



A Study of Teachers' Professional Quality and Professionalisation Standards under the Concept of Inclusive Education

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Abstract. This research aims to explore the role of teachers within the framework of inclusive education. The study focuses on enhancing teachers' professional quality to better meet the needs of diverse student populations. The authors first introduce the fundamental concept of inclusive education, emphasizing the importance of diversity and equity within the education system. Subsequently, the paper delves into teachers' professional quality, encompassing aspects such as knowledge, skills, attitudes, and values. The research also addresses professionalization standards, which can assist teachers in improving their professional standing and providing enhanced support. In conclusion, the study underscores the significance of elevating teachers' professional quality in the context of inclusive education and highlights the roles of educational institutions and policymakers in this regard. This research provides valuable insights for promoting inclusive education and enhancing teachers' professional standards to better serve a variety of students' needs.

Keywords: Inclusive education, profession, quality.

1 Introduction

The application of theories in the field of education has always attracted a lot of attention, and the concept of inclusive education, as an important educational philosophy, is constantly drawing the attention of academics and educational practitioners. The core idea of inclusive education is to bring students with different backgrounds, abilities and characteristics into the same education system and to provide equal learning opportunities and support for each student. Under this philosophy of education, the professionalism and specialisation standards of teachers become particularly important as they take on the responsibility of nurturing a diverse student population. The purpose of this paper is to examine the professional quality and professionalisation standards of teachers under the concept of inclusive education and to explore ways to improve the quality and equity of the education system.[1]

2 Theoretical Foundations of Inclusive Education

As an educational concept, inclusive education is not the product of a closed-door approach, but a response to the reality of education. Inclusive education responds to the most essential and basic reality of education, namely, “how students, as objects of education, really are”. With the widespread dissemination of the theory of multiple intelligences and the theory of multicultural education, the concept of “every student is unique” has become a consensus, thus laying the foundation for the concept of inclusive education. [2]

2.1 Purpose of inclusive education

From the social level, the purpose of inclusive education is to promote educational equity and thus serve social equity. Education is an important mechanism for promoting social equity. The ultimate aim of inclusive education is to build an inclusive society, and the pursuit of justice is at the heart of building an inclusive society. The OECD (Organization for Economic Co-operation and Development) report has pointed out that justice in the field of education includes two aspects, the first being equity, that is, “personal circumstances and social situations, such as gender, socio-economic status and ethnic origin, should not be barriers to the completion of studies”, and the second being inclusion, that is, “guaranteeing the basic standards of education for all”. The second is inclusion, i.e., “guaranteeing the basic standards of education for all”. These discourses encompass the dimensions of equity in the starting point of education and equity in the outcomes of education, while equity in the process of education is implicit. Therefore, it can be said that equity in education is the core connotation of inclusive education, and it is also the pursuit of the value of inclusive education. Inclusive education emphasises the improvement of the quality of education for all students, not only in the pursuit of equal access to education, but also in the fair treatment of the educational process and the guarantee of relative fairness in the outcome of education for individuals.[3]

At the individual level, inclusive education aims to promote the full development of each student's personality and potential and to help students achieve all-round development. Promoting the all-round development of students has always been the aim of education in China, and the idea of inclusive education is consistent and compatible with this aim. Inclusive education is characterised by the fact that, in discussing the all-round development of all students, it does not treat “students” as a uniform abstract concept but recognises the specific situation in which each student finds himself or herself and his or her unique personality. Inclusive education encourages diversity and rejects preconceived and rigid ideas about students. UNESCO sees “inclusion” as a dynamic concept that responds positively to the diversity of students and sees individual differences as enriching learning opportunities rather than as problems. Therefore, the process of moving towards inclusion is not only a mere technical or organisational change, but also a clearly philosophical movement that calls for a restructuring of the dominant education system, a reform of the organisation of teaching and learning, and a reform of the way in which teaching and learning is organised

and carried out. It is also a movement with clear philosophical ideas, calling for a restructuring of the mainstream education system and a reform of the organisation of teaching and learning, the curriculum, the teaching strategies and the assessment criteria, in order to adapt to the diversity of students' personalities and to meet their different needs. The theoretical underpinnings of inclusive education are a key starting point for this study. This chapter will explore the core concepts of inclusive education, including diversity, equity and inclusion, and how these concepts influence educational practice.[4]

2.2 Principles of Inclusive Education

The first is the fair treatment of all students, and the full participation of all learners (regardless of gender, social and economic status, ethnicity, geographical location, special educational needs, age and religion) in inclusive educational practices should be achieved.

