to-teacher training (TTT) and learning activities for a PLC.

The TTT program

Target-group: experienced teachers, school leaders, educational support staff, special educational needs/ additional support needs coordinators (often abbreviated as SENCOs), mentors, team coordinators, senior special teachers, pedagogical counsellors, school psychologists, social workers, teacher educators and PD-experts linked with schools.

Goal: to support senior educational staff members to start up a collaborative learning process in a PLC, which means a group of teachers and educational partners who gather regularly to conduct action research aimed at a quality education for all. Training exercises were built in to improve the senior staff members’ coaching and feedback skills, so that they feel able to support teachers’ and other educators’ collaborative learning to promote:

- a) inclusive pedagogies, policies and practices and
- b) interprofessional collaboration with learners, families and other partners.

Structure: the TTT program was composed by module 1 and 2 (table 18), each involving 2 days of face-to-face activities (12 hours).

Table 18. Learning goals of the TTT module 1 and 2.

Module 1	Module 2
<ul style="list-style-type: none"> • cocreate the appropriate conditions for building out a professional learning community aimed at developing an inclusive pedagogy; • facilitate the collaborative learning process and professional dialogue within a group of 4-10 teachers or other educational professionals within your local context; • support these professionals to develop a shared ownership for their professional development to improve inclusive competencies; • challenge exclusionary teacher beliefs and assumptions, so that they feel more competent to teach all learners and give them an equal access to a high-quality education, including learners from migrant or disadvantaged families; • strengthen professionals’ collaborative skills to involve families, learners themselves and partners from related services (e.g. early childcare, social, youth and health care) and enlarge their network to learn and create solutions together; • advocate for and follow up policy recommendations to overcome barriers and exploit supporting conditions that are encountered. 	<ul style="list-style-type: none"> • share with your peer-coaches your experiences with practicing coaching and feedback skills to reach the Proud4-objectives aimed at creating inclusive learning environments and developing inclusive pedagogies, practices and policies in the community. You explore what succeeded and what turned out to be difficult. • Share what you have learned from it about reachable goals, reinforcing strengths and feasible actions. You reflect on possible options to share your learning results with the wider school team and community, so that you become stronger together. • learn to look back on the added value of the PDP and TTT for everyone’s personal competence growth, as well as for the wider school community and to look ahead towards a further plan of action. • give feedback to peer coaches from PLCs in other countries, reflect together on what could be adjusted or changed and what could be extra resources or options to support the inclusive learning processes in their communities.

The Learning Activities for a PLC

Target-Group: Twenty professionals recruited to act as school coaches (trained in the TTT modules), representing 10 professional learning communities from all 5 participating countries.

Goal: to provide a bank of CPD resources to stimulate educational professionals to adapt their practices to meet diverse learner needs. Founded on a human rights and value-driven approach in interprofessional collaboration, the activities embodied a GPS that challenged the teachers to search for partners in their community to reduce any inequalities for learners at risk. The provided resources and activities – translated in the 4 languages (Dutch, Portuguese, English and Latvian) – were designed to support teachers and educating professionals to link their learning needs to an inclusive pedagogy, developed within strong collaborative partnerships.

Structure: Guidance for the implementation of the PLC was provided through a GPS for conducting blending e-learning combined with face-to-face activities with school community (full available on <https://proudto-teachall.eu/en/professional-development-package>), through a contact of around 20 hours.

The GPS contained a structure for a PDP with peer-to-peer-coaching in the local context. Used under the guidance of 2 coaches, trained in the TTT-modules, the GPS supported teachers to conduct at least 2 short-term cycles of collaborative action research.

Impact analysis

As final input for outlining policy and research recommendations for teachers learning for inclusion, an analysis of the ProuD program impact was conducted.

The analysis embodied a Feasibility Study that aimed to measure the learning experiences of the coaches and the changes they report in their coaching practice after the training activities. For implementing the feasibility study, the program assessment criteria were based on the five critical levels of evaluation considered by Guskey (2002) to improve teacher professional development programs:

- a) participants' reactions;
- b) participants' learning;
- c) organization support and change;
- d) participants' use of new knowledge and skills; and
- e) student learning outcomes.

Quantitative and qualitative data was collected through: (i) a survey directed to coaches (participants of the TTT and PLC) and professionals from the school community (involved in the PLC); and (ii) an interview to a parents representative acting as an advisory member in ProuD Project and as a school community member.

Survey

After the conclusion of the program (TTT and PLC activities), participants – including coaches and school members involved in the PLC – were requested to respond to a survey.

The survey was composed by:

- Section 1 – referring to general information about the activities implemented in the professional learning community (PLC) (e.g., duration, persons involved and significance);
- Section 2 – with a general evaluation of the program (the focus, the structure, the outcomes...) as well as the impact on prompting a professional profile for inclusion (based on the same items of the needs analysis);
- Section 3 – regarding strengths and suggestions for improvement;
- Section 4 – about personal and collaborative experiences in the learning process.

