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Teacher Training for Inclusive Education: Challenges and Best Practices

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DOI: <https://doi.org/10.2478/bjir-2025-0007>

Abstract

In the context of an increasingly diverse educational landscape, the role of teachers extends beyond instruction to fostering inclusive and equitable learning environments. This paper explores the critical importance of teacher training in promoting inclusive education, focusing on the skills, mindset, and systemic support required to address the diverse needs of all students. Despite the growing recognition of diversity as a strength, educators face numerous challenges, including limited resources, outdated pedagogical models, and a lack of targeted support. Through an examination of both obstacles and emerging best practices – such as differentiated instruction, universal design for learning, and culturally responsive pedagogy – this study highlights the transformative potential of effective teacher preparation. It argues that comprehensive, reflective, and ongoing professional development is essential for creating classrooms where every student feels valued and has the opportunity to thrive. The findings underscore the need to rethink teacher education programs to ensure that inclusivity becomes an integral part of the educational system.

Keywords: Inclusive education, teacher training, classroom diversity, teacher preparation, pedagogical strategies.

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Balkan Journal of Interdisciplinary Research (Austria) E – ISSN 2411- 9725 / ISSN 2410-75

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