Secondly, the differences and diversity of learners should be respected. Every child is different and has his/her own unique characteristics, interests, abilities and learning needs. These differences and diversities should not be regarded as grounds for discrimination or exclusion, but rather as resources and opportunities for education, for fostering multicultural awareness, and for enhancing students' adaptation to and understanding of different cultures.

Thirdly, to meet the special educational needs of students. Everyone has special educational needs due to differences in their intellectual structure and life situations. These needs are mainly divided into two categories: first, psychological and emotional needs, inclusive education practices should actively create conditions to help students achieve multi-level needs; second, cognitive needs. As the main place for knowledge transfer, schools should actively construct and satisfy students' cognitive needs. This is an important factor in promoting personal development, as well as an important guarantee for improving the educational quality of inclusive education.

Fourthly, attention should be paid to the disadvantaged groups among students. In current educational practice, it is often seen that girls, ethnic minority students, rural students, poor students, left-behind children, migrant children, children of single-parent families, and other groups of students in disadvantaged areas are directly or indirectly excluded from the educational life of the school. In this regard, special attention and support must be given to these disadvantaged groups of students in order to better reflect the concept of inclusive education "for all students" and to achieve the goal of inclusive education to promote equity in education.[5]

3 Role of Teachers in Inclusive Education

3.1 Educators

In an inclusive education system, the primary task of teachers is to act as educators, imparting subject knowledge and skills. They need to adapt to the learning needs of different students and adopt diverse teaching methods, including group work, person-

alised learning and the use of educational technology to support teaching and learning.

Inclusive education favours the inclusion of all students, without excluding any of them, so that everyone is able to participate and develop. It therefore advocates that teachers adopt an "individual education plan" and "prescribe the right medicine for the right problem", seeking to advocate a completely different approach, whereby education explores the characteristics of each child, adapts to his or her level of ability and enables him or her to develop to the fullest extent possible, so as to promote the development of each pupil in the direction of individuality. Respecting the differences of students with special needs and carrying out teaching and learning activities centred on students with special needs, we tailor our teaching to the needs of the students, develop their strengths and promote their personalised development. Teachers with the concept of inclusive education can put forward multi-level teaching objectives for students at different levels and use the tiered teaching method to enable students at all levels to achieve optimal development through their efforts. In arranging the content, progress and methods of teaching, they vary from person to person, so as to meet the actual possibilities of students at different levels, so that the best students "get enough to eat" and the worst students "get enough to eat", and so as to achieve the goal of optimal development for all students.[6]

3.2 Supporters

In inclusive education, teachers must also play the role of supporters. This includes providing academic support to help students overcome barriers to learning, as well as emotional support to encourage students to build self-esteem and self-confidence.

A supporter is a teacher who provides students with the support they need, including academic support, emotional support, and behavioural support.

Teachers need to provide academic support in learning, help students understand complex academic concepts, provide additional instructional materials, and conduct one-on-one tutoring. These supports can help students overcome academic difficulties and improve their academic performance. Emotional support, on the other hand, emphasises the importance of emotional support and explains how teachers can establish rapport, build trust, and provide emotional support. This is critical to students' emotional well-being and the development of self-esteem. Behavioural support refers to how teachers deal with students' behavioural problems, using positive behaviour management strategies to encourage positive behaviour while providing appropriate correction and guidance to help students develop appropriate patterns of behaviour.

In addition to this, there will be a need for some individualised support, such as teachers developing a personalised support plan based on the individual needs of each pupil.

Teamwork is also essential in this process. Teachers need to work in partnership with other professionals and families to provide integrated support.