Section 3 and 4 consisted in open-ended questions (e.g., insert your comments concerning the strengths and areas that should be improved..."; "describe (an) example(s) of your experience in the whole learning process"). On section 2 a Likert Scale – from 1 to 4 – was used.

It was obtained 8 responses to the survey :

- 2 coaches from Netherlands (both from primary education context);
- 1 coach from Belgium (from pre-school and primary education context);
- 2 coaches from Latvia (both from primary education context);
- 2 coaches from Portugal (from pre-school and primary education context);
- 1 coach from UK (from primary and secondary education context).

The obtained responses represent 8 of the 10 participating schools. Time restrictions was one of the barriers expressed by the representatives of the two schools which responses were missing. The learning experiences are, though, portrayed in each country by the participation of at least 1 coach. In each school the survey was completed by the coach, commonly in a context of discussion with the other school members involved in the PLC.

The participating schools were from pre and primary contexts, with exception of UK that also involved a secondary school.

The learning activities implemented in the schools are described in **table 19**.

The reported learning activities were developed between February 2022 and May 2023. The learning activities were very diverse including – in some responses – the TTT training (and the sharing of experiences with the school community) to PLC discussions/activities and resources exploitation (using the inspirational center and the professional development package available on the ProuD website) . The time expended was around 40 (on PLC activities) to 80 hours (including TTT). People involved were typically the school team and, in some cases, academics (BL) and persons from community associations (LT1). Significance of the activities was highly rated, mostly between 4 to 5 (within a scale varying between 0 – none- and 5-total).

Table 19. Learning activities involved and implemented in the school context.

Country/ Educational context	Learning activity	Duration	Persons involved	Significance of the activity (0–none to 5–total)
UK / primary and secondary education*	Coaching techniques – bringing a non-judgmental ethos to discussions about inclusion within our schools	Total of 80 hours Activities dura- tion varying from 10–50 hours	3 to 30 persons	4-5
	Magnifying glass – apply the lens on our own practice to bring a sharper perspective			
	sharing practice trans-nationally – sharing the practice in other nations to understand own practice			
Country/ Educational context	Learning activity	Duration	Persons involved	Significance of the activity (0–none to 5–total)
PT (schools 1 and 2) / pre-school and primary education	Presenting to the PLC the ten habits of an inclusive teacher – seeing the video of Tracy Edwards.	Total of 40 hours Activities dura- tion varying from 2.30 – 3.30 hours	Team of inclusive education composing the PLC	5
	Group dynamic to present what is a PLC using images. Discussion and sharing with the moderation of the coach and the inclusive team about the video of Tracy Edwards. Registering the strategies of support – sharing in the Padlet of photos and materials devolved in the session.			
	Towards an inclusive pedagogy “how can we extend what is ordinarily available?” “what did you learn about your students that have challenged your own pre-conceptions?” – analysis of a specific case and sharing of strategies.			
	Sharing session about obtained knowledge, pedagogical strategies and success testimonies.			
	Collaborative work dynamics – sharing of experiences and od support delivery in different organizations			
	Implementation of dynamics learnt on Latvia TTT. Sharing of videos and photos about Latvia reality in schools. Reflection of the positive points about Portuguese and other countries inclusive responses organization.			
	Discussion on inclusive methodologies “imagine the perfect classroom”			
	Reflection of inclusion challenges based on the podcasts. Each group choose a material from the inspirational center and present it to the PLC.			
	Discussion session about what are the community partners we should bring to our side. Creating a support network. Sharing of personal experiences.			
	Reflection session about team teaching – how to plan together? Sharing of specific experiences of coach mediation.			
	Presentation of concrete cases of support and of inclusive practices			
Country/ Educational context	Learning activity	Duration	Persons involved	Significance of the activity (0–none to 5–total)

Latvia (school 1) / primary education context	Training for trainers "We are proud to teach everyone" ; Visit and presentation of a school	No information	Teachers of the school (10) Members of the methodical association of social pedagogues of the city of Liepaja.	3 - 5
	Training for trainers in Porto October 11-13, 2022			
	Informing school pedagogues about Portugal's experience in the field of work-inclusive education 25.10.2022.			
	Discussing the topic "Any activity can be inclusive and exclusionary; the goal is important". During the conversation, it was emphasized that the purpose with which an activity is carried out in relation to the child and further activities are very important.			
	Meeting of the methodical association of social pedagogues of Liepaja - sharing of what was observed in other countries and introduction to proud website.			
Latvia (school 2) / primary education context	Teachers' seminar	No information	12 / 30 pedagogues	4-5
	Teachers' discussion, sharing of experience on the possibilities of adapting the available learning resources for students with special needs.			
	Examples of good practice in school			
	Workshops for educators, introduction to the school environment.			
Country/ Educational context	Learning activity	Duration	Persons involved	Significance of the activity (0-none to 5-total)
BL / pre-school and primary education	PLC - Follow-up of pupils concerning personal development in primary school	Total of 99 hours Activities duration varying from 2-30 hours	Academics (AHS and U C L L) ; school team; springboard policy team; Professor-director	4-5
	Meeting with professionals to guide the process - Coaching the professionals			
	Child conversations			
	Conduct child conversations about friendships – using a sociogram.			
	Collecting child conversation material			
	Entering child conversations at school level: school team information session			
	Implementation on the classroom floor			
	PLC – document monitoring personal development			
	Development of lifestyle report			
	Introducing EDI didactics to offer all students good education			
	Trajectory according to EDI – principle 1. teacher shows for 2. they do it together 3. teacher does it alone			
	Coaching EDI didactics			
	Coaching conversations according to GRROW method			
	Project "generous gathering"			
Collaboration school special education third grade - springboard				
Country/ Educational context	Learning activity	Duration	Persons involved	Significance of the activity (0-none to 5-total)

