



Teachers and Teaching in Inclusive Education

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Message from the Guest Editors

The aim and scope of this Special Issue is to provide its readership with current research evidence on the implementation of inclusive education in different countries, including those from the Global South, whose practices are less highlighted in the academic literature.

Overarching Theme: policy formulation, teaching practices, and accountability in inclusive education

Sub-themes:

- Inclusive policy formulation and the resourcing of inclusive schools;
- Accountability in inclusive policies and practice;
- School-level practices that lead to policy and standards-driven accountability;
- Teacher preparation for diverse needs and accountable practice;
- Teachers' experiences with adapting instruction;
- Teaching practices and the adequacy of adaptive instructional practices that lead to accountability in student learning outcomes;
- The challenges with achieving optimal educational outcomes for all students;
- Support services for students and teachers.





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Message from the Editor-in-Chief

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