3.3 Coordinator

Teachers need to coordinate their work with other professionals (e.g. psychologists, special education teachers, etc.), families and community partners. This helps to ensure that students are supported in all aspects of their lives, both at school and at home and in the community.[7]

Inclusive education believes that we need to recognise the social nature of problems, to see individual difficulties as collectively shared difficulties, and to prepare students for an inclusive society. Moreover, this kind of co-operation in inclusive education is on a larger scale, requiring extensive co-operation between schools, teachers, teachers and students, and students, and creating a democratic learning atmosphere for students. Focusing on co-operation is a relentless pursuit of Inclusive Education. Inclusive education believes that in a school class, when a student has difficulties or problems in learning or activities, it is not only his personal problem, but also the problem of the class group. This is because our class is a learning community, and the student with the problem is a member of our learning community and a co-operator in our learning community. Teachers with the concept of inclusive education can inspire members of the collective to live together, to overcome difficulties together, to use the collective power to change the unfavourable situation of the individual, and to achieve common progress for all. They can guide students to establish good partnership among themselves so that they can accept and understand each other, learn and live together, help each other and enhance their social adaptability. One of the value objectives of inclusive education in training future people is to focus on collectivity and co-operation, because the work of the future society pays more attention to collective co-operation. One of the necessary conditions for future talents is co-operation, which means being able to work with people with different interests, abilities, skills, personalities and cultural backgrounds, and a sense of responsibility for oneself and for the work of others.

4 Standards for Teacher Professionalisation in Inclusive Education

In an inclusive education system, it is crucial to ensure that teachers have the necessary qualities and competencies to respond to diverse student needs and provide quality education. This chapter will discuss in depth the standards for teacher professionalisation under inclusive education, which are designed to ensure that teachers have the necessary knowledge, skills and competencies to respond to diverse student needs.[8]

4.1 Developing Standards for Teacher Professionalism

In an inclusive education system, it is crucial to ensure that teachers have the necessary qualities and competencies to meet the needs of a diverse student population and provide quality education. This chapter will discuss in depth the standards for teacher professionalisation in the context of inclusive education.[9]

Developing standards for teacher professionalisation is a complex process that requires a combination of factors. Firstly, the involvement of a wide range of stakeholders is key to developing successful standards. This includes the participation of education practitioners, students, families, government and the community at large to ensure wide acceptance and effectiveness of the standards. The content and domain of the standards should comprehensively cover multiple areas of education, including subject knowledge, pedagogy, student support and professional ethics. The standards should specify the skills and knowledge that teachers should possess.

In-depth research, international comparisons and fieldwork are needed in terms of the methodology for developing the standards. This helps to ensure that the standards reflect best practices and the latest research findings. At the same time, standards should be a dynamic process that needs to be regularly updated and improved to respond to changing educational needs and social contexts.

4.2 Challenges to the Implementation of Teacher Professionalisation Standards

However, there are a number of challenges that may be faced in implementing standards for teacher professionalisation. Resource constraints are one of them, with many education systems facing limited resources, both human and financial. This may affect the ability to train, assess and support teachers to meet the standards. Another challenge is training needs; implementing the standards may require additional teacher training and development to ensure that teachers have the required knowledge and skills. At the same time, inclusive education settings need to deal with diverse student populations, including students from different cultural and linguistic backgrounds. This requires training and support to meet diverse needs.

At the same time, the development and implementation of standards for teacher professionalisation have had a profound impact on inclusive education systems. Firstly, they help to improve the quality of education by ensuring that teachers have the necessary qualities and skills to meet the needs of diverse students. Secondly, standards help to ensure that students have access to quality education that promotes their learning and holistic development. Most importantly, standards help to create a more equitable and inclusive educational environment, ensuring equal opportunities for every student.[10]

5 Conclusion

In the future, the field of education will face new challenges and opportunities. Emerging educational technologies will influence the development and implementation of standards, including digital literacy and online education requirements. In addition, education may be faced with more diverse student needs and will need to adapt to this challenge. As a result, teachers will need to continue to develop and learn in order to adapt to the changing educational environment.

In summary, standards of teacher professionalisation under inclusive education are essential to ensure a high-quality education system. They require the support and participation of a wide range of stakeholders to ensure that the education system is able to meet the needs of a diverse range of students and to continuously improve the quality of education. It is hoped that this chapter has provided insights for readers to better understand the importance and challenges of teacher professionalisation standards under inclusive education.

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