NT (school 1) / primary education context	Establishment of a PLC – with the aim of improving inclusive education.	Total of 6 hours Activities duration varying from 2-4 hours	Teacher-special education teacher Administrative personal	5
	Four meetings with the PLC			
NT (school 2) / primary education context	Feedback study trip to the team	Total of 6 hours Activities duration varying from 1.30-2 hours	Team (6 professionals)	5
	Use of methods to get into conversation			
	Study day about inclusion			
	“Box full of potential”			
	Start of a PLC			
	Input about the study day			

The general evaluation of the program was rated between 3 and 4 (within a scale varying from 1-nothing and 4 – pretty much) – showing that the program was considered of high relevance, well structured, with appropriate activities and outcomes. An average was calculated for the countries in which more than one response was obtained (**table 20**). Important to note that the item that received the lowest rating was on having a clear picture of the program goal since the beginning.

Table 20. General evaluation of the Proud Program.

	<u>UK</u>	<u>PT</u>	<u>LI</u>	<u>BL</u>	<u>NT</u>
1 The focus of the program/activities implemented was relevant in my professional context?	4	4	4	4	4
2. The structure of the program/activities implemented was appropriate?	3	4	3	4	4
3.The learning outcomes of the program/activities implemented was appropriate (useful)?	4	4	4	4	4
4.From the beginning I had a clear picture of the program/activities implemented goal?	2	4	2	4	4
5.The kind of activities of the program/activities implemented was appropriate (helpful)?	3	4	4	4	4
6.The length of the program/activities implemented was appropriate (convenient)?	4	4	4	4	4
7.The materials of the program/ activities implemented were appropriate?	3	4	4	4	4
8.The methodology of the program/activities implemented was appropriate?	3	4	4	4	4
9.The program/activities implemented enhanced the quality of my professional practice?	4	4	3	4	4
10.I would recommend these program/ activities implemented to my colleagues?	4	4	3	4	4

About the impact of the Program on developing competencies within each of the domains of an inclusive professional profile, the responses were obtained in a scale ranging from 1 (nothing) to 4 (pretty much) considering the impact on own competencies and on the school community competencies as a whole (**table 21**). Again, also in this evaluation the obtained ratings were high in all domains of the inclusive profile, varying mostly from 3 to 4. Participants considered that the program had a very important impact on developing competencies related with valuing learners' diversity, supporting all learners, working with others and personal and collaborative professional development. Import to note that – although high ratings were obtained in both scales (own development and school development) –, the impact was tendentially rated as being higher in own competencies when compared with school competencies as a whole.

Table 21. Extent of the Proud Program' impact on own potential (as a school professional) and on school potential – as a whole – to improve an inclusive education.

To which extent the Proud' PDP promoted the potential:	UK		PT		LT		BL		NT	
	To you	To your school	To you	To your school	To you	To your school	To you	To your school	To you	To your school
1... to be aware of the own thoughts and visions on diversity and inclusion	4	3	4	4	4	3	4	2	4	4
2... to support learners in understanding/ becoming aware of their own social identity	4	3	4	4	3	3	4	3	4	4
3... to prevent and combat behaviors of exclusion and discrimination	4	4	4	4	3	3	4	3	3	3
4... to understand legislative and policy requirements concerning inclusion	3	3	4	4	3	3	4	2	3	3
5... to implement equal opportunities at school	4	4	4	4	3	3	4	3	4	4
6... to respond to diverse cultures	3	2	4	4	4	3	4	3	3	3
Total on valuing learners' diversity	22/24 92%	19/24 92%	24/24 100%	24/24 100%	20/24 83%	18/24 75%	24/24 100%	16/24 67%	21/24 88%	21/24 88%

To which extent the ProuD' PDP promoted the potential:	UK		PT		LT		BL		NT	
	To you	To your school	To you	To your school	To you	To your school	To you	To your school	To you	To your school
7...to adapt the curriculum to a diversity of learners	3	3	4	3	3	3	4	2	4	4
8... to understand and meet learners' diverse needs and strengths	4	3	4	4	3	3	4	3	4	4
9... to select and design assessment strategies to monitor individual learners' growth and achievement	3	4	4	4	3	3	4	4	2	2
10... to present learning content in various ways	3	4	4	4	4	3	4	4	3	3
11... to adapt activities to enhance learners' motivation to participate	4	3	4	4	3	3	4	4	3	3
12... to use a wide range of ways to communicate	3	3	4	4	3	3	4	2	4	4
13...to build positive relationships with learners	4	4	4	4	3	3	4	4	4	4
14... to understand learners' behaviors in various contexts	4	4	4	4	4	3	4	3	3	3
15...to manage challenging behavior in an effective manner in the classroom	3	3	4	4	3	3	4	2	2	2
16... to support the implementation of approaches for social-emotional learning in the school	4	4	4	4	3	3	4	4	2	2
17... to promote a positive and cooperative learning environment in the classroom	3	4	4	4	3	3	4	3	3	3
18... to use assistive technologies for access to teaching and learning	3	2	4	4	3	3	3	2	3	3
Total on supporting all learners	41/48 85%	41/48 85%	48/48 100%	48/48 100%	38/48 79%	36/48 75%	47/48 98%	37/48 77%	37/48 77%	37/48 77%

To which extent the ProuD' PDP promoted the potential:	UK		PT		LT		BL		NT	
	To you	To your school	To you	To your school	To you	To your school	To you	To your school	To you	To your school
19... to be effective on engaging families and partnering with families	3	3	4	4	3	3	4	3	3	2
20... to understand the cultural and socioeconomic contexts of families and how to provide support in the community	4	3	4	4	3	3	4	3	2	2
21... to understand and be able to value parents' role in supporting their children	4	3	4	4	3	3	4	3	3	3
22... to incorporate a family's experience and background into the curriculum	3	2	4	4	3	2	4	2	3	3
23... to plan, support, instruct and assess lessons together with another professional, in the same classroom	2	3	4	4	2	2	4	4	3	3
24... to support colleagues in reflecting about practices and sharing ideas for developing inclusive practices	3	3	4	4	4	3	4	3	4	3
25... to contribute to a professional learning community for developing inclusive practices	4	3	4	4	3	3	4	3	4	4
Total on working with others	23/28 82%	20/28 71%	28/28 100%	28/28 100%	21/28 75%	19/28 68%	28/28 100%	21/28 75%	22/28 78%	20/28 71%

To which extent the Proud' PDP promoted the potential:	UK		PT		LT		BL		NT	
	To you	To your school	To you	To your school	To you	To your school	To you	To your school	To you	To your school
26... to gain confidence on our own abilities and knowledge to teach all learners	4	4	4	4	4	4	4	3	4	3
27... to reflect on and improve our own practice	4	4	4	4	3	3	4	3	4	4
28... to assess the implications of national and local policies for our own practice	4	2	4	4	3	2	3	2	3	3
29... to share and reflect on evidence-based knowledge about inclusive practices	3	3	4	4	3	2	3	2	2	2
30... to critically analyze theoretical perspectives on inclusion	4	2	4	4	3	3	3	2	3	3
31... to use outcomes about teaching and learning to improve our own practice	3	3	4	4	3	3	3	3	4	3
32... to identify and pursue our own focus for professional development	4	4	4	4	4	3	4	3	4	4
Total on personal and collaborative professional development	26/28 93%	22/28 79%	28/28 100%	28/28 100%	23/28 82%	20/28 71%	24/28 86%	18/28 64%	20/28 71%	22/28 79%
total	112	102	128	128	102	93	123	92	100	100

The responses to the open-ended questions regarding strengths, improvement suggestions and learning experiences are shared in **table 22**. One of the most mentioned strengths of the program was related to the trans-national experience: the observation of different practices and responses' organization in schools of the different partner countries (specially of Portugal and Latvia where the TTT occurred). An in-deep contextualization of the social and political reality of each country was underlined as an important improvement to reach by the program. Related to that, another suggestion of improvement refers to the need of more collaboration opportunities between participating schools. Visiting other schools and understand similarities and differences between countries was one of the more impacting learning experiences. The value of informal conversations and the insight promoted by website materials and resources were also highlighted.

Table 22. Strengths, improvement suggestions and experiences in the learning process promoted by Proud Program.

STRENGTHS
"The trans-national comparisons were so powerful in bringing illumination to the theories and practice of inclusion in schools across different contexts. The opportunity for continued international dialogues has been grasped with schools and their leaders across continuing their dialogue after the duration of the program implementation."(UK)
"Availability and knowledge of the PROUD team - exchange of ideas from the different countries on how they put inclusion into practice" (BL)
"The feeling of togetherness and mutual support in the vision of education for all children. Demonstrate the good and useful website and the importance of starting a PLG" (NT1)
"Lots of inspiration and opportunity to communicate. Use of active working methods were challenging" (NT2)
"The sharing of knowledge and materials" (PT1). "Cooperation between participants" (PT2)
"Teachers were open to new experiences" (LT1); "Implementation of the learning process according to the abilities of each student" (LT2)
SUGGESTIONS FOR IMPROVEMENT
"A greater focus in the delivery of the training in how things differ in different nations and a greater exploration of the reasons for this." (UK)
"Even more intensive cooperation with the schools" (BL)
"I would like to go into more detail about social and economic inclusion, cultural backgrounds and look together in practice at how you can actually improve this." (NT1)
"as much as possible to do the learning sessions in presental modality" (PT1) "; "to analyze more practical cases" (PT2)
"At the moment, there is a rather heavy load due to the transition to the new learning model, so it is difficult to find time and opportunities for joint learning" (LT1); "increase parental involvement to improve student achievement" (LT2)
EXPERIENCE IN THE LEARNING PROCESS
"My learning has been considerably accelerated by the activity of visiting schools in different nations because it prompted dialogue about differences and similarities. This then supported by conceptual understanding of the philosophy of inclusion and the realities of attempting to teach all our young people across the whole of Europe." (UK)
"The cooperation with both national partners and international partners resulted in more intensive learning opportunities for the students. Through the student conversations and the cooperation with our student council, we received a lot of information from the students to be able to guide them even better." (BL)
"I actually found everything relevant. We have started a PLG through this project and are looking very critically at how we can improve our inclusive education, with a particular focus on the role of the inclusive teacher. I was a fan of Tracy's lectures and everyone else's all captivating and inspiring. I found the school visits very valuable and the time you had with each other during the visits abroad. The informal conversations during those days gave me a lot of valuable information and insights. Especially because you have a lot of time for it and come especially for it." (NT1)
"A study trip gives you the chance to have a bird's-eye view of your own practice. This has made us look more critically at our situation. What can we improve and what can we no longer do?" (NT2)
"The chance of knowing and reflecting about different realities in schools was important to get better our own practices and to value to good practices we are already performing " (PT1).
"It was especially relevant to learn to take the risk and to take the responsibility of an autistic child that was not able to grasp a pencil nor socialize with the others. After collaborative work she surprised all of us with a lot of winnings " (PT2)
"The most important thing for me was visiting schools in Porto, experiencing that by attracting a team of specialists, it is possible to provide support and include children even with very severe functional impairments in the classroom. Opportunity to learn coaching skills. Sofia's advice was especially memorable so that teachers could understand the needs of parents: to assume the role of a parent and answer questions from a parent's position." (LT1); "In the framework of the project, I learned about the experience of other countries in the implementation of inclusive education, I presented the specifics of the learning process in Liepāja's Livupe elementary school - the development center. I am grateful for the opportunity to visit schools in the city of Porto, Portugal, to gain insight into how inclusive education is implemented." (LT2)

Interview to a parent representative

To explore the impact of ProuD program, an interview was also developed to a parents' representative acting both as a school community member and as an advisory member in ProuD Project. The interview was organized around three topics: (i) innovation and impact brought by ProuD Program to students and families ("What would you say as special innovative in the ProuD project for professional development and for interprofessional collaboration?"; "What impact can bring a program like ProuD in schools – and in the experience of inclusion of students and families?"); (ii) conditions and threats for the replicability and sustainability of a program like ProuD ("What can be the threats for the program to be implemented in other schools or countries?"; "What conditions you feel as being necessary for the sustainability of the ProuD Program on keeping the PLC in schools?"); and (iii) limitations and suggestions for improvement ("What are the limitations and suggestions for improvement in the future?"). The discussion was conducted by zoom, with a duration of around 40 minutes.

Innovation and impact

Concerning the topic "innovation and impact" it was highlighted as an innovative practice brought by the ProuD Program the connection between the academy and the school community: *"getting coach from somebody outside school is more impactful"*. The learning inspirational center – and all the materials available in the ProuD' website – was also referred as contributing for innovative practices in the schools. A set of conditions, though, were identified as being critical for a sustainable impact in schools.

Conditions and threats for replicability and sustainability

According with the parents' representative, the sustainability of ProuD results calls for a maintained collaboration between academy and school /or the connection with persons outside school (critical friends) that can help the teachers to identify the learning opportunities embedded in school needs and dilemmas. Concretely, it is important to maintain this "outside guidance" to support a more critical view over the learning environments – and to look at the school' challenges as a trigger for learning (*"they still have learning opportunities that they don't see by themselves"*). Therefore, the outside guidance was underlined as a critical condition for a continued and purposeful use of the website materials in the way that the search and use of the learning activities should be triggered by the school problems and challenges: *"now that we have all the materials it will be a pity if it stays in the website"*.

For sustainability and replicability inside and outside the participating schools, it was referred the need of gathering and disseminating the testimonies of the teachers about their learning experiences and the impact: *"it can be helpful if they can spread the word (...) because it is always better when teacher listen to other teachers"*. To support a continued *"teacher the teacher system"* – in which participating teachers teach the others about feedback and coaching skills – was also underlined to spread the knowledge and insights generated with the learning experiences.

Limitations and suggestions of improvement

The suggestions of improvement were mainly related with making the project more visible: *"I only hear about the program because I'm in the advisory board"*. The need to guarantee greater dissemination, namely, through the participating schools would be an important improvement to ProuD Project.

Key-considerations for Professional Development:

- The ProuD program – composed by the TTT and the PLC learning activities – had a positive impact of the 8 schools of the 5 partner countries, suggesting feasibility and replicability of the program across different contexts. The conducted evaluation showed that:
 - the program was considered of high relevance, well-structured and with appropriated activities, materials, length and outcomes.
 - the program was perceived as having improved the quality of the coaches' professional practice and was considered recommendable to other colleagues.
 - the professionals reported a very important impact of the program on developing competencies in all dimensions of the professional inclusive profile (EASNIE, 2022): valuing learners' diversity, supporting all learners, working with others and personal and collaborative professional development.
- The trans-national experiences – i.e., the observation of different practices and responses' organization in schools of the different partner countries – had a powerful impact on the learning process of the coaches.
- The connection between the academy and the school community through the promotion of learning activities devoted to coaching was recognized as an innovative feature of ProuD Program.
- Each school selected and implemented different ProuD' resources, supporting that the program design had a flexible format to start PLC activities embedded in school own needs' and realities;
- The time spent on PLC learning activities varied between countries. Time and, specifically, time restrictions was commonly addressed by coaches as limiting factor for interprofessional collaboration and learning. To empower professionals on advocating and implementing changes at school cultural and organizational levels is a learning experience specially relevant to be addressed in future PDP for inclusion.
- Expanding the exchange of experiences transnationally with an in-deep contextualization of the social and political reality of each country is a suggestion to reinforce the quality of the learning experiences.
- Sustainability of ProuD results – specially the promotion of PLC for inclusion – calls for a maintained collaboration between academy and school /or the connection with persons outside school (critical friends) that can help the teachers to identify the learning opportunities embedded in school needs and dilemmas.
- For the replicability of the program seems critical the gathering and disseminating teachers' testimonies.

4. LESSONS LEARNT AND MAIN RECOMMENDATIONS

Investigating professional development strategies that are effective, feasible and replicable was the main goal of the present report. To that end, existing educational professionals' education programs were scrutinized and confronted with results obtained from a survey on professionals' needs that based research and policy recommendations for promoting effective professional development for inclusion.

Three levels of analysis were, then, implemented for the drawing of recommendations:

1. A literature overview on good practices combined with a systematic review of studies focusing the implementation of PDPs for inclusive pedagogy and collaborative practices;
2. A country analysis of policies and of partner-institutional PD' materials;
3. A survey targeting professionals' needs for their professional learning for inclusion.

On the three levels of analysis the Profile of Inclusive Teachers (EASNIE, 2012) was used as framework to map the examined PDP and professionals' needs, according with the four core values and areas competences (**figure 3**).

Valuing learner diversity – conceptions of inclusive education and views of learners' differences.	Supporting all learners –promotion of academic, practical, social and emotional learning of all learners and effective teaching approaches in heterogeneous classes.
Working with others –working with parents and families and working with a range of other educational professionals.	Personal and collaborative professional development –reflective practices and ongoing professional learning and development.

Figure 3. Core Values and areas of competence of the Profile of Inclusive Teacher (EASNIE, 2022)

In addition to these three levels of analysis, the design of the following recommendations was based on the feasibility study of the ProuD Program (vd. chapter 4). Below we present the lessons learnt and main recommendations to the policies and to the research for promoting effective professional development for inclusion.

POLICY RECOMMENDATIONS

Focusing on professional development for inclusion

Recommendation 1. To reinforce professional learning tracks towards a broader conception of inclusive education concerned with all aspects of diversity (beyond special education approaches).

- Inclusive education is conceived as a matter of providing high quality education responses to the needs of all learners. A broad conception of inclusive education, concerned with all aspects of diversity, has been receiving an echo in the literature and in the policies of different countries across the EU. Therefore, inclusive education responses have been going beyond a special-educational needs- approach.
- There is a need to reinforce professional learning tracks towards a broader conception of inclusive education concerned with all aspects of diversity, namely through a disattachment of categorical approaches to enact supports.
- To expand this broader concept of inclusive education not only within school policies, but also within professional development policies at all levels (pre-service, post-graduate and in-service), is required to respond to the increasing diversity of 21st century classrooms.
- Examples from different European countries and in diverse local contexts might be inspiring to share across countries. The exchange of PD programs and learning materials within EU- communities focusing on teachers' inclusive competences can generate an important impact on learners.

Recommendation 2. To reinforce a policy strategy that supports teacher professional learning for inclusion, including pre-service and in-service stages.

- Within pre-service or initial teacher education (ITE) there is no prescribed curriculum for or regulation to include inclusive education content in courses or units. The approach to inclusion and diversity throughout teachers' qualification varies widely among courses and higher education institutions within and across EU countries.
- The development of educational professionals' inclusive competencies highly depends on their continuing professional development (CPD) activities.
- Efforts are required to improve government and institutional levels of commitment on prompting and supporting inclusive values and areas of competence for an inclusive pedagogy throughout all stages of teacher education and professional development.

Recommendation 3. To reinforce the development of schools' annual planning for professional training aligned with the school-needs, in which diversity and inclusion are part of.

- Continuing professional development is a self-directed pathway, with actions defined by each educational professional that should be embedded in the school community and in the school's needs.
- Peer-coaching and sharing good practices should be enhanced as a part of the school' system for staff development.

Recommendation 4. To reflect on the meaning of school success and how to plan actions towards that.

- To reconstruct the image of their own school to be aligned with inclusive values.

Focusing on interprofessional collaboration

Recommendations 5. To support a continuing professional development focusing on interprofessional collaboration for inclusion.

- The provision of support to teach all learners often demands the involvement of different professionals (teachers, assistant teachers, special educational and other support professionals).
- Interprofessional collaboration (with teachers, other educational professionals, researchers...) is, then, a key element defining CPD for inclusion. Interprofessional collaboration is a means for teachers' autonomy and authority in their own practice.
- Collaborative practices as coaching, mentoring and lesson study are successful approaches to promote informed decision making and problem-solving, particularly when responding to individuals' needs and contexts and when built on existing skills and experiences of the learning professionals.
- These collaborative practices should be reinforced as a collective and joint endeavor, with a shared ownership of the outcomes rather than efforts within specific subjects or disciplinary areas.
- To promote a continued collaboration between academy and school, searching for critical views that can support the recognition of school challenges as learning opportunities.

Recommendation 6. To recognize for career valorization, the collaborative and collective formats of professional learning, embedded within one's social context.

- To create informal spaces and time to connect teachers and other professionals.
- To include the quality of collaborative partnerships as a target of schools' self-reflection and assessment practices.
- To include collaborative target actions as part of the school practices assessment (e.g., identification of professional dilemmas, defining common goals, shared activities...).
- To monitor factors impacting collaboration, namely the development and implementation of safe forums for practices' exchange.
- To include ALL staff in the process of learning.
- To promote metacognitive skills in collaborative learning with others including parents and learners (e.g., reflect on their cognitive activities during problem solving – understanding of goals and the problem; recalling and organizing previous knowledge; and thinking about strategies to solve the problem).

RESEARCH RECOMMENDATIONS

Focusing on diversity

Recommendation 1. To maintain the focus on the values and areas of competence of 'Valuing learner diversity' and 'Supporting all learners' in educational professionals' development programs.

- 'Valuing learner diversity' and 'supporting all learners' are the areas of competence most valued by the teachers in the analysis of their needs and in the existing PDPs.
- Within 'Valuing learner diversity', a focus on thematic areas like inclusion, diversity, policies, legislations and social justice have been recognized in the existing PDPs.
- Contents guided by specific aspects of diversity, such as socio-cultural consciousness, disability perspectives and gender approaches, are also part of the existing PDPs, with a different expression according to local and country policies.
- The professionals' needs analysis confirms the importance of 'valuing learner diversity', namely being prepared "to support learners in understanding/ becoming aware of their own social identity", "to prevent and combat behaviours of exclusion and discrimination" and "to implement equal opportunities at school".
- For 'Supporting all learners', some of the thematic areas most emphasized in the existing PDPs are: curriculum and instruction design, differentiation (e.g., differentiated lesson planning, principles of learning and teaching) and enabling environments (e.g., support systems, UDL-universal design for learning guidelines).
- The professionals' needs analysis confirms the importance of 'Supporting all learners', namely being prepared "to adapt activities for enhancing the learners' motivation to participate", "to build positive relationships with learners", "to understand learners' behaviours in different contexts" and "to manage challenging behaviours in an effective manner in the classroom".

Recommendation 2. To promote teachers' critical reflection on their personal biography and narrative (What is their history? What are their personal experiences with diversity, in- and exclusion within learning and teaching processes).

- Self-reflection on educational professionals' own attitudes towards diversity and inclusion is a training strategy found in some PDPs. Educational professionals' view or image of learning plays a fundamental role in their openness to inclusion and to differentiation methods.
- The focus of PDPs to explore one's own identity and become aware of one's personal vision, needs to be expanded. Drawing on teachers' prior experiences and knowledge is a critical strategy for success.
- To recognize their own preconceptions/ bias, get aware of their own thoughts and attitudes of discrimination.

Recommendation 3. To use a broad, intersectional approach of diversity in the research on PD, enhancing the understanding that inclusion is broader than SEN or culture/ethnicity only.

- Many studies describing PDP's impact on inclusion focus on teachers' preparedness to respond to special educational or additional support needs, related to disabling environments.
- The broader approach represents a reality in which many aspects of diversity intersect, including diverse cultural and linguistic backgrounds, disadvantaged socio-economic backgrounds, gender or LGBTIQ-related issues, high or lower levels of cognitive functioning, disability as well as diversity in general. This approach needs to be reinforced and expanded in the research literature.

Focusing collaboration in team

Recommendation 4. To develop inspiration and professional learning activities focusing on 'Working with others' and on 'Personal professional development' for all professional developmental stages.

- To promote eagerness to work with others and motivation for personal professional development is a challenge for the development of PDPs for inclusion.
- Some approaches of 'Working with others' are already reflected in the contents of the existing PDPs, but should be reinforced, e.g., collaboration with families, coaching, collaborative teamwork and interdependency.
- Thematic areas reflecting 'Personal professional development' were also recognized in some PDP, but they should be more widely integrated in PD programs, e.g., reflective practice, development of research communities and implementing inquiring practices in education.
- Interprofessional collaboration should be reinforced in both pre- and in-service programs, through didactical methods like coaching and collective learning in a professional learning community (PLC) or a community of practice (COP). This prompts educational professionals' collaborative competencies and their learning to take agency over their own professional development.
- The use of tools seems to be beneficial to scaffold professional learning, e.g., a record sheet supports to implement lesson study, video clips are powerful resources for discussions in post-lesson coaching,...
- Time and, specifically, time restrictions were commonly addressed by coaches as limiting factor for interprofessional collaboration and learning. To empower professionals on advocating and implementing changes at school cultural and organizational levels is a learning experience especially relevant to be addressed in future PDP for inclusion.

Recommendation 5. To reinforce the use of reflective activities as key Professional Development methods and strategies.

- Preparing lessons plans, using a reflective journal, developing a portfolio and an action plan in self-assessment, and developing an educational inquiry are examples of reflective inquiring practices that are included in some PDP. Their implementation should be reinforced to develop an inclusive pedagogy within an interprofessional collaboration context.
- To promote trans-national experiences – i.e., the observation of practices and responses' organization in schools of the different countries – have a powerful impact on professionals learning for inclusion and a better insight of their own practices.

Recommendation 6. To reinforce the use of team-work activities as key professional development methods and strategies.

- Professional development activities can promote collective learning in meetings by including regular member checks to reflect, plan, implement and monitor one's progress on personal goals.
- Also, cooperative learning techniques, shared problem-solving opportunities, small group work, peer assisted learning, co-teaching and coaching should be expanded.
- To promote collaborative professional development – working with others for your professional development.
- To promote collective efficacy – believe that together they can make a difference to the students they teach, no matter what.

Recommendation 7. To include coaching and professional learning communities as key practices of effective professional development, in which the collaborative learning is embraced as both a goal and a teaching strategy.

- Coaching skills, coaching practice standards, models using universal design for learning in coaching, co- and team-teaching models are examples of contents found in some PDPs for inclusion. These need to be reinforced and expanded in PD objectives.
- To reinforce and expand strategies for composing a professional learning community, for promoting activities of observation and feedback.
- Meeting with critical friends of the team, composing a PLC, activities that develop observation and feedback skills, and composing diverse co-facilitator dyads are examples of strategies used in some PDPs focusing on inclusive competencies. These need to be reinforced and expanded.

Recommendation 8. To consider the educational systems in which teachers and other professionals are acting, developing feasible and applicable PD aligned with teachers and stakeholders' real learning needs.

- Exclusion and exit practices are still inherent in some of our countries educational systems.
- The use of the real context and of real-life professional challenges in continuing professional learning facilitates the application and maintenance of new skills, promoting a sustained pedagogical change and learning for inclusion.

Focusing on collaborating with learners/ families

Recommendation 9. To enable ALL teachers, across different subjects, to speak with their learners about social justice and children's rights to a valued and good life.

- To promote teachers' competences to embrace a human rights approach.

Recommendation 10. To promote skills for grounding educational practices on ALL learners' and families' voices as a key factor for an effective interprofessional collaboration.

- In the existing PDPs, only a limited emphasis on cooperation with learners and parents was found.
- Some PDPs focus on understanding the cultural and socio-economic needs of families and how to provide support, on understanding family characteristics and parents' roles, and on incorporating family's knowledge into the curriculum. These need to be reinforced and expanded.
- Communicating with parents in a constructive way and integrating learners and parents into interprofessional collaboration practices are contents found in some PDPs. These need to be reinforced and expanded.
- To know how to support and empower families to know and apply their rights.

Recommendation 11. To consider the impact of a professional development program on learners' feelings and their experience of being included as a critical outcome.

- So far, the impact of a PDP is mainly evaluated by teachers, through assessing what positive influence it had on their learning.
- If teachers change their attitudes, knowledge and skills, the critical outcome of PDP implementation should be how learners experience inclusion in the classroom. Future research could focus on learner experiences too.

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